

JOIN

A manual for Youth Workers on how to build inclusive methodologies



INDEX

INTRODUCTION.....	1
ORGANIZATIONS.....	2
WORKSHOPS AND TOOLS.....	11
TIPS OF BEST PRACTICES.....	41
TOOLS OF INCLUSION.....	43
ENDING.....	55

“And those who were seen dancing were thought to
be insane by those who could not hear the music.”

— Friedrich Nietzsche

JOIN "THE DANCE"



Welcome to **Join project of Erasmus+!**

We consist of 9 organizations and we all support the cause of ethnic diversity, economic obstacles, and the inclusion of the LGBTQI+ community and helping people with fewer opportunities.

The combined energy of all of us makes us all learn and develop as human beings. Also, we strive for inclusion by connecting form a safe environment for our peers to share their methods.

Aims of this initiative: to bring together youth workers and youth organizations to support their knowledge-building and share best practices of methods of inclusion of youngsters with fewer opportunities.

Therefore, the project took the shape of a seminar, part of a Professional Development Activity in E+, where we wanted to increase the quality of youth work and youth organizations by bringing them together to share, exchange, and integrate know-how, practice various tools, non-formal educational activities, and adjust own inclusion procedures.

The purpose was for the youth organizations to fine-tune their methodology of inclusion of YPFO and encourage networking and cross-agency collaboration between partners.



Synchro Foundation follows a path of development that is in the direction of creating a more inclusive society based on harmony and cooperation while supporting people in their personal and professional growth. Its purpose is to serve both the individuals and the whole collective.

Concept

Synchro Foundation aims to:

- support the local community by organizing cultural gatherings, including immigrants and locals
 - bring more connection and cooperation locally, nationally and internationally
 - develop youth exchanges for youngsters with fewer opportunities, who are having social, economic, and geographical obstacles with the purpose of increasing inclusion, employability skills, and well-being.
-
- support the quality of youth work and professional development of youth workers, by developing professional development activities to equip them with the necessary skills and competencies to guide youngsters and those with fewer opportunities
 - build a support network across Europe and involve diverse organizations in European projects, to strengthen European values, cooperation, and inclusion.

Method

Synchro aims to create an impact in society today through a multitude of initiatives in the local community, as well as internationally. We aim to create the context for people to explore, develop and contribute to society through non-formal education, gatherings, sharing of best practices, workshops, retreats, trainings, group, and individual coaching sessions, and international projects and initiatives.

**Synchro Foundation, Utrecht,
The Netherlands.
info.synchrofoundation@gmail.com**



Entropia is a volunteer organisation that aims to create awareness through campaigns around social issues like work, migration, drugs, poverty in the scope of its environment (Unical Campus). The tools used are theatre presentations, language exchanges and other creative ventures.

Concept

Entropia values inclusion in its entire way of work. It's selection procedure takes into account young people with fewer opportunities (academic obstacles, housing, health issues, cultural barriers, economic disadvantages, etc.). These vulnerabilities are focal points throughout all of Entropia's processes. Entropia is conscious of the moral guidelines on which its actions are based when working with vulnerable people. Entropia utilizes a unique inclusion methodology that ensures that the people who are the target of the inclusion activity (e.g. the discriminated youth) are directly involved in the activity itself - allowing them to feel included and empowered as a result.

To manage the above Entropia proactively reaches out to groups of youngsters to participate in its initiatives.

Method

Entropia and the whole staff and volunteers involved in the organisation aim to follow the principles of solidarity and inclusion in the way they organise and create every activity. Following those values, working on eliminating borders between people and actively involving every participant creates more sustainable way of working and living for the whole community.

Entropia, Rende (CS), Italy.
entropia@unical.it /
entropiaeuropa@gmail.com

MSK:

Gives the inhabitants of Łódź time, space and support to find meaning in creative activities and meetings with people. MSK is the cultural institution of first choice for city residents who want to spend their free time creatively, meet people, and improve their skills in various fields. 93. One of their priorities is working with people with fewer opportunities (economic, health, age).

Concept

MSK offers original cultural education programs and animation events.

Various classes are held in the organization for different age groups (art, music, vocal, theater), as well as vocal and music competitions, concerts and artistic presentations. The Active Senior Center also operates intensively.

Method

The Cultural Center specializes in original cultural education programs and animation events. They are an institution open to residents' initiative.

MSK Lodz, Poland.
sekretariat@msk.lodz.pl

+42 6749230

direct contact to Anna Becherka:
a.becherka@msk.lodz.pl



A small trans-feminist association founded in 2020 that believes that universal access to knowledge and sharing can be the answer to social marginalization.

Concept

The organization aims to activate and support processes of emancipation and self-determination by combating all forms of sexism, gender-based violence, homophobia, transphobia, exclusion, discrimination, racism, ableism, and xenophobia.

The association's main target groups are:

- Women
- LGBTQIA+ people
- People with a migration background
- Teachers working with young people in a vulnerable state

Method

Most of the steps and procedures are decided collectively. Decisions are made horizontally using non-violent communication.

The style is simple and concise, with press releases and social networks.

The organization does workshops, free training and awareness-raising events, offer free legal advice desk for disadvantaged people and create cultural events dedicated to the community, street events and demonstrations, LIS (Italian sign language) interpretation for public speeches.

The aim is to avoid all stereotyping and discriminatory language or language detrimental to people's dignity.

LE TRE GHINEE , Rome, Italy.
info@letreghinee.org



Hellas for Us was founded in 2015 with a mission to promote active citizenship and volunteering, social transformation, equality, and inclusion. The organization focuses on the transition to a “Society for All” since it is a key element for social development. They aim to promote gender equality and social integration by fostering inclusive societies that are stable, safe, just, and tolerant, and respect diversity, equality of opportunity, and participation of all people, including disadvantaged and vulnerable groups and persons.

Concept

Their first target group is WOMEN. Around the world, traditional gender roles and deeper structural inequalities related to power imbalances rooted in patriarchal societies continue to place women at a disadvantage relative to men in all spheres of life. Hellas for Us provides training and education opportunities to women, to help them raise their voices, develop entrepreneurial ideas, and become leaders in their fields.

Their second target group is the LGBTIQ+ community. Equality, irrespective of features such as sexual orientation/gender identity, is an EU core value. Nevertheless, many LGBT+ people face discrimination related to different aspects of life. Their goal is to transform the mindset of people to create solidarity and encourage the acceptance of others and interrelations among groups who may not share an affinity, common values, or have empathy towards one another.

Method

The experience of the team of Hellas for Us covers the expertise in the field of social inclusion, human rights, gender equality, and equal opportunities for everyone. The organization is active in the field of human rights since 2015, making difference at local, national, and international level.

Hellas for us supports women and members of the LGBTIQ+ community! Increase racial diversity within our team to better support people with a migrant background and learn more about diversity and anti-racism. Include more individuals with disabilities in our team to enhance our understanding of ableism and develop tools to combat it.

Hellas for Us, Kozani, Greece

youth@hellasforus.com

YC Epirus offers activities related to volunteerism, non-formal education, social inclusion and cultural awareness. Our international team combined of volunteers and youth workers implement various courses and workshops, informative and cultural events for youth and young adults.

YC Epirus organizes and participates also in international educational projects such as youth exchanges, training courses, seminars, as well as voluntarism, research and capacity building projects under the Erasmus+ and European Solidarity Corps programmes.

Concept

The Youth Center of Epirus focuses mainly on activities and initiatives aimed at young adults living in Ioannina and Epirus area. When we refer to young adults, the ages we generally work with are 18-30 years old.

Method

Youth Center of Epirus offers non-formal activities aimed at raising awareness, inclusion and integration. These activities are related to art such as theater, painting, discussing in small groups etc.

To establish a safe and inclusive environment, the arrival of each volunteer is followed by a week of integration during which they train the volunteers on their responsibilities, potential risk situations, and the way to approach diversity on issues related to culture, gender, language, and others since they are about to do activities with unaccompanied minors asylum seekers.

Epirus, Ioannina, Greece.

y.c.epirus@gmail.com



Uskrzydłamy/We add Wings is a non-governmental, non-profit organization that was founded in 2007. Since that time Uskrzydłamy organized a lot of national and international projects on the topics of bridge building, active citizenship, entrepreneurship, inclusion, intercultural dialogue, theater, music, democracy, street campaigning and change making.

Concept

Their mission: bringing positive change to the community and especially youth; tolerant, open-minded society, inclusion of vulnerable groups, social activism, gender equality, development of skills and competences of young people and youth workers, development of entrepreneurial education, recognition of non-formal learning, promoting volunteering and intercultural cooperation and solidarity, contribution to the strengthening of youth to become active in their own community, promotion of non-violent culture /culture of peace, sustainability and ecology.

Method

Main activities: workshops, meetings, training courses for youth workers and leaders, school stuff; youth exchanges, educational trips and local events, art festivals, educational and development projects; Street campaigns on different topics; Theater projects (local and international); International projects.

We add Wings, Poland

agazawa@interia.pl



ARTEMIS

Lar de Artemis's aim is to work with different group beneficiaries: youth, (NEETS) by offering non-formal educational opportunities and learning experiences, as well as equipping youth workers with professional tools and methodologies to support the beneficiaries.

Concept

Their mission is to bring this vision to life and to create a space of participation, inclusion and empowerment. They achieve this by offering non-formal educational opportunities, promoting ecological responsibility, and fostering community involvement.

They are dedicated to creating equal opportunities for all young individuals, nurturing their personal and professional growth, and leaving no one marginalized or overlooked.

Method

Lar de Artemis focuses mainly on activities addressed to young people living in Lugo and Galicia area and they have different age groups beneficiaries: young people (14-35 yo), children (2-10 yo) and youth workers and educators (no age limit).

In relation to their background, in general they work with people with fewer opportunities (children and young people with poor economic resources, refugees and immigrants and special learning needs). They also organize activities addressed to children and teachers to share a methodology of responsibility and cooperation. So far they only have collaborated with associations specialized in working with people with fewer opportunities, such as young people with special learning needs and minors living in the Social Center of Minors, they were always accompanied by a social worker who could intervene in case of a conflict, as well as to include everyone in the group when our youth workers were facilitating the activities. However, they also organized different activities and games to raise awareness about inclusiveness and diversity. They would like to implement each month a talk as an informal training about how to prevent and address discrimination issues from an expert. Depending on the case we contract a translator to help with language communication barriers. Peer support concerning the new comers to integrate them in Lugo.

Lar de Artemis, Galizia, Spain.

info@lardeartemis.org



This organization operates in the region of Braničevo District in Serbia. It is interested in supporting everyone who wants to get an education.

Concept

The target group of the organization is children in preschool, primary and secondary school, as well as young people who are not in the education system. It opened access to education for all, including youth with special needs, migrants, and other vulnerable groups and provides support to teachers and mentors to develop competencies for working with diverse groups of young people.

Method

The organization tries to adapt teaching methods to meet the diverse needs and abilities of all young learners. It collaborates with parents, guardians and experts.

They organize short theater plays with young people with speech impediments, sports meetings with members of the Roma population, plays for a project on dyslexia and dysgraphia.

The organization did over 10 Diversity Workshops to educate participants on various aspects of diversity and inclusion, conducts surveys to gather feedback from employees or participants, and has created RGs in their schools.

YAEDA, Branicevo, Serbia

panticpetar@live.com



Tools

Workshops

Activities



Workshop ideas

"Connecting to our Roots"

A playful way to introduce where we come from and who we are

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

Opening up the space - introductory session
Sharing our origin (name and country) in a meaningful way
Establishing first connections as individuals and a group

Amount of participants: The whole group - min 2 -max 30

Target group: Anyone

Summary of the activity:

Introduce what is ROOTs: it is about where we come from, the family we are born in, the name that is given at birth and welcomed us into this world, gives us life, and gives us support.

- Ask the participants to go outside and pick an object from nature that represents the country where they are coming from/ are born in.
- Gather everyone together again and open up the circle of sharing - one by one
 1. What is your name?
 2. What is your nationality?
 3. My name gives me (name certain quality) or my name means ...
 4. The element I chose to represent my country is ...
 5. What I would like you to know about me is...
- Close the circle by asking everyone to place their elements in the middle of the circle
- Ask them to look at them and share with 1 word of what they see/ experience.

Materials: Participants will bring elements from nature

"Our Story"

Playful way to get to know each other

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

Get to know each other and share something personal about each other in a playful way.

Amount of participants: Minimum 5 people, max 30.

Target group: Anyone

Summary of the activity:

Ask each participant to write on one post-it note “A fun story that had happened to them, that others would not believe in”

Gather all the stories in a bowl and have each participant pick one.

Ask the group to mingle and to go around talking to each other finding out who matches which story.

Materials: Post-it notes



"Speed dating"

Getting to know each other

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

Posing questions for people to open up and share with each other

Amount of participants: The whole group - min 4 people, max 40

Target group: Anyone

Summary of the activity:

Have the group spread around the room, walk, look at each other and stop in front of someone. Do this walking and stopping as long as you want, depending on how many questions you want to ask them to answer.

We used questions from "WHO CARDS"

<https://whocards.cc/>

Materials: Prepare the questions



Human Bingo

Playful way to get to know each other

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

Playful way to get to know each other

Amount of participants: Minimum 30 people

Target group: Anyone

Summary of the activity:

Participants go around the room and asking each other the Bingo questions

Person who is ready, called out BINGO

Game finishes with a sharing round of everyone in a circle where the facilitator could also invite more questions/fun moments with the group

Materials: A4 paper with all Bingo Questions

HUMAN BINGO
By asking questions find someone who match feature listed in the table. Fill each square with different name :)
If all squares are filled, call BINGO!

Who has birthday this month?	Who can tell a good joke?	Knows all the capitals of the European countries?	Who speaks 3 languages?	Who likes to cook?	Who has 3 siblings?
Who has ever done volunteer work?	Who plays an instrument?	Who knows good energizers?	Who has a tattoo?	Who has been in The Netherlands before?	Who has relatives living in a different country?
Who knows how to draw?	Who has a pet?	Who took part in youth exchange project before?	Who has ever milked a cow/a goat?	Who is called by a nickname?	Who has travelled 15 countries?
Who has a unique hobby? And what is it?	Who can give a good massage?	Who knows how to knit?	Who can sing?	Who has at least 1,8 m height?	Who is afraid of spiders?

Embodiment Working with Inclusion & Exclusion in our bodies

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

Get participants comfortable with their bodies

Embody the element of inclusion/exclusion

Amount of participants: Minimum 5 people

Target group: Anyone

Summary of the activity:

Invite participants spread around the room and start dancing: only with their eyes, only with left shoulder, only with right knee Until the whole body is "included" in the dance.

Then invite them start dancing with all their body, but start exclusion parts of their body now: left arm, left leg, etc.

Invite them create couples and ask them to connect to one part of their bodies that they have excluded, while connecting it with the other.

Create new couples and form A and B

- Round 1: A is leading, B is following, but A needs to lead so that he/she includes new elements that B is bringing
- Round 2: Swap roles
- Round 3: No leading or following

Materials: Music



Quality learning and quality employment for all

Embodiment Balloons play & storytelling

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

Communication, collaboration, creativity, spontaneity, adaptability.

Amount of participants: Minimum 5 people

Target group: Children and youngsters

Summary of the activity:

Split the group into 2 teams and let them face each other

Have them compete with each other, in couples, in various rounds

- Round 1: Place post its in the balloons and blow up the balloon
- Round 2: In couples, run back and forth with a balloon b/w the legs
- Round 3: In couples, run back and forth with a balloon b/w the front part of the body
- Round 4: In couples, run back and forth with a balloon b/w the back part of the body

Invite them all to come as 1 group and play with the balloons, under the condition that no balloon can fall on the ground.

Gather all participants in a half-circle with a balloon and ask them to pop the balloon and read the word that is there (post-it: eg. moon, dance, voice, alien, sleep).

Invite them to create 1 story, word by word, participant by participant in such a way that they need to use the word that is in their post it and link it to the sentence /story that the other participant expressed.

Materials:

Balloons for all participants

Post it notes with random words for all participants

Rope to split the field

Quality learning and quality employment for all

What you would take to a desert island?

Name of the organisation and country: Entropia, Italy

Goals and purpose:

The purpose of the activity of the six objects to be taken to the desert island was to remind that sometimes conflicts can arise in a team, and using empathy and dialogue these conflicts can be resolved.

Amount of participants: Minimum 6 people

Target group: Children, senior, youngsters, adults

Summary of the activity:

You are on a desert island and you only have a backpack with you in which you can only carry 6 items to survive.

Which objects do you choose?

In this activity, each participant has to find a partner. Write down 6 objects for their own. Within 5 minutes.

With the partner it would be 12 objects all together and discuss with the partner and include 6 objects to the survival kit and exclude 6 objects.

Materials: Marshall Rosenberg and Bruce Tuckman's theories.

Quality learning and quality employment for all

Theater improvisation workshops

Name of the organisation and country: Miejska Strefa Kultury w Łodzi, Poland

Goals and purpose:

The workshops are based on psychophysical involvement, i.e. mental and emotional activity, it teaches problem-solving through activity and action, stimulates and shapes the ability to think abstractly and concentrate. In addition, it develops imagination, emotional sensitivity, as well as awareness and body plasticity. It prepares one to open up to another person and accept their "identity".

Amount of participants: Maximum 20 people.

Target group: Youngsters and adults.

Summary of the activity:

Y1. "Catching contact on the move"- Participants are scattered around the room, walking slowly and when they hear a clap, they make contact with arm, eye contact, leg, back, etc, maintain it, and respond to various commands: moving fast and moving slow while maintaining contact.

2. "Impulse transmission wheel"- Participants form a circle together. They stand at short distances from each other, at arm's length. They are invited to transmit an impulse - therefore the process goes with one participant starting with an "impulse" that is transmitted to the participant next to them from the circle. The impulse can be transmitted in the circle through gestures of clapping and tapping the feet. The impulse received needs to be the same as the impulse transmitted in terms of gestures and clapping. The second participant then transmits the impulse through the same gestures further to the third participant, etc. The process can be done efficiently and quickly. The passing of the impulse is in a circular motion clockwise, then in the opposite direction. What can this game teach us? Concentration and observation, group bonding, aligning in tempo and rhythm as a group.

3. "My body pulls me somewhere". Have the participants move randomly around the room. Put focus on each body part- eyes, hands, legs, knees, etc. Participants are asked to move as if they were being pulled by that specific body part. Aim: focus, spontaneity, flexibility, balance, body awareness.

4. "Passing an imaginary ball to yourself" - Participants stand in a circle. Participants pantomime an imaginary ball to each other. Participants can add comments: eg "the ball gets heavier and heavier until it weighs a ton"; "the ball is very light, very large" (heavy or light) or "very small" (heavy or light). Aims to support creativity, cooperation, spontaneity, group bonding, problem-solving, confidence, fun and enjoyment.

5. Conductor of sounds and independent sounds. Participants form pairs. One participants uses their voice and body to produce any sounds. The second participant interprets these sounds through movement. This movement must be synchronized with the "soundtrack". After some time, switch roles. Aim: increasing cooperation, creativity. empathy, coordination, expression, adaptability.

Materials: No materials required.

Quality learning and quality employment for all

Eco - transformation into beauty

Name of the organisation and country: Miejska Strefa Kultury w Łodzi, Poland

Goals and purpose:

Creating jewelry from old cables, expanding the perspective of perceiving electronic waste, relaxing and having the opportunity to create something by own hands.

Amount of participants: 5 to 12 people.

Target group: Senior, youngsters, adults

Summary of the activity:

Participants have one hour to create something new out of old materials - it can be earrings, bracelets, shoulder bags, etc. The activity supports in increasing fine motor skills, artistic expression, perseverance, brings sustainability awareness, attention to detail, stress reduction.

Materials: old useless electronic waste, glue, secateurs, jewelry elements.



Space and participation for all and inclusive societies

PLAYFIGHT

WHAT IS IT

Playfight is a body-based practice that invites the participants to develop self-awareness and communication skills by combining conscious competition (pinning the other on their shoulder blades) with safety (the one rule of the game is to not hurt each other) and connection (there are no winners or losers, the focus is on the process). This practice also nurtures conflict resolution skills by enacting a simplified version of a human conflict and inviting the participants to reflect and change the dynamic.

PURPOSE

The purpose of this practice is to develop emotional intelligence and ease in the body to find authentic connection with whoever is in front of you.

TARGET GROUP

This is a very malleable practice that can be adapted according to age, physical ability and location. A few examples of possible target groups: a class of teenagers, a group of colleagues, a neighbourhood council, a mixed-age group of an open air festival

WEBSITE

www.playfight.org



Space and participation for all and inclusive societies

Acting bridge

Name of the organisation and country: Yaeda Serbia, Serbia

Goals and purpose:

The goal of this workshop is to use acting as a means of understanding and inclusion in the local community.

Amount of participants: 5 to 25 people

Target group: children, senior, youngsters, adults

Summary of the activity:

1. Getting to know each other and talking (15 minutes): Begin the workshop with a quick round of introductions to all participants. You can ask participants to introduce themselves with facial expressions. Then ask questions such as: "What do you like most about yourself", "Does the facial expression you showed a moment ago have anything to do with that trait".

2. Improvisation exercise (30 minutes): Divide the participants into smaller groups and give them specific scenarios to improvise with the theme of "needs of the community". Scenarios can include everyday situations in which they encounter situations in the local community that they would like to bring a change to. While the participants improvise the situation through role-play, the rest of the group can interfere with solutions.

Materials:

Work space (hall, classroom, or stage)
Music to create an atmosphere
Props as needed
Sheets of paper and pencils for taking notes



Space and participation for all and inclusive societies

Apples

Name of the organisation and country: Hellas for us, Greece

Goals and purpose: Inclusion of people with diverse backgrounds.

Amount of participants: 5 to 30 people.

Target group: children, senior, youngsters, adult

Summary of the activity:

The facilitator splits the group of participants into 2 groups. The groups are situated in the two extremes of the field, facing each other. One group surrounds the other and tries to throw at them a ball. When a player gets touched by the ball, he gets eliminated and joins the other group that throws the ball until only one player is left. Aim: teamwork and cooperation, decision making, physical coordination and agility, leadership

Materials: a ball.



Space and participation for all and inclusive societies

Meditation - Grounding

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose: Grounding and integration

Amount of participants: any number

Target group: everyone

Summary of the activity:

Prepare the room already: dimmed lights, some candles, soft music

Invite the participants to sit comfortably and close their eyes

Guide them for 5 min into body awareness - resting sitting in their bodies.

Materials: Music

Ideas of meditation "stories" bit.ly/3yxvuaw



Information and constructive dialogue

Shields and threats

Name of the organisation and country: Youth Center of Epirus, Greece.

Goals and purpose:

Energize the body and reflecting about threats and positive aspects of society (in general).

Amount of participants: 30 minutes for 20 to 25 people

Target group: children, senior, youngsters, adult

Summary of the activity:

We walk in the space freely, covering the gaps. At some point we put another participant in our minds, without the person knowing it, and we try to avoid the person. For the sake of the game, she/he's our threat, and we have to stay away from her/him. We then identify another participant and designate him/her as our shield. We need to move accordingly so that we have our shield between us and our threat. At the coordinator's clap, we stop and check to see if this covenant has been observed. Then, we add different meanings to our shields and threats, e.g. "My shield is my home and my threat is rain". Gradually, the concepts come closer to the core of our theme e.g. my shield is knowledge and my threat is racism, my shield is freedom and my threat is borders. Then, the facilitator gives the instruction "since you have in mind the universal compromise of human rights, let everyone imagine that he is an imaginary person whose rights are being violated in some way. While you walk silently in space, you become that person. What is your name? What age are you? Where do you live? Who are your friends? What do you like? What right are you violating? After participants walk around and think about their character, the facilitator adds "Now as the character you are, what is your threat, i.e. what are you trying to avoid?" Instruction immediately afterwards, "now let each person think about whether there is someone or something that could act as their shield". We then ask each individual to tell us who she/he is, and what right she/he is deprived of, what her/his threat is, and what her/his shield is. If the individual has not found a shield, the facilitator turns to the group and asks "who could be her/his shield? Why?" The participants answer and so the discussion begins. Participants who have thought of something else or could be his shield are approached. When the participant feels helped, the facilitator asks the next participant.

Materials: No materials required

Information and constructive dialogue

Change the sits

Name of the organisation and country: Youth Center of Epirus, Greece

Goals and purpose: Energize the body. Introduce the topic of discrimination to the participants.

Amount of participants: 15 to 30 people for 15 minutes

Target group: children, senior, youngsters, adult

Summary of the activity:

We form a circle and everyone sits in chairs except one person (the activity facilitator at the beginning). Some statements will follow, e.g. change the position of anyone wearing a black shirt. Participants need to get up from their seats and find another available seat (not next to them). The number of chairs is one less than the number of participants. Thus, anyone who fails to sit needs to make a statement like the one above. Slowly, the statements will become more relevant to our topic (e.g., stand up anyone who knows an asylum seeker, anyone who has reacted to an incident of discrimination, etc.)

Materials: chairs



Information and constructive dialogue

One step forward

Name of the organisation and country: Youth Center of Epirus, Greece.

Goals and purpose:

- To reflect about privileges and people who are facing discrimination.
- To discuss the present stereotypes and prejudices.
- Raise awareness regarding any kind of discrimination.

Amount of participants: 10 to 30 people for 40 minutes

Target group: children, senior, youngsters, adults

Summary of the activity:

Everyone secretly has a role given upfront by the facilitator on a piece of paper. Everyone stays in a line, having in front of them the rest of the room. Based on the statements they hear, they take a step forward, in case the statement is applying/ might apply to their situation. After a while, the conversation would start with the facilitator asking some participants who may have been very or not at all involved what their role is and how they feel. Here are some guide questions that can be formulated during the activity:

- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?

During the debriefing and evaluation, it is important to explore how participants knew about the character whose role they had to play. We can debrief with the participants by using the following questions:

- Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

Materials:

Statements and roles can be found in the following link (they can be adjusted to the topic we want to discuss)

https://drive.google.com/file/d/1BcwLQz8D41f57dqAb2HKEe4iEyqkx_bjE/view?usp=sharing

Information and constructive dialogue

4 corners

Name of the organisation and country: Youth Center of Epirus, Greece.

Goals and purpose:

- Construct a dialogue among the participants
- Active listening.
- Engage the participants to express their opinion.
- Break stereotypes and prejudices relates to the asylum seeker and refugee community

Amount of participants: 10 to 25 people for 40 minutes

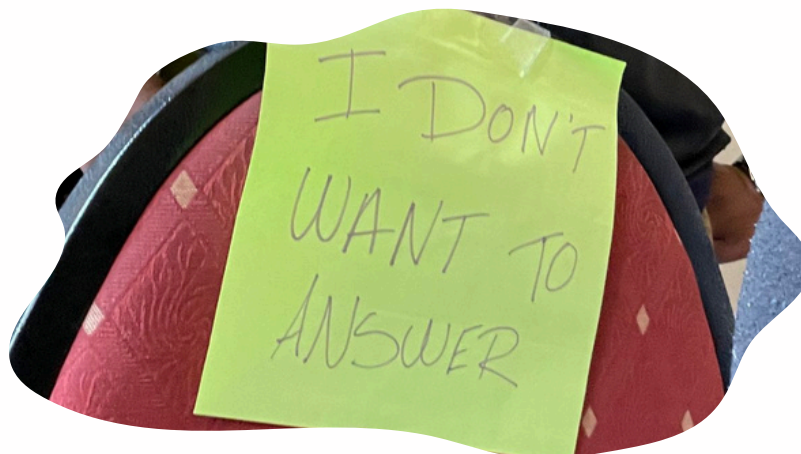
Target group: senior, youngsters, adults

Summary of the activity:

There are four corners in the room with the following statements: "agree" "disagree" "I don't know" "i don't want to answer - safety corner". Everyone is in the middle, and the facilitator makes statements such as "all Greeks are racist". Each participant chooses the corner that represents it. Then the facilitator gives the speech to each participant to argue for his answer. No one can interrupt him and we listen carefully. There is the possibility for participants to move from one corner to the other, in case they are convinced by the other's argument.

Materials:

Posters for the corners and copies of the statements (Refugees and immigrants are the same/All the refugees are Muslims/It is the responsibility of the refugees to adapt to the new country/The refugees get a lot of funding/All Greeks are racist/The mass arrival of refugees in the European economy is positive/Half of the refugees worldwide are children. (Anyone could be a refugee)



Information and constructive dialogue

Tree activity

Name of the organisation and country: Youth Center of Epirus, Greece.

Goals and purpose:

- To create realistic initiatives related to the asylum seeker and refugee community at local level.
- To empower the participants to carry out projects and social initiatives.

Amount of participants: 15 to 25 people for 45 minutes

Target group: senior, youngsters, adults

Summary of the activity:

The group can be split into smaller groups, one/or more groups will focus on investigating the background of people seeking safety and other groups will focus on the barriers and challenges they face in the new country (we will provide them with some questions for guidance). Afterwards, 2 groups can be created with people mixed from previous groups, and they will have to discuss possible and realistic initiatives they can carry out on a local level. The initiatives should be written in the apples and stick on the poster of the tree.

Materials:

Two flip charts paper (to create a poster with a tree), guidance questions for the groups, red paper cut in shape of apples and markers.



Information and constructive dialogue

Conscience Alley: The story of Naz

Name of the organisation and country: Youth Center of Epirus, Greece.

Goals and purpose:

- To raise awareness about the situation of people on the move.
- Invite the participants to reflect on the journey of refugees.

Amount of participants: 10 to 30 people.

Target group: senior, youngsters, adults

Summary of the activity:

The facilitator reads the text below:

Naz was forced to flee his country of origin, leaving his family behind when he was 16 years old in search of a place in Europe where he could be safe as the situation in his country was life-threatening. He lived in Turkey, working hard for two years, and after raising the money needed to travel, he continued his journey to Europe. Naz is now 18 years old, and for the last eight months, he has been living in a refugee camp in Greece.

A facilitator takes Naz's role. The participants make a corridor, one towards the other, (hallway), where someone can pass comfortably. We all close our eyes and try to think about Naz. Where is he today? Have we met him? How is he? We think of something we would like to say to him: a wish, a piece of advice, something we learned from him, something we admired him for, or a sentence that stuck with us.

Naz will now walk down the hallway. He will stand between each pair and listen to each person's thoughts.

When he has passed all the pairs, he will turn to them. The children will close their eyes again for a moment and hear from Naz the last words of the play:

"And now, here we are, on the other side of the world. In my brother's room, which is no bigger than the one I stayed in when I was a boy. Sinbad the Sailor made seven trips. I think in the end, I'll have done more than him. That night, we sent the money to our parents, Amira and Yaran. And a postcard too: "I did it! Here I am, on the other side of the world. It's not so different. Few people smile at you. Some people really do. We work hard. It's not heaven. But we're alive."

This activity was original from the Hellenic Theater/Drama and Education Network & UNHCR

Materials:

Copy of the story of Naz

Information and constructive dialogue

Dance like No One is watching

Name of the organisation and country: Synchro Foundation, Netherlands

Goals and purpose:

- Work with our own inner judgment about how we look/move
- Connect to our bodies
- Create a sense of connectedness and freedom from within
- Create group spirit

Amount of participants: Minimum 5 people

Target group: Anyone

Summary of the activity:

Ask the participant to have their eyes closed for the first 2 songs that you choose to play, so that they can connect to themselves first

Invite them later to open up their eyes and to continue to move from that space of connectedness from within, while being with others.

Materials: Music



Meditation - Intention setting

Goals and purpose:

Amount of participants: 15 to 30 people

Target group: young adults, youngsters

Summary of the activity:

Bring the group outside in nature

Invite them connect to their body: breath, air on their skin, sound

Invite them pick an object from nature and look/ explore it for a while - form, colour, sensations that appear in the body

Invite the participants breathe in while looking at this element and invite them to set an intention for themselves for the day.

Materials: none



Equality and equality of all gender

Theater of the oppressed

Name of the organisation and country: Lar de Artemis, Spain

Goals and purpose:

Forum theater is a participatory approach to addressing social issues and oppression. It's not a traditional performance where you simply watch; it's an interactive method that encourages active involvement from the audience. The primary goal of forum theater is to empower individuals to identify and combat oppression and injustice in the communities.

Amount of participants: Minimum 4 people.

Target group: Senior, children, youngsters, adults

Materials:

Prepare different kinds of situations or context to tell the participants and create roles for each.



Summary of the activity

1. SPEC-Actors and NON-Actors: The audience is divided into two categories. SPEC-Actors, or spectators, can actively join the performance to change the play's course. NON-Actors are those who act out the scenarios.

2. SCREENPLAY: This represents real situations observed within the community. These situations are often rooted in oppression, discrimination, or injustice.

3. Catharsis and Drama: The play aims to generate catharsis and drama. Catharsis refers to the emotional release and purification that occurs through the resolution of conflicts. It's meant to evoke strong emotional responses from both the actors and the audience.

4. Intervention: In Forum Theatre, the audience is encouraged to intervene in the play. They can actively participate by changing the actions and outcomes to address the injustices depicted. The rules for the audience:

1. Watch a performance depicting an issue of oppression.
2. Discuss the situation and propose solutions after the performance.
3. Audience members can call out "freeze," come on stage, and replace the protagonist to change events.
4. You can only swap places with characters interested in changing the situation or introduce supportive characters.
5. Overcome nervousness; if no one participates, the performance proceeds unchanged.
6. The Joker can guide and assist hesitant participants, even if they don't want to go on stage.
7. Violence is not an acceptable suggestion for change. Rules for the Joker (facilitator):

1. Avoid manipulating the audience; don't impose personal interpretations.
2. Do not make decisions; keep doubts within the audience.
3. Prevent "magic" solutions; ask the audience for their opinion.
4. Assist in generating ideas and actions.
5. Prioritize a good debate over finding a perfect solution.
6. Remain physically separate, alert, and dynamic.
7. Adapt to the audience's needs; be stricter if required.
8. Decide whether to introduce "missing characters" during rehearsals or leave it to the audience's creativity during the forum.

In essence, Forum Theatre is a dynamic, interactive method that goes beyond traditional theatre by actively involving the audience in addressing social issues and promoting change. It's a powerful tool for fostering dialogue, empathy, and action in the face of oppression.

Example Play: The scenario you provided, involving a 13-year-old immigrant girl facing exclusion and various oppressors, is a practical application of Forum Theatre. This girl plays the victim and protagonist in a series of scenes where the audience is expected to intervene and rewrite the narrative. The characters, including Oppressors, Allies of the Oppressors, and a Neutral person, represent different roles and relationships contributing to the oppression.

Equality and equality of all gender

Human Marionettes

Name of the organisation and country: Le Tre Ghinee, Italy

Goals and purpose:

- Awakening the body.
- Becoming more aware of one's body.
- Activating the imagination.
- Getting warmed up.

Amount of participants: 5 to 20 people.

Target group: Children, senior, youngsters, adults

Summary of the activity:

Start by inviting people to walk around the room at a moderate speed. People must then break the walk into 3 phases: choose the endpoint, walk to the point, and then stop. Make the three phases of the walk distinct from each other. Once you understand this fragmentation, introduce a new command: a specific body part will guide the movement, as if pulled by a thread. For example, the tip of the nose: the person will walk as if pulled by that body part, and the rest of the body will have to adapt accordingly. Experiment with walking guided by different parts of the body, and draw attention to how different postures can lead to different attitudes. Ask them to imagine characters from the walks they are doing. Tips and Suggestions Try suggesting some postures that go against the character of people. For example, closing poses for extrovert people and instead walking chest out for shy people. Always ask for precision in the choice of the point from which to start the movement, in this kind of exercise approximation defeats the purpose.

Materials:

No materials required.

Equality and equality of all gender

Parallel Universe

Name of the organisation and country: Le Tre Ghinee, Italy

Goals and purpose:

This is who you are! (Let's play with Stereotypes)

Amount of participants: 2 to 6 people.

Target group: Children, senior, youngsters, adults

Summary of the activity:

Prepare 1 post-it for each participant and write on it an adjective, positive, or negative attached to the post-it note on the back of each participant. (Take care that the participant does not see what is written on his post-it) If necessary, divide the group into subgroups of a minimum of 4 and a maximum of 6 people. All the people in the group must read the post-it note that the others have on their backs, but not the one on their own backs Assign the group an improvisation for which the group has to organize something (e.g. a holiday, a picnic where everyone brings something, a group work, etc.). People should address and behave towards others according to the adjectives written on their relevant post-its. (E.g. If a person has written "Reliable" on their post-it, people are encouraged to behave towards them by trusting them and perhaps giving them the most delicate tasks). Bring the improvisation to an end. At the end of the improvisation, create a moment of discussion. Some questions that can be helpful are "Did you understand what was written on your post-it?", "How did you feel?", "Did you think it was fair that people treated you this way?" Open a discussion on prejudice and how it influences approaches. Regardless of what people do Tips and Suggestions Always try to assign different adjectives to people's characteristics and do not risk triggering the person.

Materials:

No materials required.



Mental health and well-being for a sustainable green Europe

Street campaign for mental health and well-being

Name of the organisation and country: We add Wings, Poland

Goals and purpose:

- Connect the participants so they can work better together.
- Show them the tool which is a street campaign.
- Let them try to do it in practice and raise the awareness of mental health in the community.

Amount of participants: 2 to 6 people.

Target group: Children, senior, youngsters, adults

Summary of the activity:

The whole project was about street campaigns, there was some basic schedule. Firstly, we started with some energisers. For the first activity, you need several objects that can be passed from hand to hand – a broom, a ball. People stand in a circle, each of them names a fruit or vegetable in turn, making sure not to repeat themselves, and remembering what the person behind them said. Then people start throwing the ball among themselves, clapping together and passing objects in different directions. Eventually the task becomes difficult. The activity is intended to demonstrate the need for a good division of tasks during cooperation. The next task was to line up the participants according to the eye colour - from the lightest to the darkest, without words. By looking into each other's eyes, participants establish a bond. After the fun, we presented the theory of creating a campaign. We asked what they thought a street campaign was. We presented the steps of creating a campaign: creating a group, setting the aim and target group, ways to attract attention and conduct the entire event. Furthermore, we presented the campaign theme: mental health and well-being. Later, the participants had 40 minutes to make banners and work out the rest of the details. All three groups took to the streets of Ommen to campaign. At the end there was a summary, discussion about the hard and the nice one parts of the whole activity

Materials: Markers, cardboard, scissors, and other crafting materials

Mental health and well-being for a sustainable green Europe

Art as a form of Expression

Name of the organisation and country: Synchro, The Netherlands

Goals and purpose:

To connect and sensibilibize about art

Amount of participants: 5 to 50 people

Target group: Children, senior, youngsters, adults

Summary of the activity:

On the floor, there will be several crafting materials that the participants can take freely.

We invited the participants to compose one sentence that includes a subject, verb, object complement and attribute for examples: Marta, study, French, in an online class. Once the sentences were ready, they cut the different components of the sentence and allocate them in their corresponding folder - subject, verb, etc. Aleatory, people will have to take one paper from each folder, so they will have a new creative sentence.

We invited the participants to create a place of art that represents the sentence they got through a drawing, poem, song, storytelling, etc.



TIPS OF BEST PRACTICES

How to create safe space in the youth community (organizations, school, universities etc)

Listen actively: it is very important to listen when they share their thoughts and feelings. And show them respect and value what they say, and help them feel safe and supported.

Show empathy: Try to understand what they feel and sense their emotions

Set clear rules: Set clear expectations and rules for safe and respectful environment.

Create a safe physical space: Make sure the physical space is safe and comfortable

Wellness activities: provide physical activities, yoga, meditation, or wellness programs to promote mental and physical health.

Provide supportive resources: Offer resources such as mental health support, educational assistance etc.

Education and workshops: Offer workshops on important life skills, such as communication, emotional intelligence etc.

Encourage self-care: Help them develop healthy habits, such as enough sleep and eating well, physical activity etc. This can help them build resilience and deal with stress.

Promote Inclusivity: be sure that the space is accessible to all, regardless of backgrounds, abilities, or identities.

TIPS OF BEST PRACTICES

How can we be more inclusive in our everyday live?

Inclusion is one of the most important constructs that constitute the basis of a society full of diversity, equality, tolerance and acceptance. It is possible to consider it both in general and in more detail. To convey how to become an inclusive person in everyday life, at work and in the organizations, we have prepared some tips.

Awareness and self-education: Learn about different cultures, backgrounds, and experiences to increase your understanding and empathy for others.

Educate others: if you have well-established, practical, valuable knowledge, it is worth letting others learn about it as well. Especially when it comes to inclusion and diversity. A good idea is to conduct lectures, lessons, tell stories, and provide information to others.

Use inclusive language: Be mindful of your words and avoid using language that may be offensive or exclusionary.

Cultivate empathy: By listening actively, considering their feelings, with no judgment, and by developing emotional awareness.

Volunteer: Get involved in organizations that promote inclusivity and diversity.

Intervene against discrimination: If you witness discrimination or harassment, speak up and support the victim.

Confront stereotypes: Thanks to theoretical knowledge of how biases work, you can put effort into analyzing your own thought process and working with a change of perspective.

Tools of inclusion for youth workers

The tools used in including youth represent the strategies, resources and approaches that the youth workers are making use of for creating an environment where everyone, despite their background, can participate in programs, initiatives and projects.

Below, some useful inclusion tools for youth workers will be presented.

The purpose of this chapter is to provide the necessary tools for those who work with young people to develop better ways of communicating with them, to promote knowledge in creative and artistic ways and to build bridges to a more inclusive society.



Empowerment

Why Use It - Importance:

Empowerment of the young people, especially of those coming from vulnerable backgrounds, is an important tool that encourages equality and social justice. Young people who have been excluded or disadvantaged in society, especially historically, is a step to be taken into account for a more equal world and society.

How It Works:

The process of empowerment of young individuals implies supporting them with resources, knowledge and chances through which they build new skills and competencies, as well as their self-confidence. In order to do that, we can take into account the following:

- identifying the barriers by recognizing the limitations or the challenges faced by the marginalized young people - that can be economical, geographical, social, etc.
- offering them the access to resources such as educational opportunities - especially E+ projects, mentorship, involvement in local community through practical work for instance, etc.
- supporting them in building up their skills through mentorship, conversations, meetings
- encouraging their participation in activities, projects, organization through involving them in decision-making processes
- encourage their inclusion by physically organizing a space for meetings that is safe - the space shall be designed in such a way to accommodate diverse perspectives and situations.

How We Use It:

There are different settings in which empowering of the young people can take place:

- educational setting: by creating educational programs in which the participation of young people with various limitations is possible
- work positions: make sure that the process of hiring is inclusive and trainership is provided
- communities: include the marginalized communities in local governance and development initiatives

Tips:

1. Understand the needs and concerns of the people you aim to empower. Sometimes we just assume what a person can go through, although having a conversation about limitations and expectations in someone's life can bring clarity on the support you wish to offer.
2. Customize your strategies to address the unique challenges individuals or groups are facing. It can be either through a workshop, a project, meetings, etc.
3. Ensure access to education, financial assistance and mentorship opportunities.
4. Encourage individuals to advocate for themselves and their communities, by taking action into active citizenship - eg, voting- or support in the local communities - eg. practical work-
5. Continuously assess the impact of empowerment efforts and make necessary adjustments. The impact can be measured through evaluation forms, questionnaires, open discussions, focus groups.
6. Create environments that value and respect diversity - depending on each case and role, can be either in own projects, organization or community
7. Collaborate with stakeholders, organizations, and allies to create a more inclusive society.

Consultation

Definition:

Consultation, as a tool, it implies a collaborative process that involves incorporating the ideas, feedback of stakeholders, especially those who may be affected by a decision, movement, initiative. This way, a wide range of perspectives and voices can be taken into consideration in the decision making process.

Why Use It - Importance:

Consultation is an essential process/tool when it comes to creating more inclusive environments, organizations and projects. It ensures transparency, collaboration of different stakeholders and can help identify potential biases and address concerns in creating policies and projects that better reflect the actual needs of the community.

How it works:

1. Identify the people/ stakeholders who are involved in a decision or project/initiative/movement.
2. Communicate with these stakeholders through meetings, surveys, focus groups, etc. - in order to encourage connection.
3. Actively request opinions and suggestions from stakeholders - especially in written forms.
4. Analyze and integrate the feedback into the decision-making process or project design.
5. Offer the stakeholders the necessary feedback on how their input was used and the outcomes of the consultation.

How We Use It:

Consultation can be applied in the initiatives of the community or in the educational settings where there are students, parents and educators deciding about curriculum, school policies, etc.

Tips:

1. Begin the process at the earliest stages of the project - the earliest people are heard and consulted about a decision or a project, the better.
2. Make sure that a big number of people/stakeholders is involved.
3. Communicate through accessible means such as e-mail, phone, to ensure that everyone despite their background can partake in the process.
4. Listen to all perspectives
5. Offer feedback on the progress or outcome of the consultation to the relevant stakeholders.
6. Be open to adapting the decisions based on the insights gained through the consultation process.
7. Keep the records of the consultation process to be able to come back to it anytime needed.

Cooperation

Definition:

Cooperation is considered a tool that implies working together with individuals, groups or organizations towards a common goal, beyond differences that lay in the backgrounds or interests.

Why Use It - Importance:

Cooperation is important in creating inclusion in organization and communities since it supports the gaps between entities and helps in overcoming conflicts. It is a process which can lead to problem solving and realization of shared benefits.

How It Works:

1. Identifying common goals that all parties can align with, despite the differences in the backgrounds.
2. Using online and offline communication
3. Sharing the knowledge, skills, resources and efforts
4. Addressing conflicts or disagreements in order to achieve a common goal
5. Respecting and welcoming the perspectives, cultures and contributions of all participants.



Communication & Connection

Definition:

Communication implies exchanging ideas, opinions and thoughts to make sure that the message is received and understood clearly. A successful communication is considered if both sender and receiver are feeling content. On another hand, the connection is linked with the idea of belonging to a group, it's a foundation that serves the sense of stability.

Why Use It - Importance:

Communication is important in many areas: personal relationships, education, organizations, business, societies, communities, etc. It is important since the exchange of information is contributing in the process of decision-making. Connection plays a vital role in creating meaningful encounters and influences the way we collaborate with other individuals and the audience we engage with.

How it works:

Communication and connection play a crucial role in promoting inclusion in various ways:

When people share what they think about a situations and are actively listening to each other, they gain a new understanding of the situation itself, as well as each other;s experiences and perspectives - ultimately, this leads to a greater empathy and an inclusive environment.

Frequent and clear communication supports individuals and groups to increase trust with each other.

By sharing different perspectives, they can be integrated in the decision making process.

Using a language and terminology that is inclusive and respectful regardless identity and background helps avoid unintentional exclusion.

Effective communication includes making the information easy to access for everyone - it can also make use of multiple channels - verbal, written, visual, considering the needs of individuals with disabilities, as well.

It encourages individuals from various backgrounds to work together, contributing their unique strengths and skills to achieve common goals. Open channels offers the possibility for everyone to express - online platforms are a supportive tool in doing that.



THANK YOU

Through the workshop ideas and the tips of best practices, we hope that this manual provided insights that support you in building more inclusive methodologies in your work, organization, community.