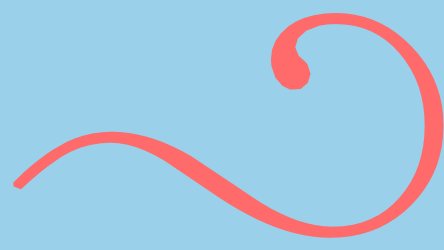




A YOUTH WORKER'S HANDBOOK

# Non-Formal Education Methods

21 new non-formal education methods to develop social, civic and intercultural competences to ensure social inclusion among youth with and without fewer opportunities



DEVELOPING YOUNG PEOPLE'S LIFE  
SKILLS THROUGH NON-FORMAL  
ACTIVITIES



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# Table of Contents

Introduction .....	6
Themes.....	11
Social Inclusion .....	11
Discrimination .....	12
Intercultural competences .....	12
Social competences.....	14
Civic competences .....	14
Conflict management.....	15
Self-esteem and self-confidence .....	17
Experiencing and understanding social exclusion .....	18
ISOLATION.....	18
YOU ARE NOT WELCOME .....	20
SOCIAL PARTY.....	22
Fostering tolerance and fighting .....	24
against discrimination.....	24
CAROUSEL OF DISCRIMINATION.....	24
THE DISCRIMINATION BALL.....	26
NO DISCRIMINATION ADVERT.....	28
Developing intercultural competences.....	30
RAIL JUNCTION .....	30
PIRATE MAP OF IDENTITY .....	31
BUILDING A COUNTRY.....	33
Developing Social Competences .....	35
SOCIAL ROULETTE .....	35
SOCIAL ROUTE .....	37
TOGETHER .....	39
Developing Civic Competences .....	40
THE WHEAT SPIKELETS OF CIVIC COMPETENCES .....	40
THE MIRROR OF ACTIVE PARTICIPATION.....	42
BE YOUNG AND ACTIVE! .....	44
Conflict Management .....	46
CONFLICT SIMULATION.....	46
MANAGE YOUR CONFLICTS.....	48
CONFLICT MANAGEMENT CIRCLES.....	50
Building trust, self-esteem and confidence.....	52
CHAMBERS OF STANDARDS AND VALUES.....	52
THE LABRYINTH OF CONFIDENCE AND SELF-ESTEEM .....	55
SELF-ESTEEM .....	57
Bibliography .....	58

English

# ABOUT THIS HANDBOOK



We have developed 21 new non-formal methods to be used in the activities with young people with and without fewer opportunities jointly in order to develop social, civic and intercultural competences and to ensure social inclusion at the same time. The non-formal education methods have been created taking into consideration the particularities of each fewer opportunity, so you won't need to adapt them to ensure social inclusion.

Anyone wanting to develop the social, civic or intercultural competences of their beneficiaries, who wants to increase tolerance, to promote non-discrimination and to ensure social inclusion in their activities with youth can use this handbook. Youth supervisors, staff members, youth leaders, trainers, coaches, teachers, educators, freelancers and other experts in the youth field, adult education field and VET field can all use this handbook to design their activities.

From the 21 new methods, three of them aim to develop social competences, three aim to develop civic competences and three aim to develop intercultural competences. At the same time, these methods are designed to ensure social inclusion and to increase tolerance between young people with and without fewer opportunities. The rest of the methods are designed to foster social inclusion: three methods will foster tolerance and fight against discrimination, three methods will build trust, self-esteem and confidence, while a further three methods are designed to experience and understand social exclusion, and three more methods are designed to manage conflicts.

The methods will improve the quality of youth work and will help you design activities for young people with and without fewer opportunities jointly. By using these methods, we want you, as an expert, to understand different working contexts; to learn how to build trust and self-esteem at young people's level; to gain competences in conflict management; to understand young people's needs; to gain competences to implement non-formal methods with young people with and without fewer opportunities jointly; to learn new ways to foster social, civic and intercultural competences; to learn new approaches to develop social, civic and intercultural competences among young people with and without fewer opportunities; and to ensure social inclusion.

Română

# DESPRE BROȘURĂ



Am creat 21 de metode noi de educație non-formale pentru a fi utilizate în activitățile realizate în comun, cu tinerii cu și fără mai oportunități reduse, pentru a dezvolta competențele sociale, civice și interculturale și pentru a asigura în același timp incluziunea socială. Noile metode de educație non-formală au fost create luând în considerare specificul fiecărui tip de oportunitate redusă, prin urmare acestea nu trebuie adaptate sau modificate pentru a asigura incluziunea socială în timpul utilizării lor.

Această broșură poate fi utilizată de către toți experții care doresc să dezvolte la nivelul beneficiarilor lor competențele sociale, civice sau interculturale, să crească toleranța, să promoveze non-discriminarea și să asigure incluziunea socială. Lucrătorii de tineret, personalul organizațiilor, liderii de tineret, formatorii, antrenorii sociali, profesorii, educatorii precum și alți experți din domeniul tineretului, din domeniul educației, educației adulților și din domeniul VET pot folosi această broșură pentru dezvoltarea metodologiilor de lucru.

Metode sunt concepute pentru a asigura incluziunea socială și pentru a crește toleranța între tinerii cu și fără oportunități reduse. Cele 21 de noi metode de educație non-formală sunt clasificate astfel: trei dintre acestea vizează dezvoltarea competențelor sociale, trei vizează dezvoltarea competențelor civice, trei vizează dezvoltarea competențelor interculturale, trei metode încurajează creșterea toleranței și lupta împotriva discriminării, trei metode contribuie la creșterea încrederii și stimei de sine, alte trei metode sunt concepute pentru a experimenta și înțelege excluderea socială iar ultimele trei metode sunt create pentru a gestiona conflictele din timpul activităților de învățare.

Metodele sunt create pentru a îmbunătăți calitatea muncii de tineri și pentru a ajuta la dezvoltarea activităților realizate în comune pentru tinerii cu și fără oportunități reduse. Aceste metode sunt realizate pentru: a înțelege diferite contexte de lucru; a dezvolta încrederea și stima de sine la nivelul beneficiarilor; pentru a dobândi competențele necesare gestionării conflictelor; pentru a înțelege nevoile tinerilor; a dobândi competențele necesare pentru a utiliza metode de educație non-formale cu tineri cu și fără oportunități reduse în activități comune; pentru a învăța noi modalități de a dezvolta competențele sociale, civice și interculturale în rândul tinerilor cu și fără oportunități reduse și pentru a asigura incluziunea socială a tinerilor cu oportunități reduse.

Español

# ACERCA DE ESTE MANUAL



Hemos desarrollado 21 nuevos métodos no formales para su uso en actividades con jóvenes con y sin menos oportunidades de manera conjunta. Los métodos buscan desarrollar las competencias sociales, cívicas e interculturales y al mismo tiempo asegurar la inclusión social. Los métodos de educación no formales han sido creados teniendo en cuenta las particularidades de cada tipo de oportunidad reducida, de modo que no tendrás que adaptarlos para asegurar la inclusión social.

Todo el que quiera desarrollar las competencias sociales, cívicas o interculturales de sus beneficiarios y quiera aumentar la tolerancia, fomentar la no discriminación y asegurarse de la inclusión social en sus actividades con la juventud puede usar este manual. Los supervisores o líderes juveniles, el personal de las organizaciones, los entrenadores, profesores, educadores, autónomos y otros expertos en el campo juvenil, el campo de la educación de adultos y la formación profesional pueden hacer uso de este manual para diseñar sus actividades.

De los 21 nuevos métodos, tres de ellos buscan desarrollar competencias sociales, tres buscan desarrollar competencias cívicas y tres buscan desarrollar competencias interculturales. Al mismo tiempo, estos métodos están diseñados para asegurar la inclusión social y aumentar la tolerancia entre los jóvenes con y sin menos oportunidades. El resto de los métodos están diseñados para fomentar la inclusión social: tres métodos fomentarán la tolerancia y la lucha contra la discriminación, otros tres métodos fortalecerán la confianza en otros y en sí mismos y la autoestima, tres métodos más han sido diseñados para experimentar y entender la exclusión social y los últimos tres métodos han sido diseñados para enseñar a gestionar conflictos.

Los métodos mejorarán la calidad del trabajo juvenil y le ayudarán a diseñar actividades para jóvenes con y sin menos oportunidades de forma conjunta. Usando estos métodos, queremos que tú, como experto, entiendas los diferentes contextos de trabajo; que aprendas a cómo fomentar la confianza y la autoestima de los jóvenes; que adquieras competencias en resolución de conflictos; que también adquieras competencias para implementar métodos no formales con jóvenes con y sin menos oportunidades de forma conjunta; que aprendas nuevas maneras de fomentar competencias sociales, cívicas e interculturales; que descubras nuevos enfoques con los que desarrollar competencias sociales, cívicas e interculturales en jóvenes con y sin menos oportunidades; y que asegures la inclusión social.

# NEW NON-FORMAL EDUCATION METHODS

## Introduction

This handbook is for you – THE YOUTH WORKER – the person who contributes and gives back to the community every day by developing the competences of young people with and without fewer opportunities. We have developed 21 new non-formal methods to be used in the activities with young people with and without fewer opportunities jointly in order to develop social, civic and intercultural competences and to ensure social inclusion at the same time. The non-formal education methods have been created taking into consideration the particularities of each fewer opportunity, so you won't need to adapt them to ensure social inclusion.

Anyone wanting to develop the social, civic or intercultural competences of their beneficiaries, who wants to increase tolerance, to promote non-discrimination and to ensure social inclusion in their activities with youth can use this handbook. Youth supervisors, staff members, youth leaders, trainers, coaches, teachers, educators, freelancers and other experts in the youth field, adult education field and VET field can all use this handbook to design their activities.

The methods will improve the quality of youth work and will help you design activities for young people with and without fewer opportunities jointly. By using these methods, we want you, as an expert, to:

- understand different working contexts;
- learn how to build trust and self-esteem at young people's level;
- gain competences in conflict management;
- understand young people's needs;
- gain competences to implement non-formal methods with young people with and without fewer opportunities jointly;
- learn new ways to foster social, civic and intercultural competences;
- learn new approaches to develop social, civic and intercultural competences among young people with and without fewer opportunities;
- ensure social inclusion.

All the methods are adapted to be used during the activities with young people with and without fewer opportunities, as follows:

- The methods are sensitive, they take care of the emotions and feelings of each person;
- They don't put the participants in a competitive position, each participant counts and is important;
- They don't put labels or tags;
- They offer equal opportunities for the young people with fewer opportunities, they are treated as equals with their peers;
- Most methods are focused on team work, so young people with and without fewer opportunities complement and help each other;

- There are no obligations to perform identical tasks, young people are offered to perform tasks freely, for example some participants will write on the notebook and others will draw, or they may or may not sit on the chair at some specific time. These freedoms will not affect the structure, the aim, and the expected results of the method.
- The methods don't focus directly on the fewer opportunities group, the young people are not targeted as an object study, they are treated on an equal basis as their peers, as young persons who simply bring their contribution to the activity through their life experience and through what they know and feel, not in relation to the fewer opportunity or opportunities they may have.
- The methods are designed to help young people deepen their knowledge, acquire new information and develop/ gain new competences.
- The methods are designed to be used in mixed groups of young people with and without fewer opportunities and to ensure social inclusion in non-formal education methods.

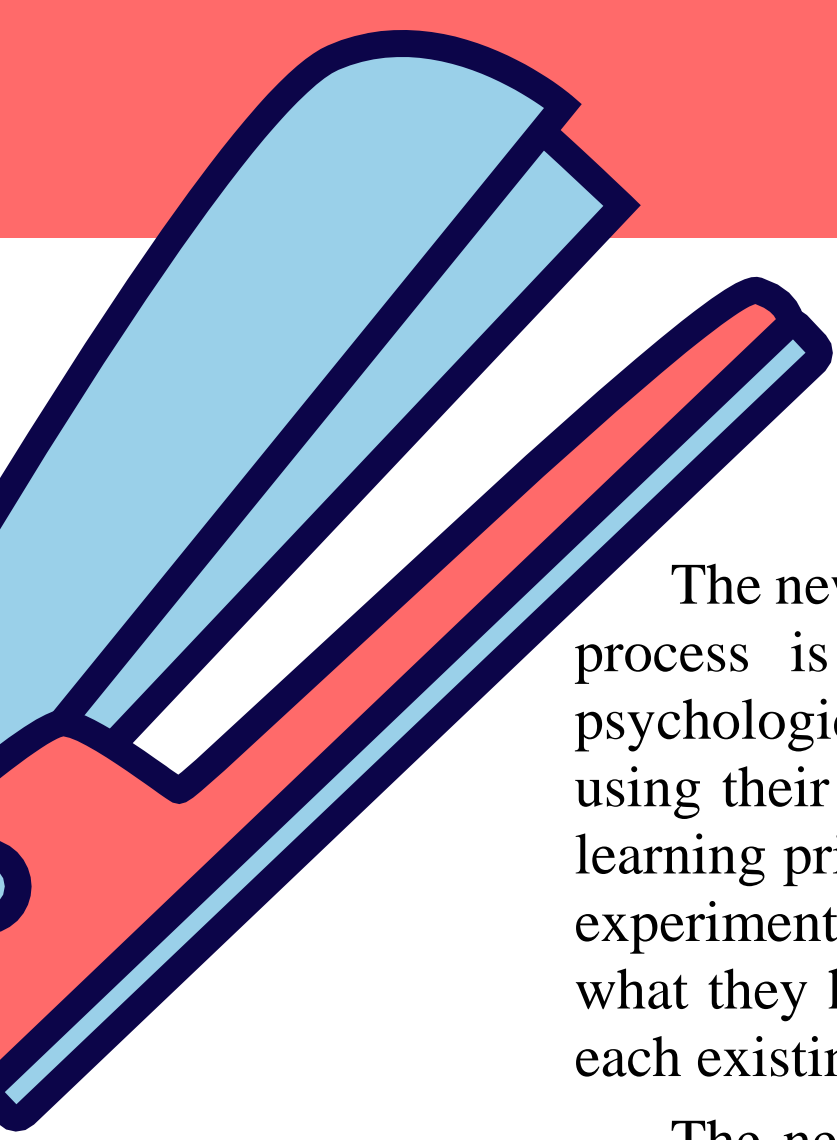
The methods don't require adaptations because they are specially designed for young people with and without fewer opportunities. If necessary, include the necessary support for young people with fewer opportunities that is normally provided in all the activities in your organisation, for example, escort, Braille alphabet translator, guide, etc. If the young person does not need special support in their daily life, there will not be any need for special support to participate in these methods. During the activity, you may observe or assess that a young person needs help to perform a specific task. Or, maybe one young person asks you for help to finish and perform some tasks. You can help him/her directly or you can ask another young person to do so. You should always aim to develop the young people with and without fewer opportunities' autonomy, so the help provided by a young person to another young person to perform a specific task should be for a short period of time.

During the implementation of certain methods, tensions may arise between young people without fewer opportunities, between young people with fewer opportunities and between young people with and without fewer opportunities. We recommend you create a common journal of reflection for medium and short-term non-formal activities, where certain difficult situations can be reported directly by the participants. The diary should be read daily by the youth worker. The youth worker should discuss in private, or in the big group each situation in order to find constructive solutions.

This handbook contains 21 new non-formal education methods. From the 21 new methods, three of them aim to develop social competences, three aim to develop civic competences and three aim to develop intercultural competences. At the same time, these methods are designed to ensure social inclusion and to increase tolerance between young people with and without fewer opportunities. The rest of the methods are designed to foster social inclusion: three methods will foster tolerance and fight against discrimination, three methods will build trust, self-esteem and confidence, while a further three methods are designed to experience and understand social exclusion, and three more methods are designed to manage conflicts.

These 21 new non-formal methods, are developed based on literature overview and theory as well as experts' experience. All the methods were previously tested.






The new methods were created using non-formal education principles. The learning process is youth-centred. The methods have been designed to physically and psychologically engage and actively involve young people in their own learning process, using their competences, emotions and intellect. The methods follow the experiential learning principles from the Kolb Cycle, by offering opportunities for young people to experiment, to reflect, to find solutions, to draw conclusions, to discuss and to apply what they have learned in real life. The methods consider the learning preferences of each existing learning style (active, reflexive, theoretician and pragmatic).

The new methods contain the necessary descriptions and examples of debriefing questions that will directly help the youth worker lead the young people's learning through all stages of the Kolb Cycle.

For each fewer opportunity the new 21 methods have the following particularities:



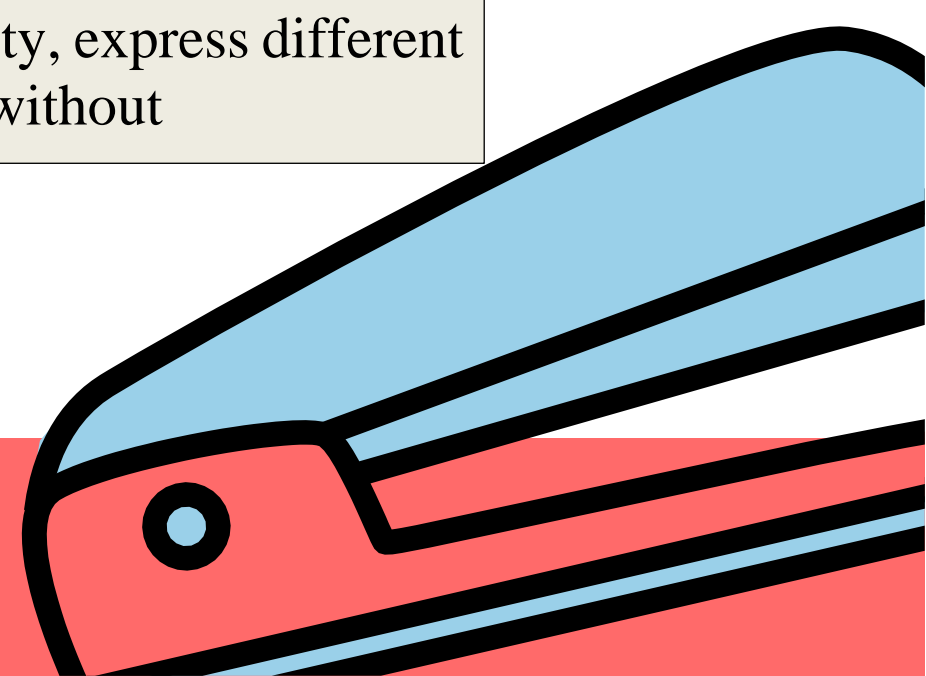
**Social obstacles** - the methods focus on including young people with social obstacles by increasing tolerance between young people with and without social obstacles, by increasing self-awareness and confidence, by eliminating stereotypes and by creating occasions for the mixed group of young people with and without social obstacles to cooperate and collaborate.

**Economic obstacles** - these methods will facilitate social inclusion and will equip young people with economic obstacles with the necessary skills to improve their social and civic life, to learn from other young people's experiences, to express themselves, and to increase their quality of life.

**Disability** - young people with disabilities will have the opportunity to learn alongside young people without disabilities and to get to know them better. They will be treated equally and will have opportunities to collaborate with young people without disabilities in order to solve tasks together. The methods are focused on social inclusion and will help young people understand stereotypes. Using these methods, you give young people with disabilities the chance to express their creative potential, to express themselves, to be heard and to feel that they matter. At the same time, you can create the opportunity for young people without disabilities to better understand the situation of young people with disabilities.

**Educational difficulties** – these methods provide dynamic learning challenges, ensure the engagement of young people with educational difficulties and develop their ability to finish tasks. The methods will equip the young people with social, civic and intercultural competences. These competences add to/enhance formal education and increase the chances of a better life. Young people in the mixed groups can act as models or as a source of inspiration.

**Cultural differences** – the methods are focused on the existing diversity at local level, coexisting nationalities/ ethnicities in the same country, including immigrants, and also existing diversity at international level, exploring identity, sense of belonging and diversity. The methods foster social inclusion and increase tolerance among young people. The methods offer opportunities for self-knowing, for self-reflection, and for introspection. The methods also help young people understand diversity, express different opinions, share their way of doing things, and also learn from youth without



fewer opportunities, to improve their competences and self-esteem.

**Health problems** – these methods offer the possibility for young people with health problems to express their full potential and develop necessary skills for their daily lives. The methods will also give young people with health problems a meaning when they can no longer find it, by stimulating their self-esteem, active participation and conflict management. The methods facilitate social inclusion, the collaboration and communication between young people with and without health problems and offer the opportunity for them to share experiences and learn from each other.

**Geographical obstacles** – young people with geographical obstacles will have the opportunity to cooperate and collaborate with people from other environments. They will have the opportunity to learn from other young people's points of view (young people who has other life conditions and access to different services). The young people without fewer opportunities will learn the same thing from the young people with geographical obstacles. The competences developed through these methods contribute to the social inclusion and well-being of young people with geographical obstacles.

In the following chapters, you will find the new non-formal education methods. Each method contains the aim (the competences that you will develop); the needed resources (materials); the group size (limited or unlimited); the needed time; the step by step description (what you will do with the young people, the actual method); reflection, evaluation and debriefing questions (questions to help the young people with and without fewer opportunities reflect and conceptualise the learned concepts); future tips and consequences (what can happen, what you can do and how to react in different situations).



# Themes

## Social Inclusion

The social inclusion of young people with fewer opportunities can be ensured by offering equal opportunities for them to participate in society, by creating occasions in which they can be appreciated and valued and by helping them live with dignity. The basic needs of young people with fewer opportunities need to be met, and the differences between young people with and without fewer opportunities should be respected.

A country where the social inclusion of young people with fewer opportunities is fostered is a country where:

- **All young people have equal opportunities.** All persons are offered the opportunity to fully participate in the country's economic, social, political and cultural life. They should enjoy the benefits of active participation. Youth work should eliminate the undesirable effects of social exclusion and help youths with fewer opportunities take control of the quality of their lives.
- **The basic needs of all citizens should be satisfied.** Along with respecting and defending human rights fundamentals, one of the main premises of quality of life is to cover elementary needs, as well as to ensure the population has access to free education, health and social services. These important aspects allow young people to live worthy lives, to have equal aspirations, to have control over their own lives and to actively participate in community life. By creating equal opportunities for young people with and without fewer opportunities and by creating targeted activities, youth workers can increase young people's sense of responsibility and help them develop the necessary skills to integrate themselves in their social community and engage with their environment in order to solve community problems.
- **All people should be appreciated and valued.** All human beings are born free and equal in dignity and rights (Art. 1 of the Universal Declaration of Human Rights by the United Nations). People who feel appreciated and live with dignity have a better opportunity to have control over their own lives and actively participate in society.
- **Each individual is unique.** The differences between young people with and without fewer opportunities should be respected in society. Differences between individuals can be determined by race, gender, ethnicity, nationality, socioeconomic situation, age, sexual orientation and beliefs (religious, political or other), as well as physical, cognitive or social skills. The concept of diversity must be addressed beyond tolerance, it implies acceptance and respect. Promoting diversity increases the chances for all young people to reach their full potential, and at the same time, the communities they live in can proactively use this potential and benefit from it.



## Discrimination

According to the European Convention on Human Rights, discrimination is “treating people in analogous situations differently, or people in different situations alike, without objective and reasonable justification. So, not all differential treatment is discrimination.”

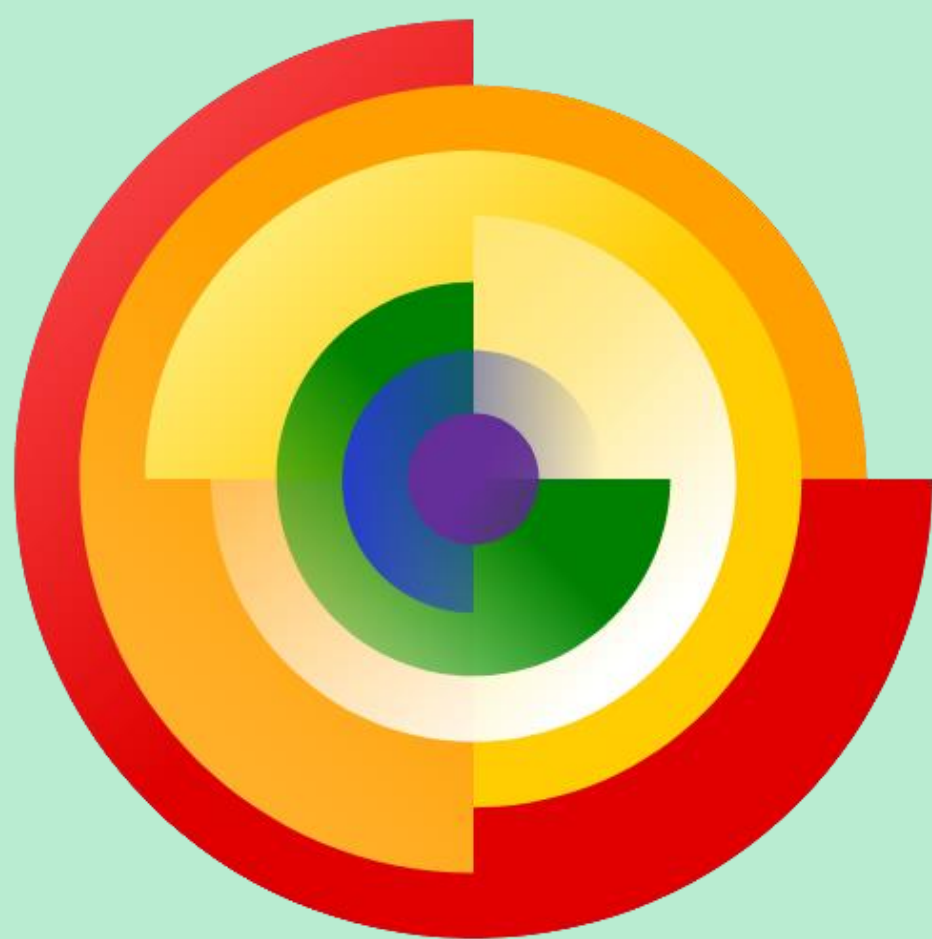
**Discrimination can appear based on preconception or poor knowledge of the other person.** In order to promote anti-discrimination and fight against discrimination, the youth worker can create opportunities for young people with and without fewer opportunities to come together and interact, to learn from each other and collaborate. In order to understand discrimination, first, young people must know about it and be aware of it, and then they must confront different situations of discrimination. In order to fight against discrimination, it's important to eliminate stereotypes that have been passed on over time and to increase tolerance between young people with and without fewer opportunities.



Tolerance between young people with and without fewer opportunities can be built up and enhanced if the youth workers aims to develop the young people's capacity to tolerate different expectations, interests, opinions and needs, and to make them understand and accept facts as they are.

## Intercultural competences

In terms of strengthening young people's identity and sense of belonging it is important that the young people with and without fewer opportunities are aware of their origins (nationality, race/ethnicity), beliefs, religion, and values.



# OPEN CULTURE

For a better understanding of diversity, culture and identity youth workers can use the iceberg of culture in the non-formal activities with young people with and without fewer opportunities jointly.

The **Cultural Iceberg** analogy will help them make young people understand the visible aspects of culture (food, traditional clothes or dress style, games, folk dancing, fine arts, literature, popular music) and the less visible or even invisible aspects of culture (structure, notions, definitions, attitudes, roles, patterns, ideals, etc.).

Intercultural competences can be developed in various contexts, including in a local context. There are key measures and actions that the youth worker can take in order to develop the intercultural competences of young people with and without fewer opportunities:

- ❖ To be an active agent in the fight against discrimination and social injustice, to be aware and informed, and to enable the young people to confront discrimination and social injustice.
- ❖ To enable young people with and without fewer opportunities to promote and protect human rights.
- ❖ To understand culture as a dynamic process, to be willing to discover diversity and learn about other coexisting cultures or different nationalities/ethnicities, including immigrants, at local, regional, national and international level; to explore identity, geography's impact on culture, politics, etc.
- ❖ To create a sense of solidarity, to develop and improve young people's skills and proactive attitudes, encouraging them to speak out about any kind of abuse they have suffered or witnessed against others, in order to help them embrace their rights and duties.
- ❖ To help young people with and without fewer opportunities' ability to deal with the kind of insecurities that can stem from an international and/ or intercultural context, by increasing self-confidence, developing communication skills and flexibility.
- ❖ To develop young people's critical thinking abilities, to apply and to analyse the information from communication, observation, experience, reflection or through reasoning; to develop their capacity to say no when the situation requires it, and to criticise a paradigm.
- ❖ To develop young people's empathy, to change their perspective, to help them identify and eliminate stereotypes regarding other cultures.



Figure 1. The Cultural Iceberg

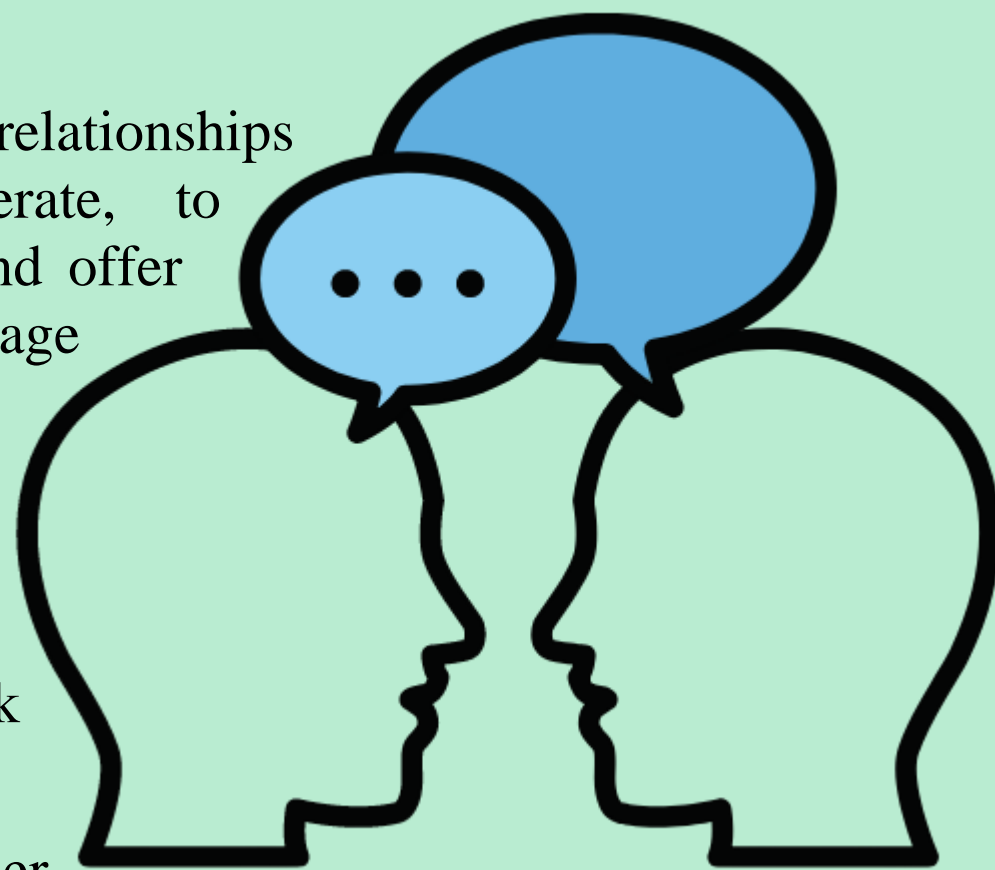
- ❖ To cultivate tolerance for ambiguity for young people with and without fewer opportunities.

## Social competences

Social competences include “personal, interpersonal and intercultural competences and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, particularly in increasingly diverse societies, and to resolve conflict where necessary. It is linked to personal and social well-being.” (Youthpass).

According to Core SEL Competencies, there are 5 key competences needed to enhance social and emotional learning. The youth worker can develop the following social competences in order to equip the young people with and without fewer opportunities with the necessary knowledge and skills, attitudes and behaviours to ensure their social participation:

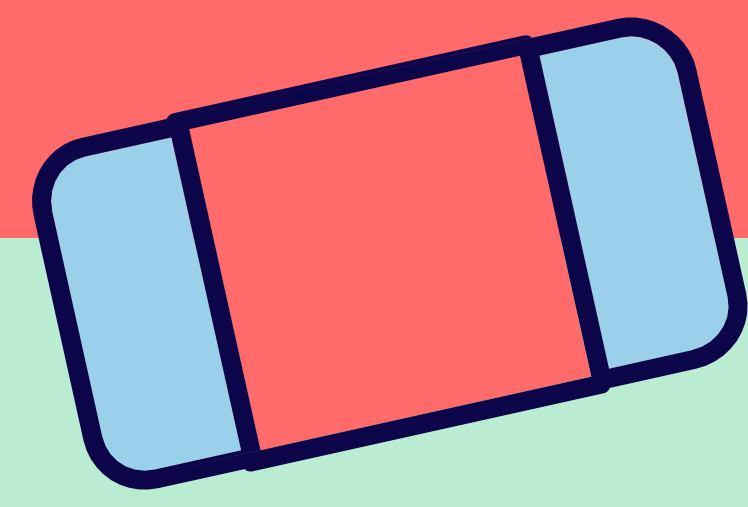


- ✚ **Self-awareness:** to label one’s feelings, to relate feelings and thoughts to certain behaviours, to make an accurate self-assessment of strengths and challenges, to be optimistic and develop self-efficacy.
- ✚ **Relationship skills:** to build and maintain relationships with individuals and groups, to cooperate, to communicate clearly, listen actively, seek and offer help when needed, and be able to manage conflicts.
- ✚ **Social Awareness:** to be able to express empathy, to be able to conduct perspective-taking, to understand social and ethical norms of behaviour, to recognise family, school/ work environment and support the community.
- ✚ **Responsible decision making:** to consider the well-being of self and others, to be aware of the individual’s responsibilities, to behave ethically, to base decisions on safety, social and ethical grounds, to realistically evaluate the consequences of various actions.
- ✚ **Self-Management:** to be able to manage stress, to have self-control, to be able to self-motivate, to know how to set up and achieve goals, to be able to adapt to different situations and environments.



## Civic competences

Civic competences “equip individuals to fully participate in civic life, based on the knowledge of social and political concepts and structures and a commitment to active and democratic participation.” (Youthpass).

The active participation of young people in community life is possible depending on their level of awareness of the social and cultural changes taking place in their community.



Youth workers should train young people to take direct responsibility for certain issues in their community and to play an active role in related policies. The participation can be physical or online. The youth worker will teach young people what participation is, they will teach them about democratic and political life and how they can participate and engage at local, regional, national and European level:

- › by developing their active citizenship, their capacity to take initiatives, by engaging them in volunteering
- › by teaching them how they can get involved in politics, telling them about national and European parties, how politics work at national and European level, how they can get involved in the European elections and how and when they need to vote
- › by enhancing critical thinking and media literacy
- › by promoting opportunities on how to do advocacy
- › by strengthening the young people's sense of belonging to society and the European Union



## Conflict management

For young people with and without fewer opportunities' well-being and in order to improve their quality of life, the youth worker should develop their competences to help them resolve and manage conflicts. In this sense, the youth worker will use different non-formal activities to enhance young people's conflict-solving abilities.



In real-life situations, during a conflict, a person can feel and act in three different ways: passive, assertive and aggressive. At the same time, the same person can receive answers from his interlocutor in the same way, passive, assertive and aggressive. Usually, people react to a particular situation in multiples ways, their reactions encompassing characteristics from all three basic characteristics. After all, no one is completely assertive.

Assertiveness is an ability to express one's own experiences and choices in a way in which others' self-esteem and individuality are not harmed. It's an important component of social skills along with gratification, empathy and cooperation, self-presentation and the ability to react and change one's behaviour in different situations, environments and relationships.

Those who exhibit passive behaviour during a conflict are usually inhibited persons. Passive people still allow certain reactions and behaviours from other people, even if they don't like what is being said or done to them. They buy peace at a big price, by denying their rights.

Those who exhibit aggressive behaviour during a conflict are hostile and try to reach their goal by dominating others, sometimes resorting to violence. Passive aggression is a variation of aggressive behaviour. People who are passive-aggressive do not consider the needs of the other person, often playing the role of the victim. Both forms of aggression reflect low self-esteem.

Conflict resolution can be reached by following 6 principles: identifying the problem that caused the conflict; identifying the feelings associated with the conflict; identifying the impact of the problem; identifying the possible solutions to solve the conflict, selecting the best solutions; implementing the solutions; evaluating if the conflict is solved.

Thomas and Kilmann designed a conflict mode instrument with five conflict management styles that are placed on two dimensions, on assertiveness and on cooperativeness:

- **Competing:** the person tries to satisfy their own needs and concerns. This style is assertive but uncooperative, a win-lose power struggle.
- **Avoiding:** the person avoids the conflict, without discussing the facts. This is unassertive and uncooperative.
- **Accommodating:** this approach satisfies only the needs of the other person, by ignoring one's own needs. This is unassertive but a cooperative strategy, a lose-win power.
- **Collaborating:** this is a strategy where both parts are satisfied, they find a solution that is suitable for them. This is an assertive and cooperative style, a win-win solution.
- **Compromising:** both parts will partially satisfy their needs and concerns. They are partially assertive and cooperative.





## Self-esteem and self-confidence

Self-esteem can be based on the person's choice of external norms that they think they may, or may not achieve. It may also come from comparing several self-images that coexist within them: the current self, the ideal self, the image that the individual has among those who know him/her. In a broader sense, self-esteem is a value that we attach to our own person.



According to the Encyclopaedia of Psycho-Sociology there is a "global self-esteem", a continuum appreciation on a positive-negative scale of one's own being as a whole, giving particular valuations on different fields and specific potentialities, as well as a "specific self-esteem" that reflects a certain trait or competence (physical appearance, popularity, professional competence, quality of spouse or parent, etc.).

Self-esteem is based on three elements: self-confidence, self-concept and self-love.

**Self-love** - This is the most important element. To value ourselves means to love ourselves, love does not stand for any conditions: we love ourselves despite our flaws and failures, we love ourselves because an inner voice simply tells us that we are worthy of love and respect. This self-love depends on the love that individuals have received in childhood.

**Self-concept** - The second pillar of self-esteem is represented by the conception of self – the opinion we have about ourselves, based or not on our qualities and defects – what qualities or defects we believe we have, the specific potentialities and limits. In this element, subjectivity plays an essential role. This conception of self originates in the family environment. The fact that a child's doubts and anxieties are ignored, can lead to a deep vulnerability in self-esteem. In some cases, a limited conception of self will lead the person to depend on others (it is limited to the role of successor).



**Self-confidence**. The third component of self-esteem is self-confidence – it applies to our acts. To be confident means to believe that you are able to act in an appropriate manner in important situations. Self-confidence is not too difficult to identify, it can be analysed by simple observation. It comes from the education received in the family. This is transmitted by example and conversation.

**Self-esteem and confidence are very important for young people with and without fewer opportunities. By applying specific methods, the youth worker can increase young people's self-esteem, making a significant impact on their personal and professional lives, as well as on their overall well-being.**

## Experiencing and understanding social exclusion

### ISOLATION

**Aim:** to understand what social exclusion is, to identify and understand the feelings of an excluded person

**Resources needed:** envelopes, papers, pencils

**Group size:** Various

**Time needed:** 40 minutes



#### Step by step description

1. At the beginning of the method you will inform the participants that each will receive an envelope with a final sentence regarding their future given by a judge.
2. Give the participants the envelopes and tell them to not look in them. Half of them will receive a very heavy and punitive sentence and the other half will receive a very good sentence, the last ones will be the lucky ones. The choice is random. You will prepare the envelopes before the method begins.

For example, you can write on the heavy sentences that the young people will have to permanently give up actions such as walking around shopping centres, going to university, getting married, having a child, going to the dentist, using the phone, going to restaurants or discos. Or, maybe you can write restrictions such as going to the beach or the park only in the morning between 7 and 9 AM and only in if there are no other people in the area at the time. Specify in the sentence that all of this is happening because the community is bothered by his or her presence, he/she is not good, or even because the majority of people have decided that this is the best for the community.

On the good sentences you can write that they have many rights, they can choose what to do, they can go wherever they want, and they are free and lucky. Specify in the sentence that they are good people and that the community likes them.

1. Ask the participants to stand up and give each one an envelope.
2. After they will read the envelopes tell them to write all their thoughts on a piece of paper.
3. Make teams of 2 people, each one with a different envelope, and tell them to discuss about the feelings generated by their sentence.
4. After 10 minutes the participants will return to their seats, in the big group, where they will answer to the reflection and evaluation questions.



## ISOLATION

### Reflection and evaluation

- How did you feel while waiting for the sentence?
- How did you feel when you saw that you received the heavy sentence?
- How did you feel when you received the lucky sentence?
- What were your thoughts when you read the sentence?
- How did you feel later talking to the one with the different sentence? Did you think it was right? What did you want to do at that moment?
- Was this a form of social exclusion?
- What other examples of social exclusion do you know?
- Why do you think people are socially excluded?
- What repercussions do you think social exclusion may have?
- What can each of us do to contribute to social inclusion?
- What can be done at an institutional level?
- When do things like this happen in real life? Why?



### Future tips and consequences

Be sure the participants feel good after you end the method. Discuss the feelings they experienced as a result of this method, give the participants the necessary space to express themselves. Ask them if they have discussed it enough in the teams, or if they need a few more minutes. If necessary, give them an extra 5-10 minutes.

After the reflection questions, tell them to keep in mind that this was a simulation, from which they should learn. The envelopes were randomly received, and everyone deserves an envelope with a lucky sentence. You can symbolize this by giving out envelopes with lucky messages to the young people who received a heavy sentence, leaving them time to read it (at the end of the method, after the reflection questions).





## YOU ARE NOT WELCOME

**Aim:** to experience the feeling of exclusion and to understand the negative impact of prejudice.

**Resources needed:** small sheets of paper, pens

**Group size:** Various

**Time needed:** 30 minutes

### Step by step description:

1. The participants are informed that this is a silent method and they are not allowed to talk.
2. Stick to each participant's forehead a small piece of paper with a secret characteristic/behaviour. They will not know what is written on the piece of paper stuck on their forehead, thus they will not know what personal characteristic or trait they've received, they will only be able to see the other participants' traits. Half of the characteristics will be positive, and the other half will be negative. The characteristics can be:  
  
**Positive:** creative, smart, perseverant, emphatic, etc.  
**Negative:** aggressive, narcissist, egocentric, etc.
3. Everyone in the room has a limited time to find a partner in order to participate with him or her in a contest of talents; they will participate together, as a team. They will be told that it's important to make a good team in order to win.
4. The participants will walk around the room and communicate with others non-verbally. It's forbidden to tell the partner what the characteristic stuck on their forehead is or to find ways to make it visible.
5. After all the teams are formed, the participants will be invited to stay in the big group. They will be informed that the talent contest won't happen.
6. Discuss with the participants about their own feeling using the reflection and evaluation questions.

## YOU ARE NOT WELCOME

### Reflection and evaluation

- Was difficult to find a person to make a team?
- How did you choose your partner? Why did you choose that over another one?
- Did you have some selection criteria?
- How did the youngsters with positive characteristics feel?
- How did the persons with negative characteristics feel? Did you feel excluded, marginalised or isolated?
- What were your strategies to find your partner? Did you have to fight to get him/her to join your team or, on the contrary, he/she agreed easily?
- How you can associate what happened here with real-life situations of social exclusion?
- How you can use what you learnt here in your everyday life?

### Future tips and consequences

It is important to do this method after you know the participants in your group and to choose the characteristics based on this information (you don't want to put a negative characteristic on a person that really has it). you need to pay special attention to their feelings and create space for discussion so they can express and understand their own feelings. You, as a facilitator, guide them in this regard. Be mindful of the fact that this game can have a big impact on some participants, and it's necessary for everyone to speak. While they are doing their tasks, observe their reactions and identify if it's necessary to spend more time on conclusions and evaluation. Don't finish the activity if the participants are frustrated or sad. During the assessment emphasise the fact that this was a method, and that it is not a representation of reality





## SOCIAL PARTY

**Aim:** This method will be used to help participants experience and understand social exclusion – how a person feels when they are discriminated and socially excluded

**Resources needed:** scarves

**Group size:** Various

**Time needed:** 30 minutes



### Step by step description

1. Inform the participants that they will go to a party. In order to do that they will have to create their outfits by choosing some scarves and putting them on. Be sure to make it difficult for them to do this so ask them to only use one hand.
2. After each participant creates the outfit by dressing themselves with the scarves, each of them will present their choice and describe their outfit idea. They have to explain how they used the scarves or give other details that they think are relevant.
3. After all the participants have presented their outfits you will choose only a few of them, using a secret criterion, such as a specific colour (choose the participants that have pink on their outfit, or those wearing shorts, or any other criteria). You will then invite the selected participants to take part in a short and funny icebreaker game. You will tell the others that they did not meet certain standards and that they will not be included in that game. Ask them kindly to sit down and wait until the game has finished.
4. After the icebreaker game ask all the participants to sit down. Tell all of them that this was a simulation of social exclusion and that you chose the participants who wore a certain colour (or based on any other criteria you have selected). Tell the participants that the supposed standards were not real and that they are in a safe place, where they are all appreciated. Thank them all for their participation and emphasise that all of them contributed to the success of this method.



## SOCIAL PARTY

### Reflection and evaluation

- How did you feel during this experience? How did you feel about the persons that participated in the icebreaker game and were selected?
- What did you think of the youth worker's choice of certain people? How did it feel for you to have to stay on the chair? What about the participants that were chosen, what did you think about the people that were not chosen?
- Can you describe your feelings regarding the actions of the youth worker?
- Can this situation happen in real life? What are the similarities with real life?
- What are the categories of persons excluded in general? Why?
- Have you faced social exclusion situations in your daily life? How did it make you feel?
- Have you excluded other people? Why?
- What can you do in order to prevent social exclusion?

### Future tips and consequences

Ensure a safe space where all participants feel free to talk about their thoughts and feelings if they want to. Be careful of their verbal reactions as well as their non-verbal reactions, and help them to express themselves. This method can be a sensitive one, so do not finish it until you are sure that all the participants expressed what they wanted to. To do this, ask at the end if there are still people who want to express themselves, and give them space to say what they feel. In the end make sure that all the participants got out of the role, and that they understood that this was just a method. Explain to them that they are in a safe space, in the present moment and not reliving a past event in their lives. Be as clear as you can so they can understand that it was a new learning experience.



## Fostering tolerance and fighting against discrimination

### CAROUSEL OF DISCRIMINATION

**Aim:** This method will be used to raise awareness and understanding of different types of discrimination, to foster tolerance and fight against discrimination.

**Resources needed:** coloured pencils/watercolours, flipchart sheets, A4 paper, glue

**Group size:** various, at least 10 people

**Time needed:** 1 hour

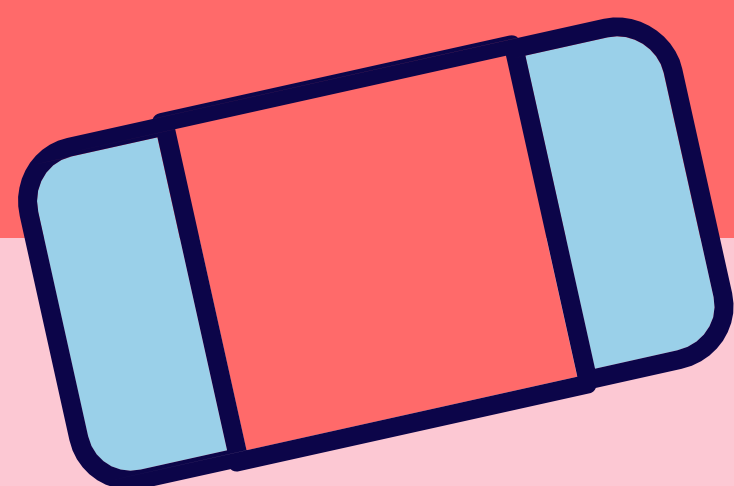
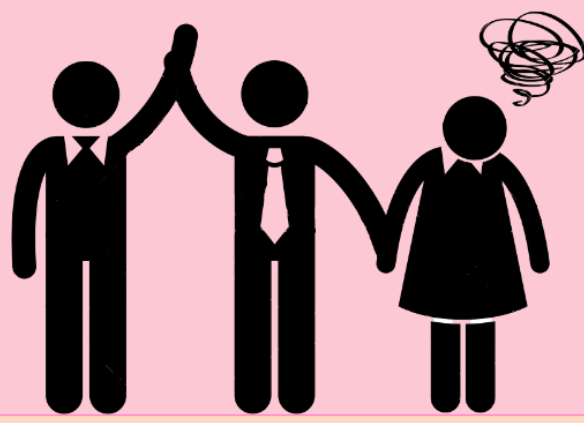


#### Step by step description

1. Ask the participants to think about a situation of discrimination that they have observed, witnessed or learnt about through media, and which had a strong impact on them.
2. Ask the participants to symbolically represent the situation of discrimination through a drawing and a representative emotion (you can tell them to symbolise it through an emoticon).
3. Form teams of 5 youngsters each. Each participant will discuss in their teams each discriminatory situation, their drawings and symbols, their thoughts, their emotions related to that event, and some possible repercussions.
4. Place at least one flipchart sheet in the middle of the group. Ask someone to draw a sketch of a large carousel, which will then be customised by all participants. Instead of animals (which we usually find in a carousel), they will draw the symbols of the situation of discrimination and the emotions associated with that event. You can also draw the carousel yourself before the activity starts.
5. After each participant draws their symbol, ask them to analyse the carousel. Allow them enough time to explore the results and take a good look at the finished carousel. Encourage them to interact with each other to discover the symbols and emotions that the drawings represent.
6. Ask the participants to return to their places and ask them questions from the reflection and evaluation section.







## CAROUSEL OF DISCRIMINATION

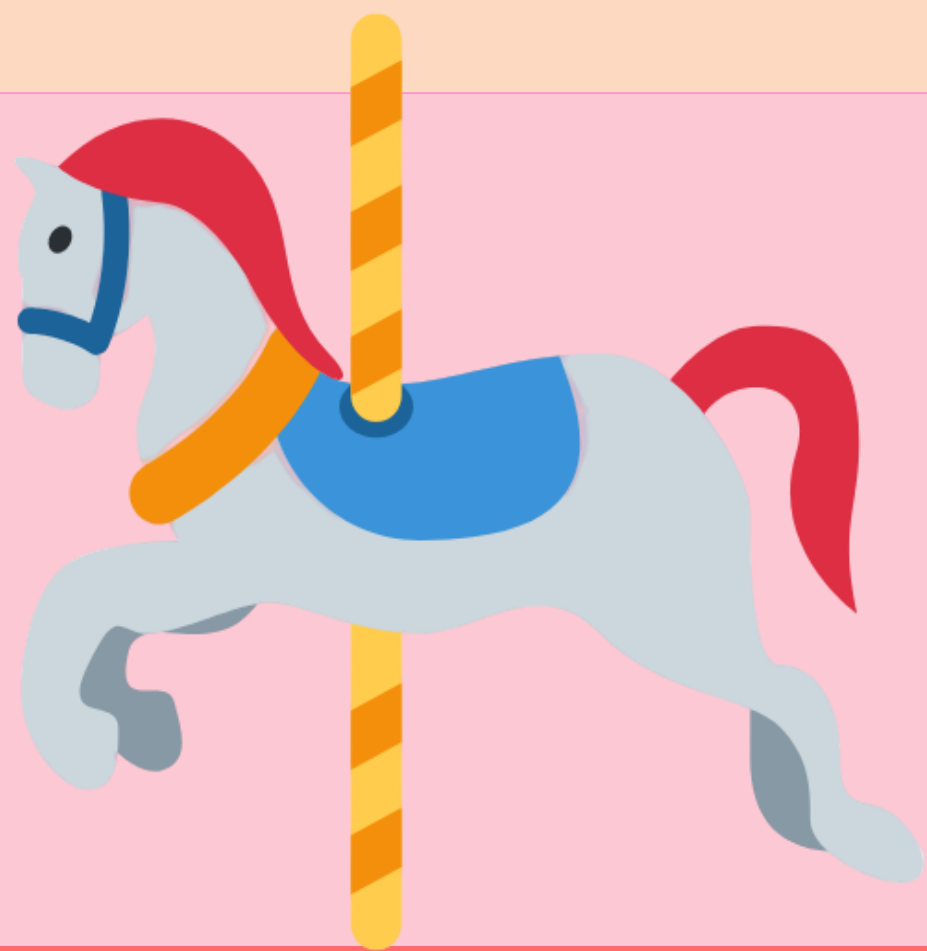


### Reflection and evaluation

- What did you like about this experience? Why?
- What did you find most challenging during your learning process?
- How did your team help you in your learning process?
- What have you learned from the discrimination situations presented by your colleagues?
- Did you discover new situations of discrimination? How did your colleagues' perspectives help you?
- What similarities and differences can you find between the different life experiences in relation to discrimination?
- What did you learn from this experience?
- How can we compare the carousel (which is a metaphor for discrimination), to situations in our daily lives?
- Think strictly about the emotions attached to the carousel of discrimination. What started the carousel? What do you think can stop it?
- How can we use emotions to fight against discrimination and promote tolerance?

### Future tips and consequences

If the space allows you to, you can make the method more dynamic by putting the carousel on the wall and hanging several pieces of string from it. Tell the participants to stick all their sheets on the ends of the pieces of string. The novelty can be brought by the dynamic style of the method, so the whole group can be involved at the same time. Give them also time and space to reflect.





## THE DISCRIMINATION BALL

**Aim:** to foster tolerance and to fight against discrimination

**Resources needed:** ball, markers, accessories – small balls, bowls, strings, bottles, glasses, coloured pencils/crayons/markers, pieces of paper, brushes, boxes.

**Group size:** various

**Time needed:** 1 hour and 30 minutes

### Step by step description

1. Prepare a large ball wrapped in white paper.
2. Split your group into pairs.
3. Ask the participants to think of different challenges that a person with fewer opportunities can face, they can be real or imaginary. The identified challenges should put obstacles in their daily lives. Then ask the participants to think of one task they will perform during this method after having the identified challenge, using only the following objects: small balls, bowls, strings, bottles, glasses, coloured pencils/crayons/markers, pieces of paper, brushes or boxes.
4. Give the ball to the participants and tell each team to take turns to write the challenges and tasks on the ball. Each team should write one challenge and one task.
5. Give them two examples that you will write on a piece of paper and encourage them to follow your lead and continue. The examples are:
  - Ask the person next to you something important by saying just half of each used word, and at the same time, this person does not help you and does not make any effort to understand you. In the end, he or she will offer you what he listens and understands.
  - Move the balls from one bowl to another with your hands behind your back, while the person next to you will do exactly the same with his hands free.
6. After each team has written on the ball, the participants will pass the ball from one team to another. They will roll the ball, then hold it and read the first situation and task they see on the ball to execute it. The team they will perform the respective task in tandem, one person from the team will have a fewer opportunity while performing the task, and the other person will not face difficulties.
7. Each team should perform one task. Let them decide who is going to be the person with fewer opportunities and the person without fewer opportunities. After each task is done ask the participants to take their seats.

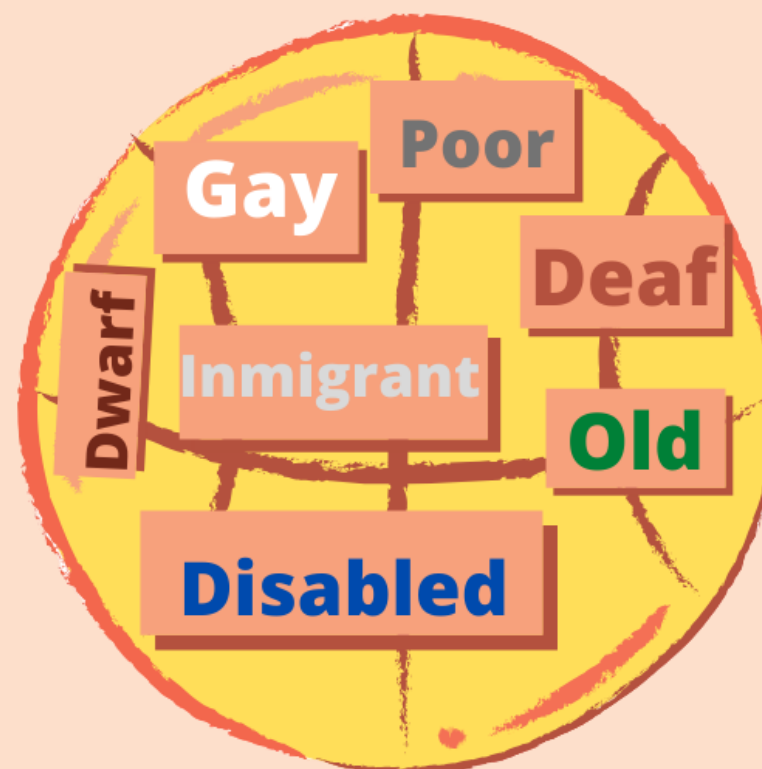


## THE DISCRIMINATION BALL

8. Ask the participants who had fewer opportunities in the big group to think about their personal experience and the challenges they have faced while performing the task. Ask them if they found it difficult to perform the tasks or not. Write the following sentences on a flipchart and ask the participants to respond to your questions by filling in the blanks:

9. I was struggling with...

- ◆ I felt stressed when...
- ◆ Being in that role was hard because...
- ◆ I wish I had / I could / I felt / I knew...
- ◆ I was comfortable when...
- ◆ I was courageous because...
- ◆ I learned that...



10. Also, the participants who didn't have fewer opportunities will present their point of view of the situation and how they felt during this experience.

11. Make teams of 4 people by joining the pairs. Ask them to identify possible solutions which could make the situation they went through easier for everyone.

12. Afterwards, they will present their solutions in the big group.

13. You will use the questions from the reflection and evaluation section for debriefing.

### Reflection and evaluation

- How did you feel as a person with fewer opportunities?
- How did you feel in the other role, without fewer opportunities?
- Did you feel discriminated? Or did you feel that you discriminated?
- How did you feel about having a label/being labelled?
- Did you change the perception of the image of your colleague with fewer opportunities?
- How can you liken these encountered situations during the method with some situations from your everyday life?
- How can the identified solutions be used or adapted to fight discrimination and foster tolerance in real life? By whom?

### Future tips and consequences

Tackle the concept of discrimination and tolerance focusing on equality and equal opportunities. At the same time, ask participants questions about prejudice and stereotypes. Make the young people understand the negative short, medium and long-term impact of intolerance. Encourage everyone to express their opinion openly and to share their contribution through an open attitude. This method and the subject it deals with can generate a lot of feelings, encourage participants to express themselves, and validate their emotions.

## NO DISCRIMINATION ADVERT

**Aim:** This method will be used to foster tolerance and fight against discrimination

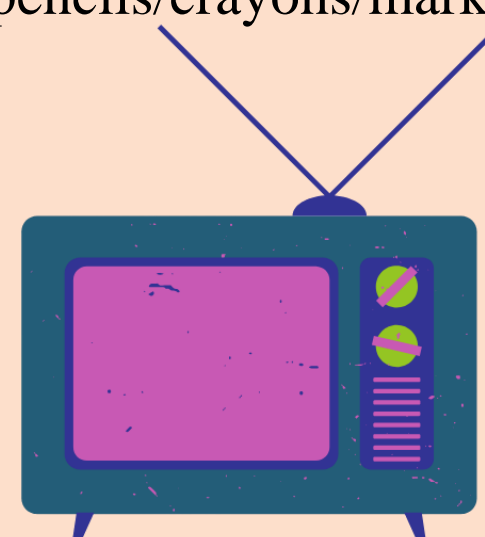
**Resources needed:** pictures, pieces of paper, coloured pencils/crayons/markers.

**Group size:** A minimum of 18 persons

**Time needed:** 1 hour and 30 minutes

### Step by step description

1. Make teams of 6 participants.
2. The participants will receive the task to create an advert to fight against discrimination. In order to create the advert, they will use pictures, drawings, poems, words, etc. They can do a presentation, a role-play, a photo collage, or even a short movie.
3. The participants will have to think and write some arguments to persuade TV channels to introduce them in prime time.
4. Each team will present their advert and primetime arguments.
5. The participants will return to the group where they will discuss their experience during the method, answering the reflection and evaluation questions.



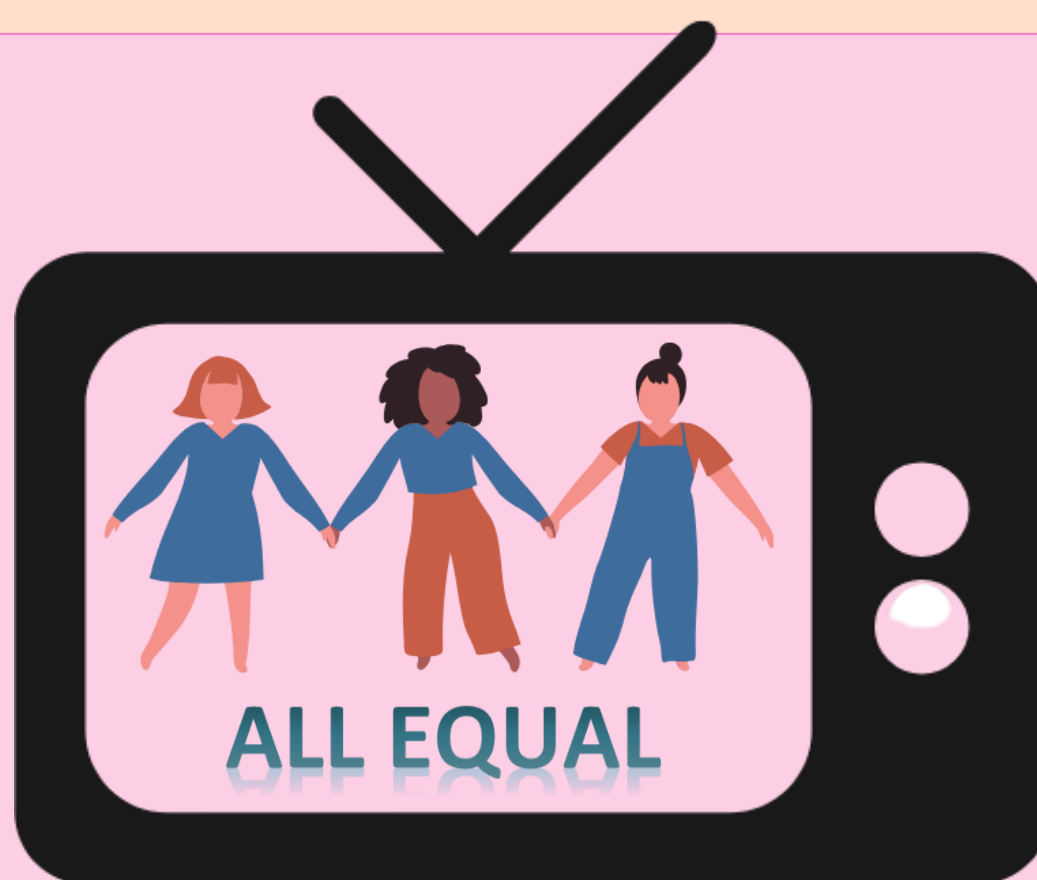
## NO DISCRIMINATION ADVERT

### Reflection and Evaluation

- How did you work as a team? Did you have a leader? Did you feel that your opinion was considered? Did you share your responsibilities in the team?
- How did you create the adverts? Where did you get your inspiration from? Have you used a situation of discrimination from your personal life?
- How do you think your advert fights against discrimination? What impact does it cause?
- Did this experience change any of your stereotypes and perceptions?
- Do you feel that your advert makes a difference?
- How do you think the adverts relate to real-life situations of discrimination?
- Why do you think it's important to fight against discrimination?
- How can we foster tolerance and fight against discrimination? What can an individual do? What about an organisation?
- What concrete measures that are fighting against discrimination can you identify in your community? By whom are they taken? If you know of any, please name a few examples.
- How can you promote non-discrimination every day in your community?

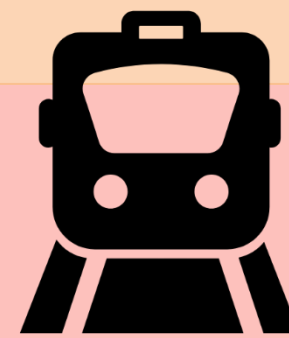
### Future tips and consequences

Before you use this method, it is recommended that the participants get acquainted with terms such as discrimination, prejudice and tolerance. This method cannot be used unless they are familiar with the concept of discrimination. To help them use their personal experience, you can introduce some minutes of relaxation at the beginning, offering a space for introspection. Suggest that they think about a situation when they have felt discriminated (How did they feel? Why did it happen?). Give special attention to their feelings, discuss what they felt during the activity, guide them to express their positive and negative feelings. Use special self-reflection questions to get participants to think about their feelings, such as: "What do I feel about that situation of discrimination?", "Why?", "What I have learned?" "What can I do in the future?".



## Developing intercultural competences

### RAIL JUNCTION

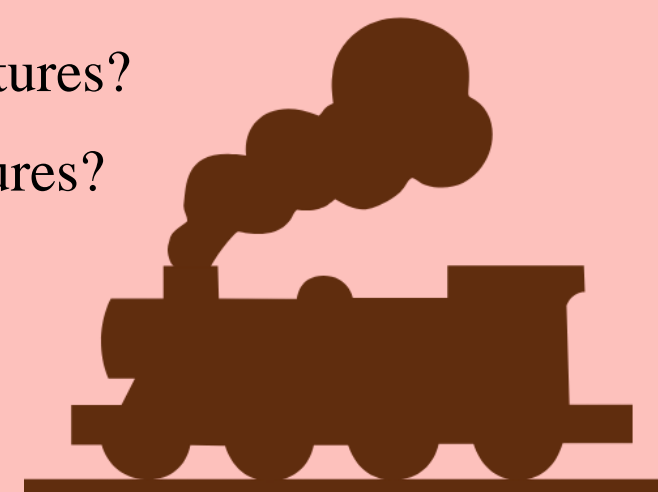


#### Step-by-step description:

1. First, split up the group into 3 small groups. Each small group will discuss their countries' cultures. They will have to identify the common values and cultural norms, as well as some cultural differences.
2. In the meantime, you will draw 3 different rail tracks with 3 junctions on the floor.
3. Each small group will form a train of human bodies that will walk along the tracks. They will have to hurry to cross the junctions first and avoid crashing with the other trains (other groups). When two people (or 3) arrive at the rail junction at the same time, the first person from each group will say a characteristic of their culture. If there are participants that identify themselves with what they hear (they identify similarities with their culture) they will change the train by going behind the group they heard the characteristic from. Continue until a large train is formed or the initial groups have mixed well.
4. Invite the participants to return to the big group.
5. Using the evaluation and reflection questions, the participants will discuss and draw conclusions on this experience.

#### Reflection and evaluation

- How did it feel to exchange information about your own culture?
  - During this method did you find out more things about your identity?
  - Did your peers help you understand their cultures better? Did you discover something new today regarding their culture?
  - What were the most obvious similarities with other cultures?
  - What were the less obvious similarities with other cultures?
  - What cultural differences have you identified?
- Did you find more similarities than differences?



#### Future tips and consequences

It is recommended to use this method after the participants have gotten to know each other a bit, to create a relaxed climate in which to share and exchange information. Be mindful of the fact that during this method some people can make remarks about stereotypes, so be prepared for this possible challenge. Stop the person that used stereotypes and start a clarification discussion about stereotypes asking the participants what they know about stereotypes and adding information with some examples. You can use a whistle to stop the trains, it will be fun!

## PIRATE MAP OF IDENTITY

**Aim:** This method can be used to explore identity, sense of belonging and culture and to share and exchange information between young people with and without fewer opportunities, from different countries and/or from the same country, exploring the diversity that exists at a local level, existing nationalities/ ethnicities in the same country, including immigrants.

**Resources needed:** pieces of paper, crayons, glue, stickers, scissors and strings/ rope.

**Group size:** A minimum of 16 participants

**Time needed:** 2 hours



### Step by step description

1. Each participant will receive the task to create their own map of identity, using as reference the model of an old map like the ones pirates used to find treasures. They will create their personal map, using routes, obstacles, key points, junctions and other elements. The map can also contain clues, question, short stories, etc.

a. Tell the participants to do the following: create your personal map of identity the way you would draw a treasure map. Create a way to help others reach your identity and discover who you really are, a map that will bring others to you. It can be like an incursion from past to present, from the person who you were to the person you are now. Or a journey from the elements of your identity that are visible to the ones who are less visible or invisible for other people.

2. Tell the participants that the treasure map is a self-search activity. Encourage them to think in a creative and personal way about: who they are, the environment they lived in, their childhood environment, what they believe in, what their mission in life is, what they do, how they know how to do certain things, why they are here, what they are committed to, the obstacles they faced and other issues. In order to include all this in the map, give them the following written questions:

- ❖ What is your gender?
- ❖ What do you do every day?
- ❖ What have you learned during your lifetime? What are you good at? What are your skills?
- ❖ What would you like to do?
- ❖ How did you get here (think about your parents, grandparents, etc.)? What is your origin (nation, race/ ethnic)?
- ❖ What is your mission? In what ways do you feel committed or connected to this mission?
- ❖ What are the obstacles you have to overcome?
- ❖ What do you believe in? What is your religion or faith?
- ❖ Where do you want to go?



## PIRATE MAP OF IDENTITY

General questions: What do we look for when we explore your map? What will we finally discover about you if we find the treasure?

Write these questions on a whiteboard or print them.

3. Give them time and space to create their map.
4. After they finish their maps divide the group into pairs. The participants will discuss their personal maps in pairs.
5. First, they will switch the maps between them and try to read the other person's map without help, one at a time. They should try to find their peer's treasure on their own.
6. Secondly, each participant will present their own map, answering the question "What do we look for when we explore your map? What do we finally discover about you if we find the treasure?". Tell them to share only the aspects of the map that they feel comfortable sharing, focusing on the main question.
7. The participants will return to the big group for the reflection and evaluation questions.



### Reflection and evaluation

- Was it easy or difficult to create your map of identity? Why?
- How did you feel about sharing information about your own identity?
- Did the discussion help you to better define or maybe better understand your identity map?
- During this method did you discover new things or remember something notable?
- How did the culture of your country/ community/ ethnic group (including immigrants) influence you?
- What you have learnt by exploring the identity map of your peer?

### Future tips and consequences

Create a proper space for this method. It is important to encourage young people to ask questions about the task they need to accomplish. Before you apply this method, create opportunities for the participants to get to know each other using adequate methods and tools to develop the group dynamic and group cohesion.



## BUILDING A COUNTRY

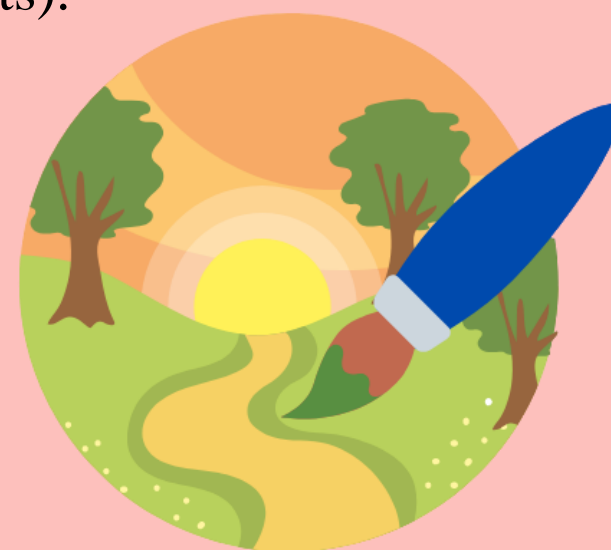


**Aim:** to explore culture and diversity at local/ national and international level and to share and exchange information between young people with and without fewer opportunities from different countries or from the same country (with the focus on different nationalities/ ethnicities coexisting in the same country, including immigrants).

**Resources needed:** paper sheets, crayons, coloured pencils.

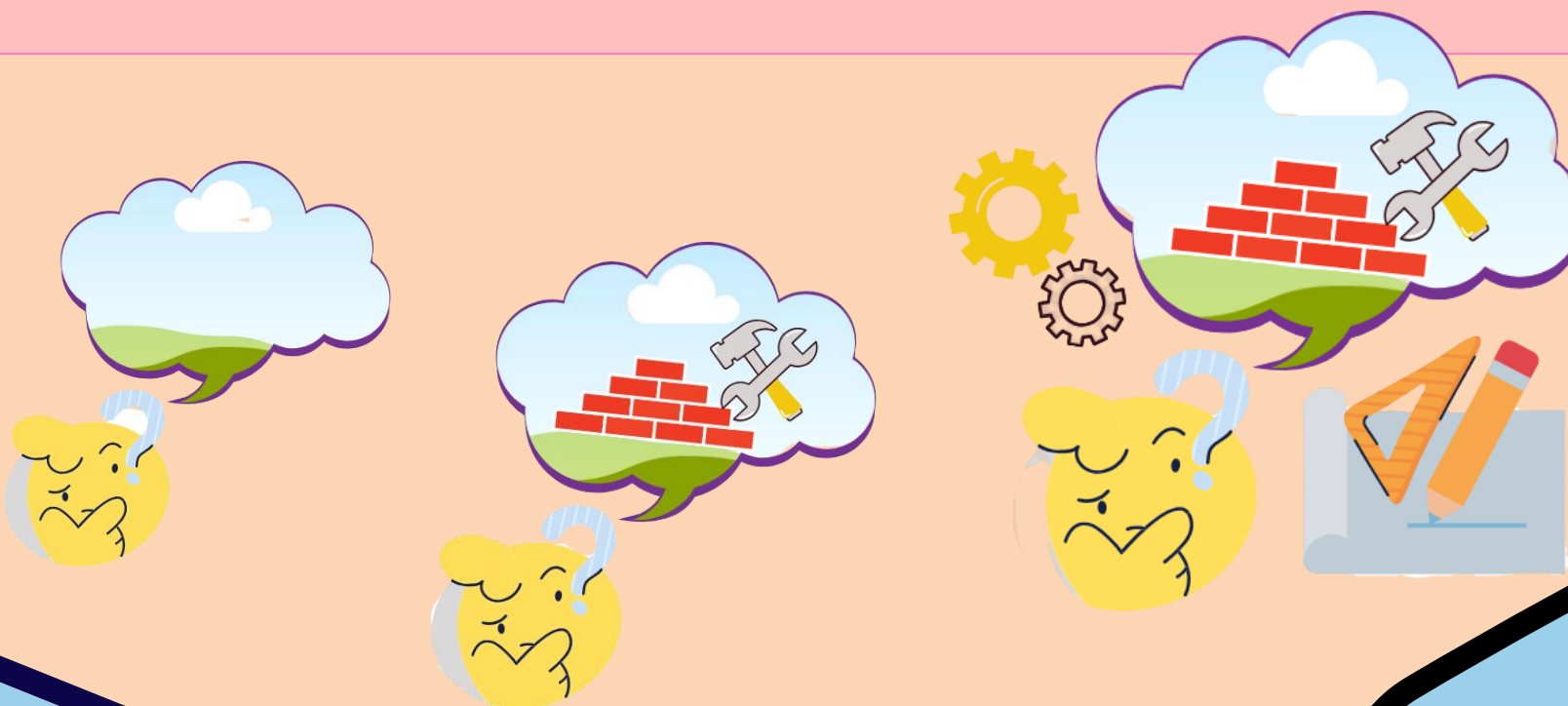
**Group size:** A minimum of 14 participants

**Time needed:** 1 hour



### Step by step description

1. Start with a presentation introducing the concept of the iceberg of culture. Discuss the visible, less visible and not visible aspects of culture.
2. Divide the group in two. Each group must have participants from different countries, or/ and participants with different ethnicities.
3. Give each group the task to create a hypothetic and imaginary country where they will live together. They must create for each country its own set of values, norms, rules and traditions. Tell them to build it starting with characteristics from their own culture. They can decide to take existing holidays and festivities from their countries or they can imagine new ones that reflect the image of the new country created.
  - a. For their new country they will draw an iceberg of culture where they will write all the aspects of the iceberg of culture that are visible (food, dress, games, folk dancing, fine arts, literature, popular music) and aspects that are less visible and not visible (perceptions, notions, definitions, attitudes, roles, patterns, ideals etc.).
4. Invite each group to nominate a leader that will present the imaginary country's iceberg of culture to the big group.
5. Tell the participants to regroup in their small groups and answer the evaluation and reflection questions. They will write the answers on a piece of paper and they will give it to you after they finish.



## BUILDING A COUNTRY

### Reflection and evaluation

- Did you manage to find ideas for your country's iceberg of culture?
- During this method did you discover new aspects of cultures in other countries/ other ethnic groups?
- Did each participant contribute and participate in the discussions?
- Was it hard to find creative ideas to finish the task?
- Did you feel that your peers were interested in your suggestions?

### Future tips and consequences

Make sure the small groups have participants with different nationalities and ethnicities because people with different cultural backgrounds can bring different valuable ideas and different experiences and approaches to do the tasks. By working together in a mixed group, the young people will learn more from each young person's culture. Use this method after the participants have learned the concept of culture.



## Developing Social Competences

### SOCIAL ROULETTE

**Aim:** To develop social competences by enhancing the capacity of young people with and without fewer opportunities to use social skills, attitudes and behaviour to deal with responsibilities, tasks, or challenges which can occur in their daily life.

**Resources needed:** flipchart paper, pencils, crayons.

**Group size:** various

**Time needed:** 1 hour



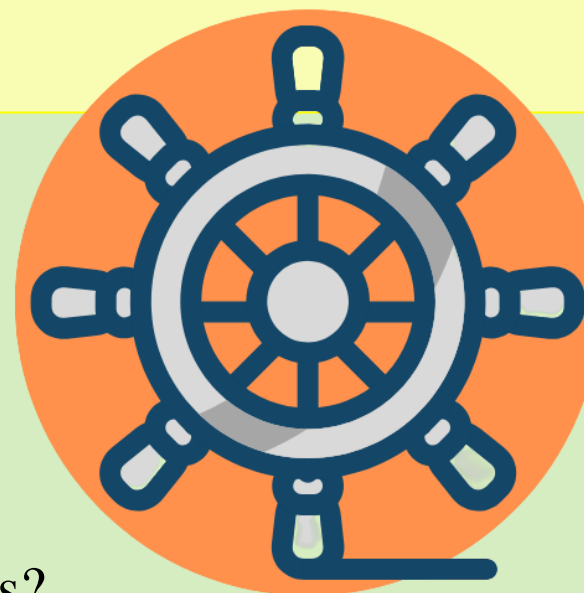
#### Step-by-step description

1. Before the activity prepare a huge circle resembling a cake with several slices where you will write the Core SEL Competencies (Social and Emotional Learning): Self Awareness, Responsible Decision Making, Relationship Skills, Social Awareness a Self-Management. Put the cake over something sturdy, where it can be turned like a roulette/ spinning wheel.
2. One by one, each participant will spin the circle. When the circle stops the participant will read the word on the cake slice that stopped to his right. Depending on what core competence is written on the slice the participant will need to name one skill, attitude or behaviour related to it. The participants' answers will be written on the designated cake slice. If they wish, they can also ask for help from their peers or turn the wheel again, to change the cake slice.
3. After all the participants have had a chance to spin the wheel and answer, divide the big group into 5 teams. Each team will take a slice of the cake and think about some tips and tricks to improve the level of identified competences. In the end, each team will present their ideas to the big group.
4. The reflection and evaluation will be done after all participants return to their initial seats.

## SOCIAL ROULETTE

### Reflection and evaluation

- How was this experience for you?
- What have you learned?
- How did you work as a team?
- Why is it important to be aware of these social competences?
- When do we need social competences? In what environments?
- What individual strategy can we apply to improve our own social competencies?



### Future tips and consequences

This method encourages the participants to give different answers. In some cases, the answers can be wrong or other young people may feel differently about them. In these cases, certain discussions between participants may occur and they may fight over whether one of them has given a correct example. It's important to stop them when the debate becomes aggressive or when you see they cannot come to a conclusion on their own. You will validate the answer by telling them the correct answer coming from the literature overview. You can use this method to help them discover the social competences or you can use it to help them to deepen their knowledge on social competences.



## SOCIAL ROUTE

**Aim:** To develop the social competences of young people with and without fewer opportunities and to enhance their ability to identify and recognise social competences.

**Resources needed:** pencils, crayons, A4 sheets

**Group size:** various, even number

**Time needed:** 1 hour and 30 minutes

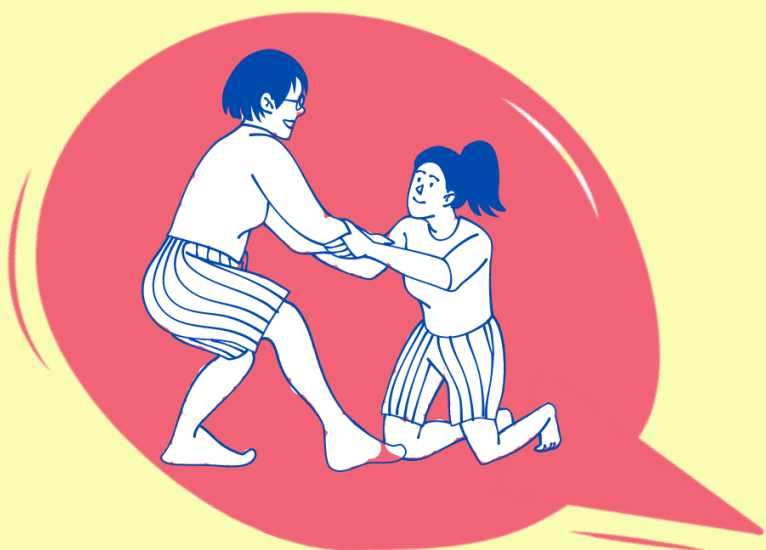


### Step-by-step description

1. Make teams of 2 people each. Give the participants the following reflection sheet:
  - a. Identify some situation/ events from your past when you reacted effectively and optimistically.
  - b. Think about an ethical decision that you will need to take in the next period (if you don't have one in mind for the future think of one ethical decision you've already taken in the past). Analyse the consequences of your decision and future actions.
  - c. Think about a time when you successfully adapted to a past situation/ event. What helped you adapt? What lessons did you learn? What will you use from these lessons in the future?
  - d. Think about a moment when you felt proud of your own self-control. Can you identify the connection between what you thought, what you felt and how you behaved?
  - e. In what situations in your life so far have you used empathy and perspective-taking? Did you get the expected results?
  - f. Write down who are the persons who support you, from your family, from the school environment and from other environments.
  - g. In terms of self-management, what coping strategies do you use? How do you motivate yourself in general?
2. For 50 minutes each participant will individually think about and reflect on each point of the reflection sheet. Tell them to write down their answers.
3. After they have answered all the points, they will discuss and share their notes with their teammates. They will have 20 minutes to discuss.
4. Participants will return to the big group. You will ask them the following questions for evaluation and reflection.

### Reflection and evaluation

- How was it to go back in time?
- What have you learned?
- Did you find out more aspects of yourself by talking to your teammate?
- What do all these past events have in common?
- Have you discovered new things about yourself in general? Have you discovered new social skills?
- What can you use to adapt and react better in different situations in your daily life?



### Future tips and consequences:

It is important to create a suitable space for self-reflection. In this sense, you can even use music and harmonious décor (using certain objects to inspire calm). Underline that everyone is free to share as much as they feel. You can also add small exercises to the method to help them connect to the past, such as breathing exercises. Help them to go back in time using questions such as: In what year and on what day did the event take place? Can you remember what the weather was like? Where were you? How was the place/ room and what other objects were around? Who was with you? Think of a familiar smell from that moment. What emotions can you associate with the event? What emotions do those memories awaken in you? Are there any other memories that can you connect to that event?

## TOGETHER

**Aim:** to develop the social competences of young people with and without fewer opportunities

**Resources needed:** an outdoor space where the young people can collect various plants/ other things from nature

**Group size:** A minimum of 10 participants

**Time needed:** 40 minutes



### Step-by-step description

1. Divide the group into teams of 5 participants. Each team will need to search for as many natural objects as possible to create a logo for their team. They will have 10 minutes to look for objects outside and 30 minutes to design the team logo.
2. After about 20 minutes, introduce a spontaneous task, tell them to: "Keep working, but be more empathetic with your teammates."
3. After another 5 minutes, stop them from performing the task and tell them to continue, but this time to also use perspective-taking: "While working to understand how the other sees things address the other person's questions directly, showing them at the same time empathy and at the same time respect the diversity".
4. Each team will present to the big group the logo they've made.
5. For evaluation and reflection, the participants will answer the following questions from the reflection and evaluation section.

### Reflection and evaluation

- How was the teamwork in the first part of the activity?
- What changed after I suggested you to continue your task while at the same time trying to express empathy? How have you expressed empathy? Have you noticed changes in your behaviour?
- Have you noticed changes in the group after I suggested to use perspective-taking? Did you use it?
- What other social skills did you use during the activity?
- What other social skills do you think would have been good to make you aware of during the method?
- What social competences can you put for this method foreground?
- Where and when do you use these social competences? In what other environments?

### Future tips and consequences

For this method, it is good to make sure that the participants have understood the concept of empathy and perspective-taking. Check if they understood what you are asking of them. The method can be continued through simulations of situations in which they exercise their empathy, take perspective and other social skills. Ideas for situations to simulate can come from the participants themselves.

## Developing Civic Competences

### THE WHEAT SPIKELETS OF CIVIC COMPETENCES

**Aim:** to develop the civic competences of young people with and without fewer opportunities

**Resources needed:** coloured pencils/crayons, flipchart sheets, A4 sheets, glue/ tape, post-its.

**Group size:** At least 10 participants

**Time needed:** 30 minutes



#### Step-by-step description:

1. For this task before the activity, you will draw a large wheat spikelet on the surface of a wall. In order to avoid drawing directly on the wall, you can use a few flipchart papers glued together. You should draw the entire wheat spikelet and its roots. Make the distinction between the above-ground and underground surfaces visible. Draw some big roots, they should be bigger than the wheat spikelet, as it is in reality.
2. Divide the group into teams of 5 participants. They must discuss in each team what competences (knowledge, skills, attitudes) a young person with and without fewer opportunities needs to have in order to actively participate in their community. They will write the competences on post-its or on small pieces of paper.
3. After they identify the competences, ask the young people to identify what impact can the person who has identified competences make in order to get actively involved in the community. They will write down the impact on post-its or on a small piece of paper.
4. Invite the participants to stick the post-its where they have written the competences on the wheat roots, and on the wheat spikelet the impact they've identified. The competences and impact will be presented by each team. Ask the participants to select a leader to present their work.
5. The competences and impact will be presented by each team leader.
6. For evaluation and reflection, the participants will return to the big group. Use the reflection and evaluation questions.



## THE WHEAT SPIKELETS OF CIVIC COMPETENCES

### Reflection and evaluation

- How did you work as a team? What was your role?
- Was it difficult to identify certain competences?
- What have you discovered?
- Can you think of a known situation (personal or not) in which one or more of these identified competences were used? Can you describe it?
- How can you connect the civic competences and the civic engagement of young people with and without fewer opportunities?
- How important are civic competences in order to ensure making an impact in the community?
- How can civic competences change your daily life?

### Future tips and consequences

Based on the results, you can continue this method by giving examples of good practices of civic engagement and active participation. You can find and prepare some materials about active participation, civic engagement and civic competences using European platforms, websites, toolkits and other resources. Give the participants time to analyse the examples. Ask them what aspects they found inspirational and motivational.



## THE MIRROR OF ACTIVE PARTICIPATION

**Aim:** to develop the civic competences of young people with and without fewer opportunities and to enhance their ability to identify and recognise forms of civic engagement.

**Resources needed:** - none

**Group size:** various, an even number

**Time needed:** 1 hour and 30 minutes



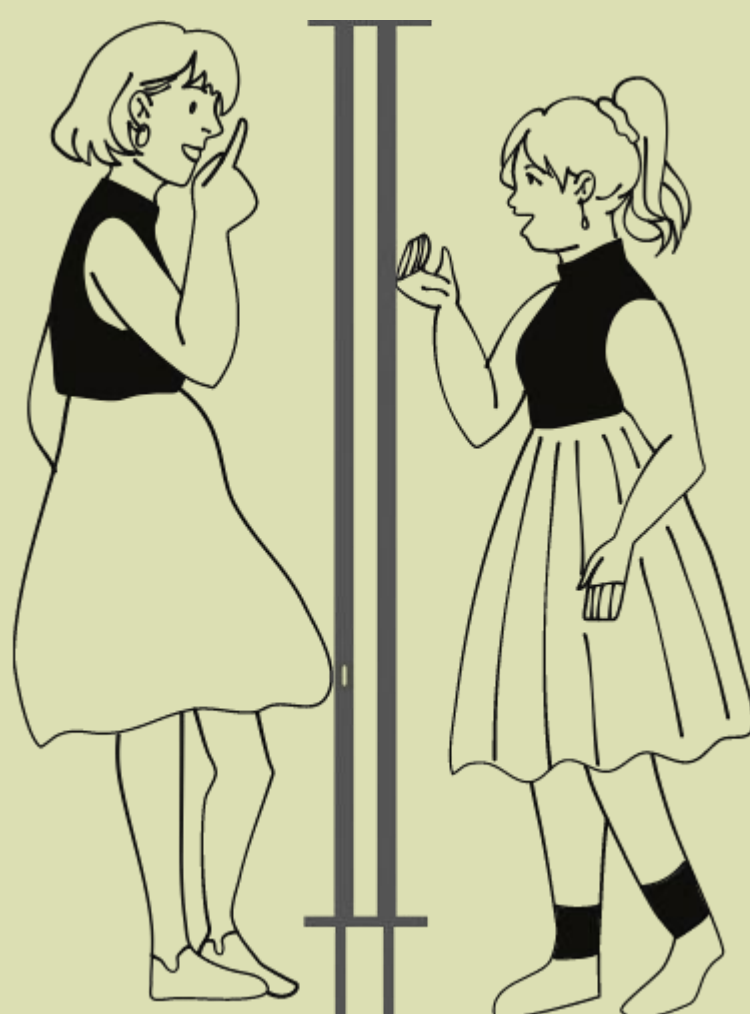
### Step-by-step description

1. First, you will start by discussing active involvement in the community, from desire and willingness to achievement. During the discussions, the participants will receive information about participation, democracy, political life, and how a young person can participate at local, regional, national and European level.
2. Divide the group into teams of 2 participants. Each participant will identify how they want to participate in their community and they will discuss their reasons in teams. They will identify the personal goals and some actions to be done in order to reach those goals. They should discuss at least one goal and one action each. Tell the participants they have to actively listen to each other because they will use their discussions to accomplish the next task.
3. After they finish discussing tell the participants to return to the big group. The players of each team will face each other, like looking in a mirror. One at a time each team player will start by saying what he or she wants to do in order to become active in the community and will suddenly stop in the middle of the sentence (or at any point that they feel that their teammate can continue his or her sentence). The other team player will continue the sentence with the information they remember from their discussions. He or she needs to remember what they have discussed previously. After the first team player has finished, they will change roles.
4. Using the questions from the reflection and evaluation section help the participants to reflect together on what they have learned.

## THE MIRROR OF ACTIVE PARTICIPATION

### Reflection and evaluation

- How was it to work in a team?
- How did you communicate with your colleague?
- Was it helpful for you to mirror your plans and to hear them out loud from your teammate?
- What have you learned from sharing plans and dreams? Did your teammate's perspective and ideas bring you something new?
- What will you do next in order to pursue your aims and actions? What is your plan?



### Future tips and consequences

This method can be very noisy. Tell the participants to select just one sentence to share in the mirror. The participants can ask for help from their teammate if they think they cannot remember the correct answer. You will underline the fact that this is a method that helps them to analyse and reflect their plans and objectives and not a method that aims to identify how much a participant can memorise some sentences. This is an exercise and their plans are important regardless of the received response from their teammate. Some young people can get emotional because their teammates didn't remember what they were talking about. Some young people may forget what their peer was talking about because of the pressure of memorising things and perform in a certain manner. Make them aware that their reactions are normal and have nothing to do with how important their planned aims and actions are.

## BE YOUNG AND ACTIVE!



**Aim:** to develop the civic competences of young people with and without fewer opportunities

**Resources needed:** a table, chairs, paper sheets, pens

**Group size:** Minimum 14

**Time needed:** 1 hour and 30 minutes



### Step by step description

1. Put an oval table with 10 chairs in the middle (if necessary, you can use more or fewer chairs). Next to the table place 4 chairs in a semicircle. If you don't have an oval table you can use a rectangle table or just chairs.
2. Tell the participants they will simulate a structural dialogue between the young people with and without fewer opportunities, decision-makers, representatives of NGOs and mass media. Ask the participants to choose the roles they want to play (you can assign roles randomly if you want). You will include in the game 3 decision-makers, 2 representatives of NGOs, 1 press representative, 2 young people with fewer opportunities and 2 young people without fewer opportunities. The role of the young people will be to bring into discussion certain wishes and ideas they have and to question the measures proposed by the experts. The NGO representatives will have to come with some concrete structures to support the young people with and without fewer opportunities.
3. The debate topic:
  - ◆ how can young people with and without fewer opportunities learn and find out more about civic engagement;
  - ◆ in what way can they get involved in politics
  - ◆ how authorities and other organisations can support young people to develop youth structures at a local, regional and national level to fight for young people's interests and rights.
4. There will be 10 participants who will have an active role in the simulation game and 4 participants who will observe what is happening (they will be the public). If a person from the public wants to participate in the discussions, they will ring a bell (or raise their hand). They will tell the others what role they want to have and they will exchange places (a person from the public will replace a person who is actively involved in the discussions).
5. Help young people get into their role and think about how they need to react according to their assigned/chosen profile.
6. Start the debate and encourage the participants from the public to intervene in the discussions.

## BE YOUNG AND ACTIVE!

7. The debate will end after the group identifies and agrees with some measures on how young people with and without fewer opportunities can learn and know more about civic engagement, how they can get involved in politics, and how authorities and other organisations can support young people to develop youth structures at local, regional and national level.
8. Help the young people step out their roles and return to real life and ask them to answer the evaluation and reflection questions.

### Reflection and evaluation

- How was this experience for you?
- How was it to play the role?
- Did this experience help you better understand how the civic engagement of young people with and without fewer opportunities can be encouraged at different levels?
- Are you are satisfied with the results?
- How can you use the conclusions of this debate in your real life?
- If in real life you plan to participate in a structural dialogue on the same topic what will you use from this simulation?



### Future tips and consequences

During the debate, chaos may set in, especially if you are working with a big group. For this reason, at the beginning of the method work with the participants to establish a set of rules. The rules will help them collaborate and communicate. Write down the rules and make sure the young people can see them. Also, identify what they are going to do in case any of the rules are broken.

At the end of the debate, you can also discuss about the online participation of young people with and without fewer opportunities. Pay attention to the non-verbal behaviour of the audience and when you notice that they want to intervene, encourage them to do so. You can also change the method by reversing the roles between the participants during the debate. So those who for a while have been decision-makers, NGOs and press representatives will become young people with and without fewer opportunities, and some young people will become decision-makers, NGOs and press representatives.

If you want to deepen the participants' knowledge on civic engagement you will use this method after they have received some information regarding civic engagement. If you want to help them discover different ways of civic engagement you will first do this method and then you will explain the different types, forms and way of civic engagement.

# Conflict Management

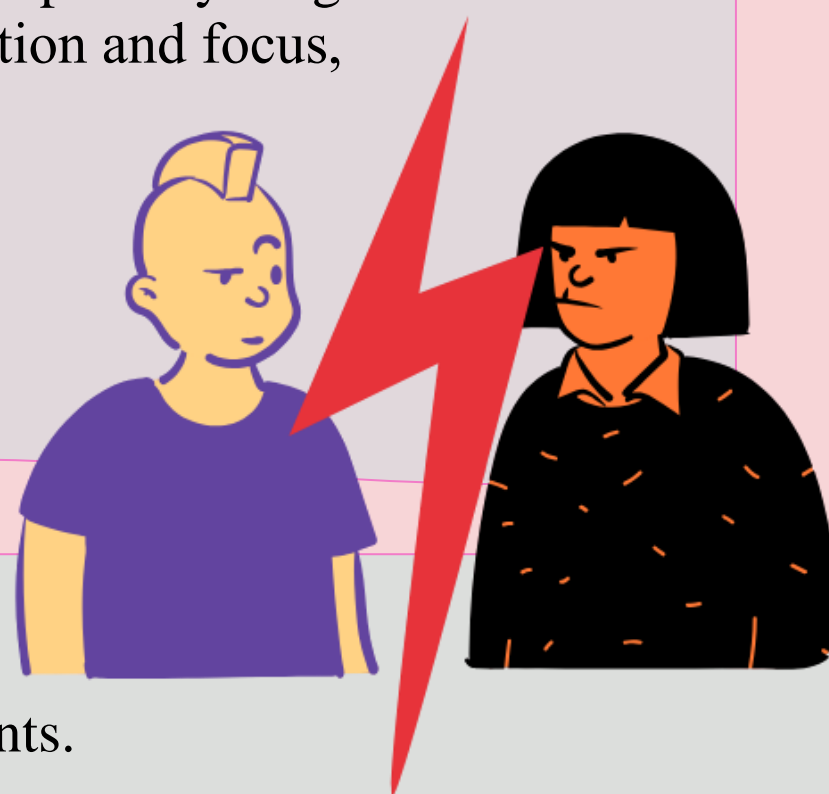
## CONFLICT SIMULATION

**Aim:** to develop conflict management skills, to improve young people with and without fewer opportunities' attention and focus, to improve their ability to actively listen

**Resources needed:** Chairs

**Group size:** Various

**Time needed:** 1 hour



### Step-by-step description:

1. Introduce the concept of conflict to the participants.
2. Ask the participants to give examples of possible conflicts that may occur between two people at school/ work/ any other environment you consider relevant.
3. Ask the participants to select from the examples of conflict they want to simulate.
4. Choose 2 participants to simulate the conflict. You can choose them yourself or you can let the young people decide who wants to participate.
5. Divide the rest of the participants in 3 small groups. Arrange the seats so that the conflict is played out in the middle.
6. Give time for the 2 participants to prepare the conflict scene.
7. At the same time, give each small group a secret instruction to follow during the simulation. Write the instructions on a piece of paper. Only the group who has the instructions are allowed to see them.

**The first group will have to observe how clearly the message was conveyed by the persons involved in the conflict.**

**The second group will have to observe if the participants actively listened to what they were saying and if they deviate from the initial discussion.**

**The third group will have to observe what reasons amplified the conflict, and what was the reasons the 2 persons involved failed to agree.**

8. Simulate the conflict. Stop the 2 participants after 3-5 minutes. Tell them to continue arguing and at the same time focus on how they feel inside, focus on their emotions and feelings during the dispute. They will continue to play with this in mind.
9. After another 3-5 minutes stop them again. Tell them to continue and at the same time to observe the speaker's non-verbal behaviour, grimaces, gestures, etc.
10. After a while, stop the conflict and ask the participants to take a seat.

## CONFLICT SIMULATION

11. In the big group, you will analyse the conflict. First, analyse what happened before and after your intervention with the 2 participants involved in the conflict. How did they feel? What did they change during the conflict? Write their ideas on a flipchart.
12. You will also analyse how other people saw the conflict. Invite the participants from each small group to say what they have observed. Encourage the two youngsters who were involved in the conflict to add their personal perception on these observations. Ask each group to highlight in which way the behaviour of the two persons involved in the conflict changed after your intervention.
13. Based on the group analyses establish 6 steps together that can be followed in order to manage this conflict.
14. In the end, ask the participants the questions from reflection and evaluation section.

### Reflection and evaluation

- How was it to simulate the conflict? Did you enter easily in your role? What was the facilitator's input when he/she stopped the argument? What did you learn from this experience?
- How was it to observed this conflict? What did you learn from this experience?
- Do you think that the big group analysis of this conflict can be extended to other conflicts? How?
- Can you take the specific 6 rules or instructions for conflict management identified in the big group and adapt them to create a conflict management resolution in your daily life? How?
- What key actions can be taken in order to manage a conflict?



### Future tips and consequences

Stop the participants when you think the conflict has reached its climax. After it's over, be sure that the participants left their role. Make sure they understand that they are in a safe space, and what happened was not real, they did it in order to learn.

There will be no right or wrong answers, the contribution of each participant is very important. Your role will be to write down the participants' ideas, without influencing their initial idea. Nevertheless, you can guide them using reflection questions, such as: What did you notice? How have you felt? Why do you think that? What do you think we can write on the board from what you have told us so far? If you were to summarise what you've told us in a few words, what would they be?

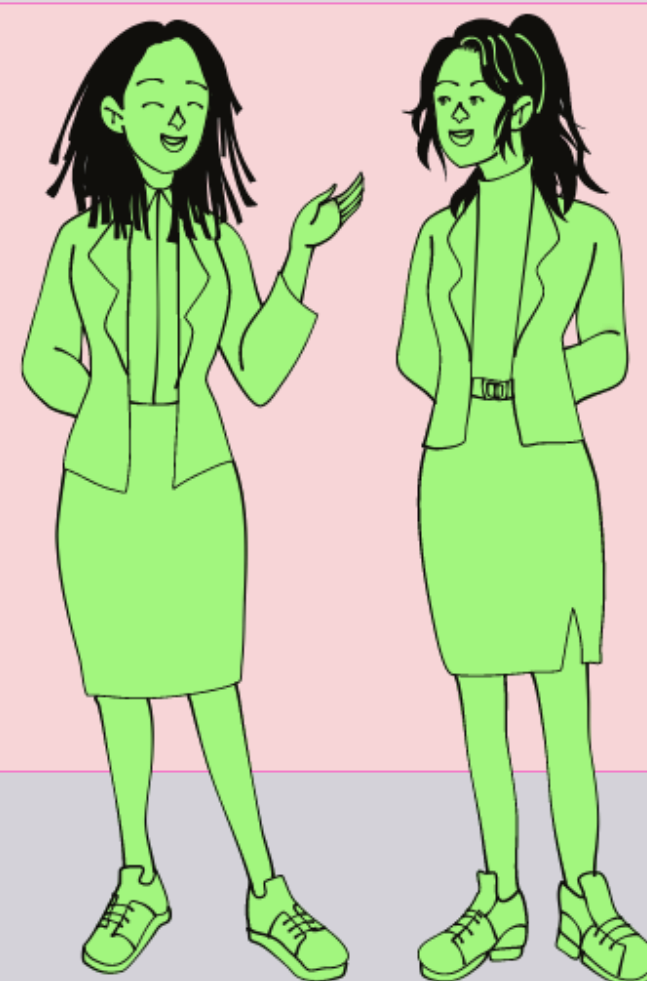
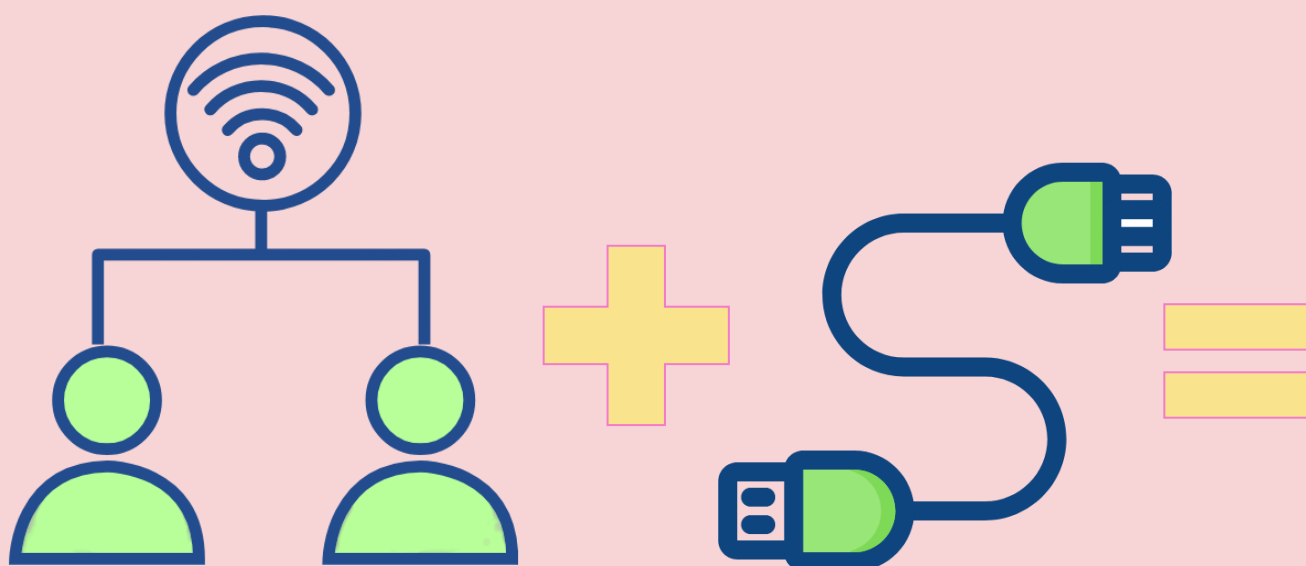
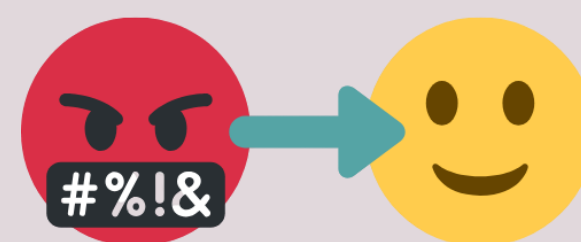
## MANAGE YOUR CONFLICTS

**Aim:** to develop conflict management skills and competences, to improve young people with and without fewer opportunities' attention and focus, to improve their ability to listen actively

**Resources needed:** Chairs

**Group size:** At least 15 people

**Time needed:** 1 hour



### Step-by-step description

1. Divide the big group into 5 small teams.
2. Give each of team a case to study of a well-known conflict that happened at local/ regional/ national or even international level. Make sure to include in the conflict's description facts and also some opinions and details about the reactions and intentions of the people involved in the conflict. You can also choose to write an imaginary conflict.
3. Tell the participants that they need to follow and appreciate how assertive and cooperative the protagonists of the conflict were by giving them votes from 1 to 5 (1 being the lowest score and 5 the highest). They should give a vote for the assertiveness and cooperativeness of each person involved in the conflict.
4. After they analyse the conflict they will have to create a conflict management strategy. Prepare 5 different tickets (it can be done on A4 sheets). On each ticket you will write the 5 conflict management styles from Thomas-Kilmann's Conflict Mode Instrument: accommodating, avoiding, collaborating, competing, and compromising (see page 15) Each team will receive a ticket. Based on the received ticket they will have to develop a conflict management scenario.
5. After each team has finished the scenarios, they will present them to the big group.
6. Gather the group and debrief the method using the reflection and evaluation questions.



## MANAGE YOUR CONFLICTS

### Reflection and evaluation

- Which scenario do you think was closer to the aggressive behaviour? Why?
- Which scenario do you think was closer to passive behaviour? Why?
- How about the assertive behaviour, which scenario do you think was closer to assertive behaviour? Why?
- How was the message conveyed? How was it received?

**After these questions are answered, ask each group to read the tickets with the description of the conflict management style.**

- What conflict management style you think suits you? What conflict management style should the persons involved in the conflict have had? Which style is win-win for all the people involved in a conflict? Why?
- How did you come to a win-win scenario? What role does self-constraint play in this scenario?
- What do you think is the role of self-awareness (knowing your own pattern) in order to manage a conflict?
- How do you think you can manage conflicts in a constructive way? What conflict management style will you use in your daily life? Can you use a specific style to manage an existent conflict? Can you give some specific examples?

### Future tips and consequences

This method can be followed by a full presentation of Thomas-Kilmann's Conflict Mode Instrument, accompanied by the description of the 5 Conflict Management Styles and Conflict Resolution. You can also explore various examples and situations that the participants have experienced in their lives, so they can bring their personal input during the presentation.



## CONFLICT MANAGEMENT CIRCLES

**Aim:** to develop the necessary competences in order to manage a conflict

**Resources needed:** a marker/chalk/tape, cardboard, bag, coloured pencils/crayons

**Group size:** Variable, even number of participants

**Time needed:** 1 hour



### Step-by-step description

1. Prepare the materials before the participants enter the room. Draw 5 circles on the floor with chalk (you can also use markers or tape). The participants will stay inside these circles and they will have to accomplish different tasks. You can add 2 chairs in each circle for the participants to sit on while they are doing their tasks. Also prepare 10 cards and write one number from 1 to 5 on each card. The number 1 card will correspond to the number 1 circle and so on. On a separate piece of paper, write/print the instructions for each circle. Leave the instructions for each circle inside the circle, on the floor.

The first circle will represent the circle of communication and collaboration. Those who will stand in this circle will have to do a 3 to 5-minute speech, explaining the role of communication and cooperation in resolving conflicts in different contexts, at work, at the store, or at home. Their speech can also be accompanied by concrete examples of different conversations.

The second circle will represent the circle of assertiveness. Those that stand in this circle will have the chance to be the protagonists of a role play. They will need to show different ways we use assertiveness, at work, in shops or at home.

The third circle will represent conflict resolution. Those standing in this circle will give a concrete example of a conflict that was solved in a constructive way and how it benefited the relationship between the persons who were involved in the conflict.

The fourth circle will be represented by the conflict management styles. Those standing in this circle will write about the 5 Conflict Management Styles.

The fifth circle will be represented by conflict resolution and self-awareness. Those who stand in this circle will have to solve a conflict they had in the past by following the next steps: identifying the conflict, identifying feelings associated with conflict, identifying the problem, identifying the impact of the problem, deciding how to solve the conflict, looking at ways to implement the identified solutions, and in the end, ways to evaluate if the conflict was solved.

## CONFLICT MANAGEMENT CIRCLES

2. The participants will randomly extract one card (without seeing what is written on the card).
3. The participants will have to go in the circle with the number that appears on the card
4. For a few minutes, each team will have to solve the tasks they received in the designated circle. They will write down on an A4 sheet/ flipchart their ideas. They will leave the sheet on the chair so the next participants can read what their colleagues have written.
5. After a few minutes ask the participants to move to the next circle and follow the tasks in it.
6. The method will end after each team has passed through all 5 circles.
7. Invite the participants to take their seats and ask them questions from the reflection and evaluation section.

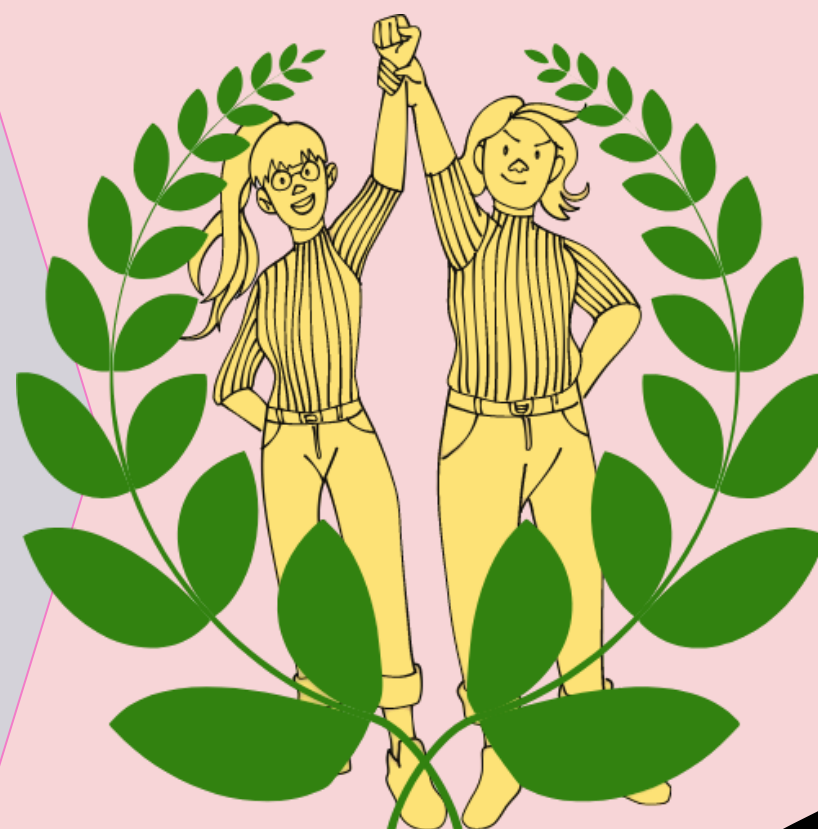


### Reflection and evaluation

- How was this experience for you?
- What have you learned?
- Were there tasks you didn't know how to solve? What task did you accomplish for the first time? How did you feel?
- To which circle would you return? Why?
- How can you use what you have learned in your daily life?

### Future tips and consequences

Use this method after the participants are familiar with conflict management, assertiveness, passive and aggressive communication, conflict resolution and Thomas-Kilmann's 5 Conflict Management Styles. Support the young people with and without fewer opportunities to find out the answer themselves. Support peer learning.



## Building trust, self-esteem and confidence

### CHAMBERS OF STANDARDS AND VALUES

**Aim:** this method will be used to build trust, self-esteem and confidence and to help youngsters understand the importance of self-knowledge

**Resources needed:** big sheets of papers, coloured papers, coloured pencils, pens, markers, glue, magazines, photos, notebooks

**Group size:** Various – unlimited

**Time needed:** 1 hour and 30 minutes



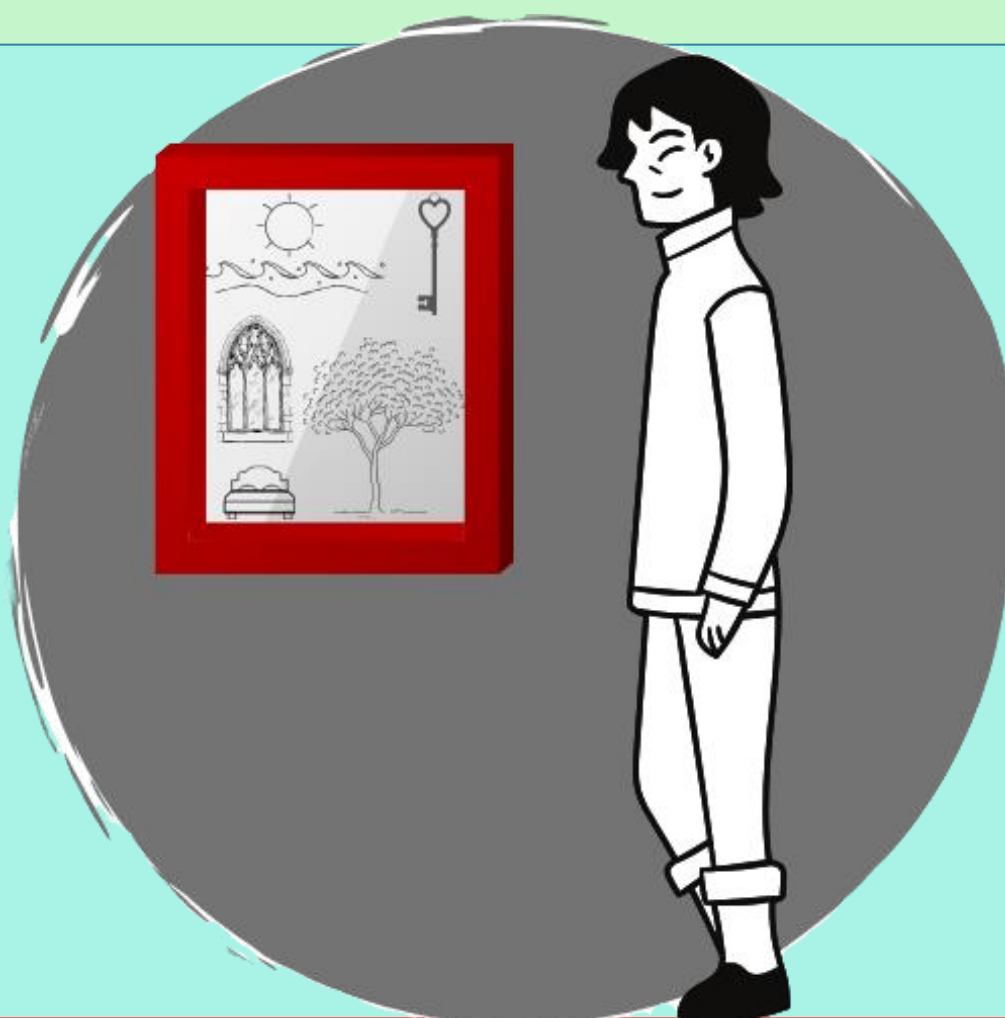
#### Step-by-step description

1. Prepare the room before the activity starts. You will create a dynamic room with living boards, messages and tips, imaginary mirrors with huge drawings and different questions, small tasks, etc. This special room will be divided into 4 parts where the participants will find different props to help them reflect on the following:

- ❖ **Self-image.** To help young people explore their self-image you will prepare in this part of the room a set of imaginary mirrors with huge drawings and questions that can help the participants relax and think about themselves. You can do the imaginary mirror frame with coloured tape, with real frames or with any material you have and you want to use. It can be anything, scarves, sheets of paper and so on. You can draw different images yourself or you can use cut-out pictures from magazines illustrating things like an ocean, a tree, a door, a window, a bed etc. Include in the imaginary mirrors different questions to contribute to participants' self-knowledge. The questions should help the young people to reflect on their self-image and think about themselves: Who am I? What are my values? What are my strengths and weaknesses? What are my everyday roles? What do I like to do? What I am good at? What am I most proud of? How do I think others see me? Who do I want to become (ideal self)?
- ❖ **Personal standards.** For this part draw a big human body on a big flipchart paper (it doesn't have to be perfect). Stick the drawing on the wall or leave it on the floor. Write inside and outside the human body the following questions and words: Who do I want to become? What are my needs? What are my goals? What are my beliefs? How do I see myself in the next 5 years? What do I want to achieve in my career?
- ❖ **Society standards.** For this part draw 3 clouds on a big flipchart paper. This part will help the young people identify societal norms (external norms) that they think they can conform to or not. Write on the clouds the following questions: What do others expect from me? What are the societal norms (external norms) that I think I can conform to? What are the societal norms I think I cannot attain?

## CHAMBERS OF STANDARDS AND VALUES

- ❖ **Encouragement** (you can include some life tips here). This part will contain different messages to motivate the participants to believe in their own strength, to help them focus on positive aspects of their identity, to help them accept their imperfection and consider them normal (everyone has flaws), and to embrace the joy. You can write messages and quotes such as: “Yes, you can”, “It's okay not to like yourself all the time”, “Do what is right for you and for the purposes of your life”, “Be kind to yourself”, “You are enough”, “Love yourself”, “Accept yourself” “You are wonderful”, “Be in touch with your feelings and do what is right for you”, “Think big”, “Trust the process”, “Respect yourself”.
2. Tell the participants that the next method will be an individual exercise.
  3. Invite them to walk free in the room, to look at each part of the room and to stop when they feel are ready to reflect. Tell them that during the method they will pass through each part of the room and reflect on self-image, personal standards, on society norms and standards. Give them a notebook to write their answers, feelings, thoughts and their personal process of self-evaluation/ exploration (they can also use paper sheets). Let the participants take their time and organically choose what they want to reflect on first. Encourage them to write anything that goes through their minds, it can be feelings, thoughts, ideas or future plans. Highlight the fact that these are personal notes and nobody will read them. Put some chillout music and let the participants explore the room alone, at their own pace.
  4. After they finish, ask the participants to find a partner to make a team (you can make the teams if you consider it more appropriate). The participants will discuss their personal experience. If they want, they could also share the answers to the questions. Make them feel comfortable and safe, and emphasise the fact that they should share only as much as they like too.
  5. Invite the participants to the big group and using the reflection and evaluation questions, guide them to debriefing their experience.



## CHAMBERS OF STANDARDS AND VALUES

### Reflection and evaluation

- What part of the room was difficult or easy to explore? Why?
- Did you encounter some challenges during this method? Can you give us some examples?
- Did you get the answers to all the questions?
- Can you tell us some feelings that arose during this method?
- How do you think the ideal-self influences your current-self?
- How do society norms influence your self-esteem?
- How does this method help you understand better your personal standards? Why?
- Based on what you have discovered about yourself can you identify some actions that you can do in your everyday life in order to improve your self-esteem?

be yourself

you are enough

do it for you

### Future tips and consequences

Before you apply this method be sure that the participants understand the concept of self-esteem, self-image, ideal-self, standards and values, and what an external and internal norm is.

Be aware of the fact that this can be a powerful method, some participants may have some negative insights and feelings. To prevent this situation, tell the participants that if they need support, or if they have any kind of questions, you are there for them, and you can discuss it in private if necessary. Specify that the first part of the method is an individual exercise, and you are available only if they feel they need some explanations regarding what they should do. If a person will need more than brief guidance, analyse why. If the situation requires, tell him or her to think and answer only on the questions they feel ready to answer. In this way, you protect the participant.

It is very important to create a safe space where the participants can trust each other. Put emphasis on the fact that they should only share as much as they want too. Present the journal as a personal tool that will help them understand their feelings better. In teams and in the big group the participants will share only what they want too, respecting their privacy and wishes.

Believe  
IN  
yourself

it's okay to  
FEEL YOUR  
FEELINGS

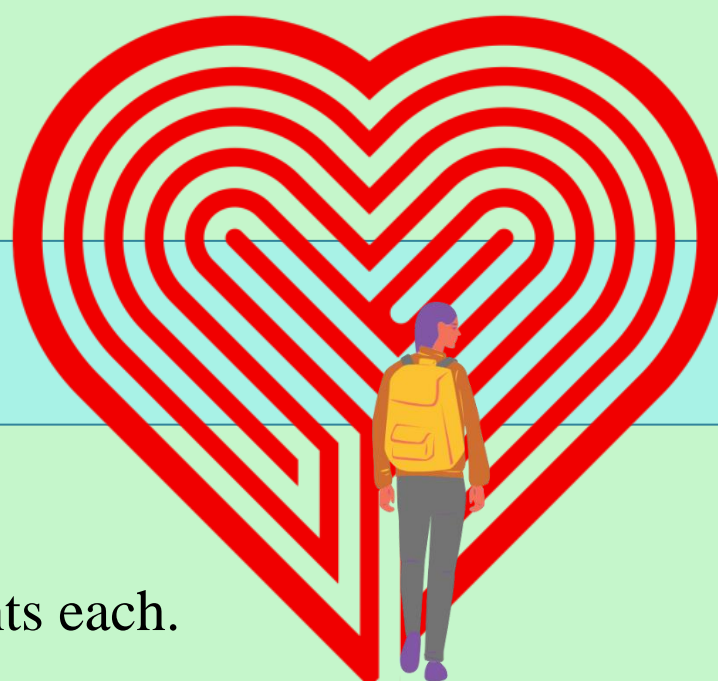
## THE LABRYINTH OF CONFIDENCE AND SELF-ESTEEM

**Aim:** this method will be used to build trust, self-esteem and confidence as well as to increase the capacity for self-analysis

**Resources needed:** flipchart paper sheets, coloured pencils/crayons, pens

**Group size:** 12-24 participants

**Time needed:** 1 hour and 30 minutes



### Step-by-step description

1. Divide the group into teams of 6 participants each.
2. Tell the participants they need to create a labyrinth of confidence and self-esteem.
3. Before the activity starts, write/print the tasks on different sheets of paper so that you can give one to each team.
4. Give the participants written information on how to create a labyrinth and the definition of labyrinth.
5. Tell the participants that they will draw a labyrinth made up of a network of paths and hedges designed as a puzzle through which one has to find a way to the final destination: increased self-esteem. They will represent the increased self-esteem through a symbol. They will create a short story of a person who tried several times to cross the labyrinth and finally reaches the final destination. So, they will have to think of possible paths in order to build self-esteem and confidence. To make it easier, tell them that they should use the following words in order to create the labyrinth: self-esteem, qualities, authenticity, competences/skills, self-knowing, trust, limits, guilt, inadequacy, achievements, ideals, objectives, shortcomings, success, going further, fulfilling yourself, confidence, dream, passion, good. The labyrinth and the short story must contain all these words.
6. Give the participants time to create the labyrinth. Encourage them to be creative.
7. After they finish their labyrinths, each team will find a leader that will present the labyrinth and the short story to the big group.
8. After the presentations, the group will reflect and evaluate the whole process.

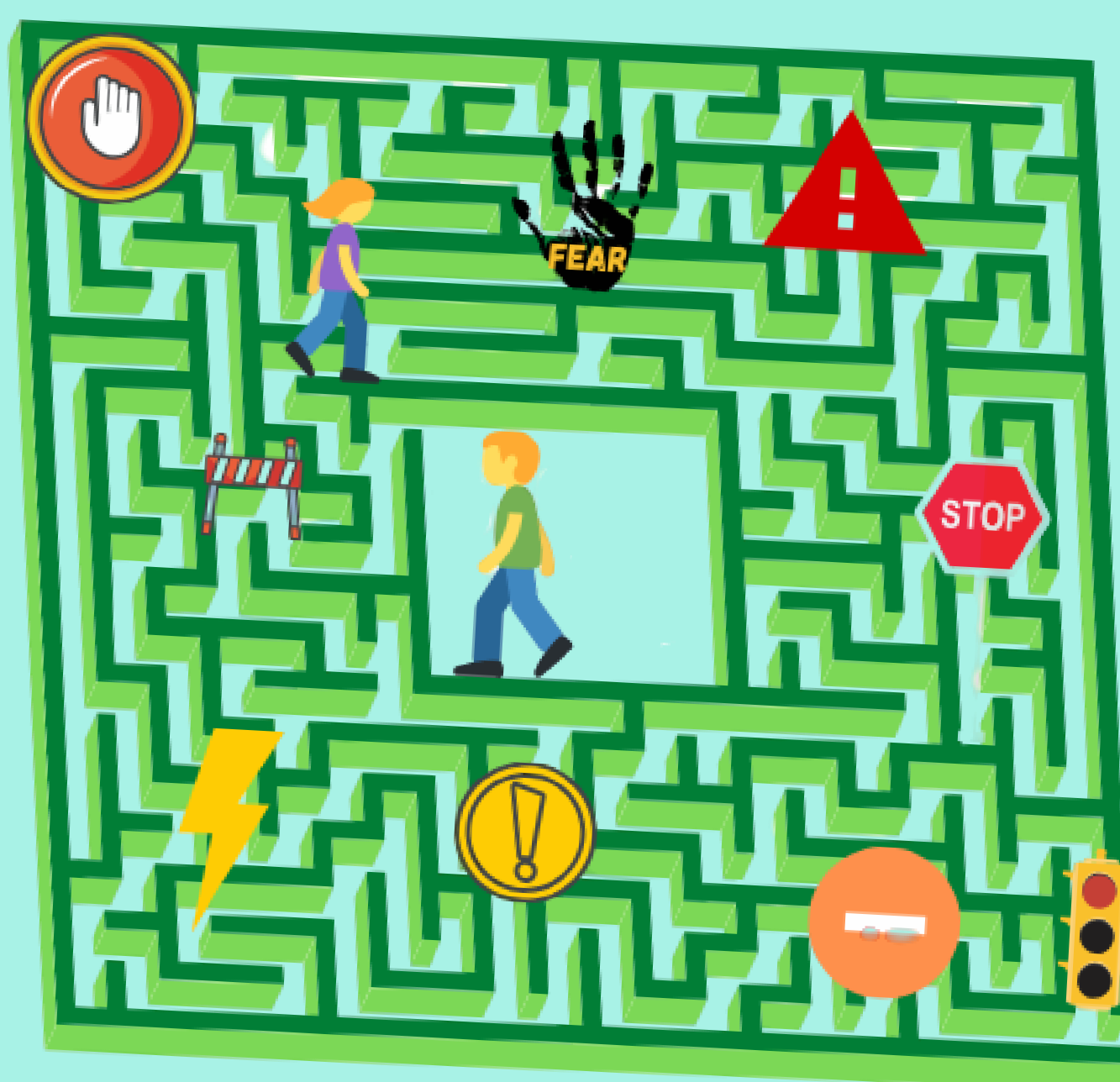
## THE LABRYINTH OF CONFIDENCE AND SELF-ESTEEM

### Reflection and evaluation

- How did you work as a group? Did you have a leader?
- Where does each labyrinth lead?
- What you will discover about yourself at the end of each labyrinth?
- How can a person increase their self-esteem and confidence by going through the labyrinth?
- How did real life inspire you to create the labyrinth?
- What is the link between confidence and self-esteem?
- What can we do in our everyday life to be more confident and to increase our self-esteem?

### Future tips and consequences

Use this method after the participants are familiar with the concept of self-esteem and self-confidence. They need some basic knowledge of these concepts in order to create the labyrinth. You can continue the method and ask each person to individually use the labyrinths and create the story of their lives.





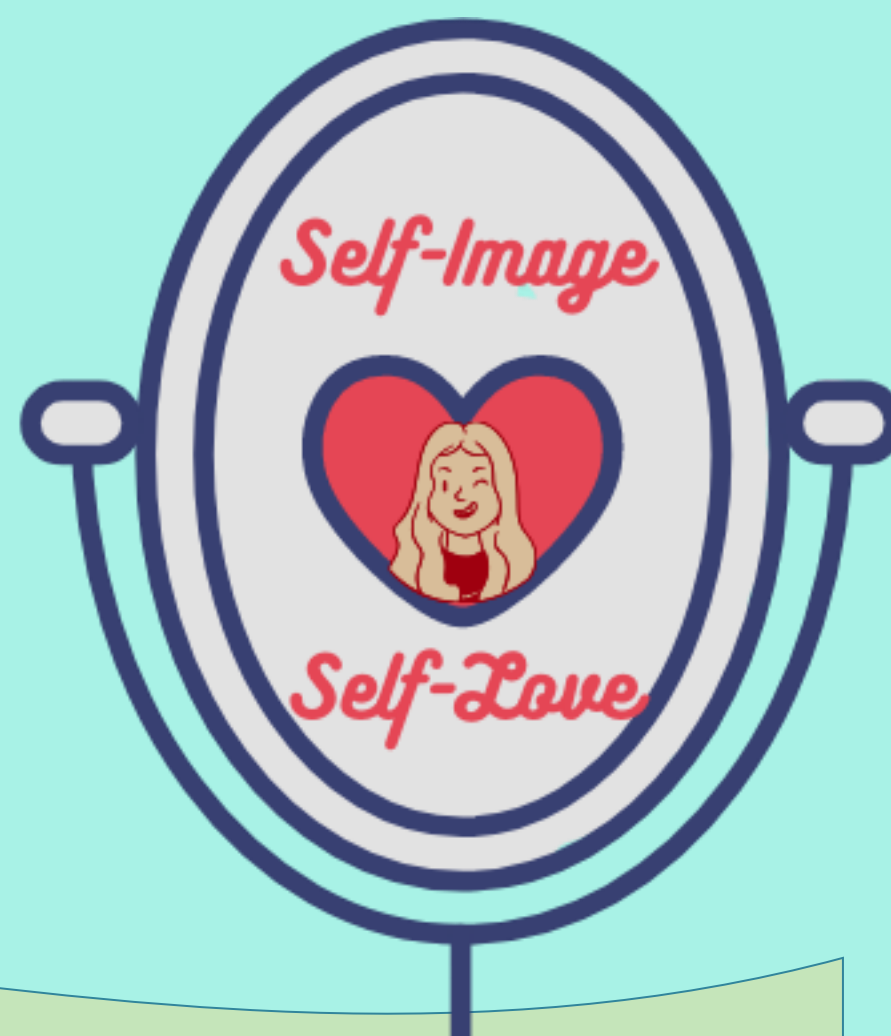
## SELF-ESTEEM

**Aim:** to increase the self-esteem and confidence of youngsters, to create opportunities to get to know themselves better and evaluate themselves.

**Resources needed:** flipchart sheets, coloured pencils/crayons, pens

**Group size:** A minimum of 12 participants

**Time needed:** 1 hour

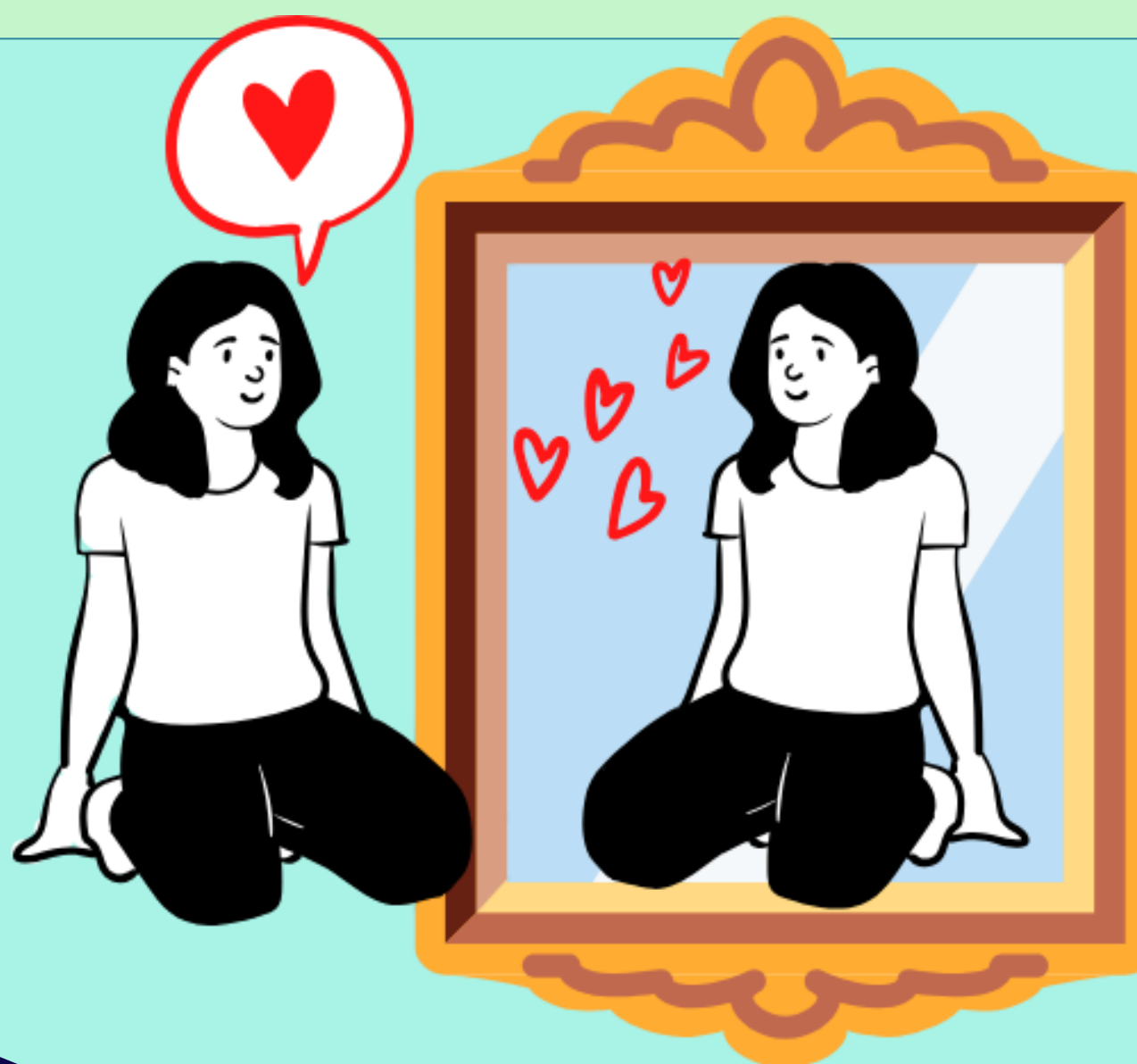


### Step-by-step description

1. Ask the participants to draw a straight line in the middle of an A4 paper (or a flipchart paper). Tell them they will use the line in order to rank and evaluate their competences on a continuum line from the less known competences (a lesser degree of ability in those competences or skills, not well developed) to the well-known, well-honed competences. At the same time, they will also rank and evaluate different characteristics of their identities, their self-esteem and their confidence in the same continuum line from positive to negative. Ask the participants to draw a heart in the middle of the line that will symbolise self-love. On the left part of the line, they will write the less-acquired/less-known or unknown competences and the negative aspects of their identity, and, on the right part, they will put the known or very well-known competences and the positive aspects of their identity.
2. Ask the participants to identify their competences (their abilities, skills, attitudes and knowledge) and to rank them on a continuum line from the less known or unknown (non-acquired) competences to the well-known or more advanced acquired competences. If they don't have a specific competence but they want to gain that competence, tell them to add that competence before the less-known competences in the "unknown" area.
3. At the same time ask the participants to rank the elements of their identity on a continuum line from positive to negative (gender, ethnicity, race, religion, socioeconomic status, language, marital/ relationships status, being a parent or being childless, friends, family size and composition, sexual orientation, education, career, appearance, values/ beliefs, habits, hobbies, interests, objects/ possessions, groups of belonging)
4. Ask the participants to rank also the self-esteem and the self-confidence in the continuum line.
5. After they finish the introspection ask the participants to reflect on the competences and the identity elements they have ranked. They will analyse first the right side of the line, the known and well-known competences and the positive aspects of their identity. Tell them to think about why they chose to put them in that position.

## SELF-ESTEEM

6. Ask the participants to find the position of their self-esteem and the self-confidence in the continuum line and think about why they chose to put them in that position.
7. Then, the participants will analyse the left part of the line, the less known or unknown competences and the negative aspects of their identity. Give them the next guidelines to help them analyse it in a constructive way:
  - Identify ways to change your perception regarding these aspects
  - Describe the negative aspect in a positive way
  - Accept the fact that you cannot be good in every field and domain and try to understand why
  - Create an action plan. Establish measures and actions that you can do in order to improve the unknown or lesser-known competences or to improve a certain identity characteristic. Have the confidence that you will be able to do it. Ask yourself: What I am doing in general? What would I like to do? What have I done so far? What keeps me from doing what I want? What can I do so I can improve and feel good about myself? What should I do next? How much time do I need?
8. After they finish divide the group into pairs. Tell the participants to discuss the measures and actions that they will do in order to improve the unknown or less-known competences or to improve a certain identity characteristic. They will also discuss one positive element of their identity and very well-known competence they are proud of.
9. Ask the participants to return to the big group and debrief their experience using the reflection and evaluation questions.



## SELF-ESTEEM



### Reflection and evaluation

- How did you feel during this experience?
- Was it difficult to rank and evaluate your competences on a continuum line from the less known competences to the well-known competences?
- Was it difficult to rank and evaluate the characteristics of your identity from positive to negative?
- Was it difficult to find the position of your self-esteem and confidence?
- What was the role of self-love, self-concept and self-confidence on your personal line? Can you give me some examples from your daily life?
- How was it for you to do the action plan? What have you learned from this experience?
- Do you think that the position of your self-esteem and self-confidence will change after you implement the action plan? How?
- How did you feel when you shared your action plan? What have you learned?

### Future tips and consequences

For this method, it is necessary that the young people have some basic information about self-esteem and identity, so they can create a line of self-esteem.

If the participants don't have this basic information the method can be adapted using specific cards with different personality characteristics, identity elements or skills/competences. They will choose the cards and position them in their self-esteem line. After that, they will receive information about the 3 components of self-esteem: self-love, self-conception and confidence.

You can also adapt the way that young people create their action plans. In order to identify what they want to do, they can fill in the blanks of the following sentences: "I must \_\_\_\_\_", "I want to \_\_\_\_\_", "I can \_\_\_\_\_". You can also ask them to answer the following questions: What is good for you? In what do you trust? What is important to you? What do you love about yourself?

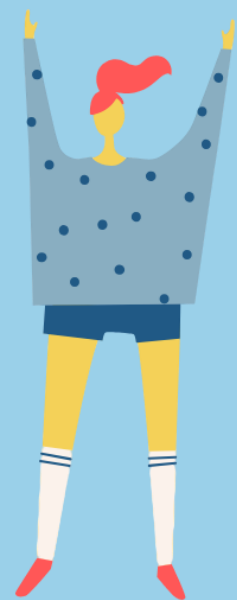




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