



Experience(d) ★ Youth Work

Itinerant Youth Worker Exchange



March 19th - 25th, 2023









Puglia, Italy

Experiencial Learning
Resourches and Activities



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About the Project

The **Youth Worker Exchange** consisted of a 5-day international training which took place between March 20th and 24th, in Apulia Region, Italy. Participants were 16 youth workers who work directly with young people from inclusion groups in the deprived rural environments (NEETs).

The training methodology has been based on experiential learning - innovative training practice of learning in movement and nature with other international youth workers while trying out different tools (nature and art therapy, different journaling techniques, non-formal group activities) and documenting the learning process.



Other Objectives included:

- Reflecting on the challenges and opportunities while working with young people with fewer opportunities;
- Sharing the practice and competences on how those challenges and opportunities may be addressed;
- Connecting physical and mental learning process;
- Learning to document non-formal learning;
- Reflecting and assessing youth work practices and competences using European recognition tools;
- Collecting and disseminating innovative youth work methods which can be applied with inclusion youth groups.

Project Partners



Associazione InCo – Molfetta APS



Level UP!



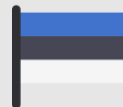
INEDNET



Küçükçekmece Municipality



Lag Agro Lider



Noored Ühiskonna Heaks



Youthmix



Patras Youth Club



Vzw Elegast



The Program

Day 0

Arrivals to Molfetta

Day 1

Group Building in Molfetta

Molfetta Experience
Intercultural Night

Day 2

Departure by bus for Cassano delle Murge

Itinerary: Cassano delle Murge - Santeramo in Colle

(22 Km, 6 hours walk, difficulty: easy)

Day 3

Itinerary: Santeramo in Colle - Altamura

(22.9 Km, 5 hours walk, difficulty: easy)

Day 4

Itinerary: Altamura - Gravina in Puglia

(20 Km, 7 hours walk, difficulty: medium)



Day 5

Closure in Gravina in Puglia

Return by bus to Molfetta
Farewell party

Day 6

Departures



The Itinerary



During the training participants have walked along the “**Via Peuceta**”, following only 3 stages (out of the total 7), in which we discovered the cultural heritage of Apulia made of cathedrals, medieval villages, cave churches, greek and roman remains, masserie, trulli (unique traditional stone huts), dry-stone walling and the exceptional flavours of the culinary art born from all genuine and locally grown ingredients.

Useful links and maps info:

Scan the following QR codes to find some specific info on each day, with road maps, difficulty level, etc.

Itineraries:

DAY 2



DAY 3



DAY 4



**GET
READY**

The Journal



To document personal reflection and progress, to challenge each person, participants received a journal on their first day, that included:

- Information about the program and detailed itinerary;
- Daily reflection guides;
- Daily personal and group challenges;
- Youthpass competences;
- Final evaluation spaces;
- The week overview;
- Educational Resources;
- Free space and much more...



Here's the digital version of
the Journal

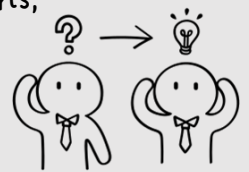
Activities and Methodology



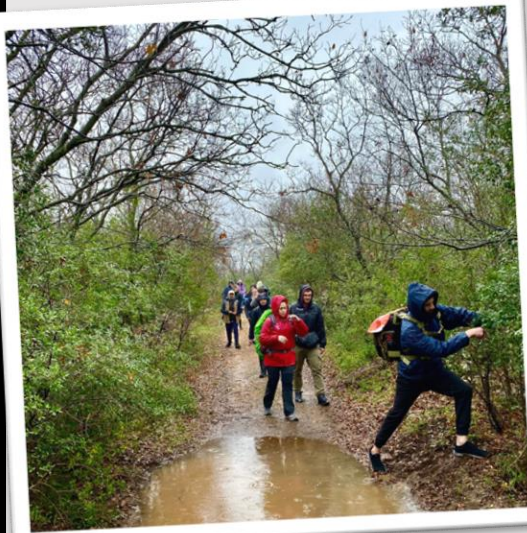
Ice-Breakers & Group building activities:



- ✓ Name games;
- ✓ Bingo game;
- ✓ Drawing each others portrait;
- ✓ Sharing personal goals, expectations, fears, contributions;
- ✓ Making "orecchiette" shaped pasta;
- ✓ Erasmus+ Quiz;
- ✓ Intercultural dinners hosted by locals;



Activities and Methodology



Youth Work Walk in pairs: Guided conversation about previous experiences
- Activity by Küçükçekmece Municipality

Objectives: to reflect on youth work; to share good practices on working with inclusion groups; Participants are divided into pairs and asked to talk about one previous experience they had with young people facing fewer opportunities.

Instructions: Describe their profile and background, and what was the moment/occasion in which you were working with them. What strategies did you put in place to work with them?

Was it during a group activity? Did you make anything different to make them feel at the same level with the others?

Did you make any "reinforced preparation" for them? What could it mean "reinforced preparation"? What was the outcome or the final reflection of the work?

What competences a youth worker does need to have in order to support young people face these challenges?

Discuss with your pair and take note of the outcomes of the conversation for our group debriefing later.

Facing the obstacles: Jump the rope

At the beginning of the activity, participants are presented a rope hanging horizontally that they have to pass. All participants need to jump on the other side of a rope or a high obstacle, using only the support of the others. **Objective:** This activity represents the physical and abstract barrier that refugees are facing at the borders.



Activities and Methodology



Game Activity: Speak up!

Objectives: to challenge assumptions; to reflect on youth work; Participants are divided into groups of 4 and are asked to pick up a random statement. They have few minutes to prepare their 1-minute pitch with their group to persuade others why the "statement" is good idea and should be applied. They can not read out loud what the paper says, only after your turn has ended.



The statements we played with:

- Youth unemployment is the result of the laziness of young generations
- All languages should disappear except English.
- Youth workers are the worst people to support young people in overcoming their obstacles.
- Young people with fewer opportunities should live in the ocean.
- Youth work is pointless.



The Chronicles of Molfettesi - Activity by Patras Youth Club



Objectives: Through this activity participants learn about different backgrounds, experiences & identities. This activity encourages communication, teamwork, problem-solving, creativity, integrity, adaptability.

Instructions: Participants are divided into 2 groups: Each group goes to a separate space where they receive instructions (printed). Engineers have a mission to teach molfettesi how to build a bridge. First they figure out how to build it & then they go & explain to molfettesi how to do that. Molfettesi have a new culture with complicated rules - they study it & prepare for the visit of the engineers. Each group is given 7-10 minutes to reach their first goal (engineers figure out how to build the bridge, molfettesi understand their culture & rules). Group of engineers go to visit molfettesi & try to reach their second objective (where the bridge will be) - in 3 minutes. Engineers go back & have 5 minutes to come up with a strategy to reach the objective (teach molfettesi to build the bridge). All the engineers go to visit molfettesi & try to reach the objective (teach molfettesi how to build the bridge).



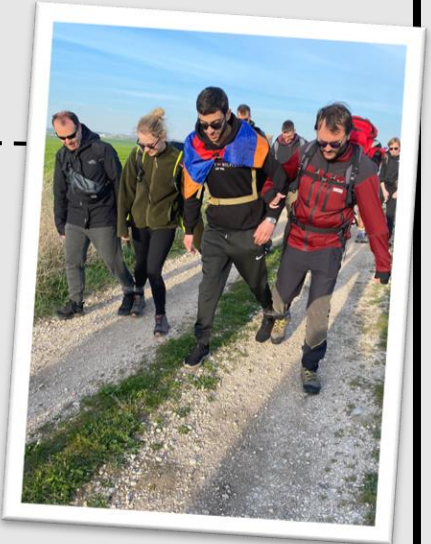
Activities and Methodology



Facing the obstacles: Walk in couples with one leg tied to another

At the beginning of the activity, participants are asked to walk in pairs for 10 minutes while one of their legs is tied to the other person.

Objectives: This activity represents the physical and abstract barrier that people with disabilities and people who bear a burden or need to take care of others need to face.

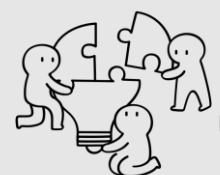


Great Community Collaborative Mural - Activity by LAG Agro Lider and Noored Ühiskonna Heaks

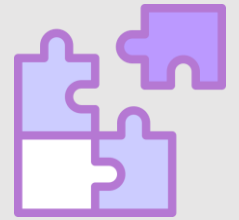
Objectives: This activity promotes the communities we belong/create and celebrate diversity in it by creating a collaborative artwork that represents the unique identities and main characteristics of the presented community of each group.

Instructions: Each group is provided with a piece of white paper and some art supplies, such as markers or crayons. Then each group is asked to draw, write, create something that represents their unique community, such as symbols, local habits and heroes, landmarks etc. What makes our communities special?

Once everyone has completed their artwork, we will gather all the pieces together and create a large collaborative mural by sticking the pieces onto a large poster board or wall. This will be our common Great Community Collaborative Mural. Participants are encouraged to work together to create a cohesive and vibrant mural that celebrates their communities and inclusivity of the people in it. Once the mural is complete, participants are invited to share their thoughts and feelings about the activity and what it means to them.



Activities and Methodology



Enigma Game

Participants are divided into teams of 3, and given 5 individual puzzles that reveal a letter composing a scrabbled word which is the master puzzle. The word fits the theme of obstacles faced by young people. The solution reveals a characteristic of this young person facing fewer opportunity. **Solution to the master puzzle: B L I N D**

Puzzle 1: Decipher the following word

Find the word in common which is missing in the next sentences

Many young people face _ as they search for employment.

Young people may experience _ when trying to access education.

_ can be a major obstacle for young people, especially those from disadvantaged backgrounds.

Solution: Discrimination



Puzzle 2: Logic and Maths



LOGIC GAME

Move 1 matchstick to make the equations correct

$5 + 4 = 2$	ANSWER
$6 - 3 = 8$	

$6 \times 4 = 2$
$6 + 3 = 8$

Puzzle 3: Riddle

I am often found in nature,
But I don't belong there, that's for sure.
People leave me behind without a care,
And I become an eyesore.
I'm not a plant or animal,
Nor am I a rock or tree.
I'm something that's man-made,
And I shouldn't be where I be. *What am I?*

Solve this riddle, then collect 5 items from your surroundings that belongs to this category.

Answer: Trash left in the nature.



Activities and Methodology



Puzzle 4: Word scramble

Unscramble the following words related to obstacles faced by young people:
EPRE USREPERS - Lack of OSNCEFDNIE - LRAUTCL differences

Solutions:

PEER PRESSURE: Peer pressure can have a detrimental impact on the lives of young people, both physically and mentally. Common ways in which peer pressure can cause harm:

Substance abuse: Young people are often pressured by their peers to experiment with drugs and alcohol, which can lead to addiction, physical health problems, and even death.

Lack of CONFIDENCE: This refers to the internal obstacles that young people might face, such as self-doubt, fear of failure, or lack of motivation, which can hold them back from pursuing their goals and reaching their full potential.

CULTURAL differences: This can refer to a range of obstacles that young people might face. Cultural differences usually hit young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.

Puzzle 5: Logic puzzle

Match each obstacle faced by young people to its definition:

Obstacle:

Poverty

Mental health challenges

Lack of education

Limited opportunities



Definition:

A. Struggling with conditions such as anxiety or depression that can affect well-being and functioning.

B. Feeling like there are few or no options available to pursue one's interests or ambitions.

C. Experiencing economic hardship that can impact housing, food security, and overall quality of life.

D. Not having the knowledge, skills, or credentials needed to access certain careers or industries.

Activities and methodology



Facing the obstacles: Walk in pairs, one is blindfolded

At the beginning of the activity, participants are asked to walk in pairs for 10 minutes while one in the couple is wearing a blindfolded mask.

Objective: This activity represents the physical and abstract barrier that people with disabilities need to face.



Can I step Forward? - Activity by INEDNET

The activity is aimed at raising awareness about limited opportunities and inequality considering situations of different roles in society, understanding social perceptions and discrimination. Each of the participants is given a unique role and asked to imagine themselves in that role (but not to share their role with others). Participants need to listen carefully to the different events and situations that we will read aloud for them, and act according to their role: they need to take a step forward only if they think that the statement is true about them. Others (who think that for them the statement is not true) remain in their places. At the end the group discusses the process, reveal the roles and pay attention to the distance gap between the different members of society.

Details of the activity: <https://www.coe.int/en/web/compass/take-a-step-forward>



Activities and Methodology



Gratitude Walk - Activity by Level UP!



How: dividing the group in the groups of 2-3 people, during the activity the participants will take turns approx. 8-10 min in order to elaborate within that time what they are grateful for in life. The other 1 or 2 people should not comment in any stage of such speech (they should be responsible for checking the timing). The participant (only the one whose turn is to speak) will be walking with closed eyes, trusting the other person who is holding their arm (as a guide during that walk). Before each turn of 10 min the participant who is speaking should close the eyes, take few deep breaths, feel and hear the nature, after that, when they are ready they can start the walk).

Debriefing: Depending on the route we might schedule one meeting point in order to have reflection of the walk all together. If possible it would be good to sit at the circle around the nature with cup of warm tea for the reflection of such experience (to talk, how was the experience, was it easy to name all the things in life what you are grateful for during that time, how was it to walk with closed eyes, follow others and trust them in that, did this make the experience easier or more difficult, how was the perception of the nature while walking, would you feel the nature more or less if you had opened eyes etc.)

Closure, evaluation, follow-up Methods:



- ✓ Dixit cards;
- ✓ Car representations
- ✓ Fishmarket
- ✓ Closing circle
- ✓ Pizza Evaluation
- ✓ Closing up personal goals, expectations, fears, contributions



Useful Resources for Youth Work



Competence Model
For Youth Workers to Work
Internationally
Manual
from: **SALTO - ETS**



Competence Model
for Trainers
Manual
from: **SALTO - ETS**



European Training
Strategy
for Youth Work
Framework for Development
from: **SALTO - ETS**



Manual for facilitators
in non-formal education
from: **Council of Europe**

About InCo - Molfetta

InCo - Molfetta is a non-profit association, born in 2016, thanks to a group of members moving back to Apulia region after several years of mobility experience abroad. The members decided to establish a new local organization in Apulia in order to provide local youngsters the same opportunities as they had benefited.

InCo is an acronym standing for "Interculturality and Communication" because the main aim of the association is to put in contact different cultures. Beside that InCo promotes and supports mobility abroad, contacts, exchanges and meetings at international level; it promotes mutual tolerance and intercultural sensitivity among young people and adults; supports the unformal process of European integration in the local community; contributes at the recognition of the youth work and enhances its quality at local and national level.

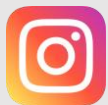
InCo-Molfetta's activities are addressed to create intercultural abilities and non-formal competences for all the participants.



Contacts & Social



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Associazione InCo (Molfetta)



Associazione InCo

#HASHTAG



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