

# BOOKLET TOOLS FOR YOU\*!



**\*YOUTH WORKERS/  
TRAINERS/ORGANISATIONS  
WORKING WITH YOUTH IN NEET SITUATION**

 Fundação Cidade de Lisboa

 Instituto Português do Ensino e Juventude

 Centro de Juventude de Lisboa

 Lahti

 Associação MAIS CIDADANIA

 P ALTERNATIVAS

 rato adcc

 stw

 CENTRO SOCIAL DE ERMESINDE

 CENTRO DE ARTES E FORMAÇÃO Lumiar

 geyc

 Prisma

 LAIKS JAUNIESIEM

 NEXT GENERATION ITALY

 mas

 vedogiovane

 Erasmus+

# TOOLS FOR



**WELCOME TO LISBON!**

**LISBON YOUTH CENTER**

**PRESENTATION OF THE PROGRAM**  
Tools for YOU

**EXPECTATIONS**  
To learn Inspiration  
Exchange Networking  
Practical methods  
Experience LEARN  
New perspectives

**CONTRIBUTIONS**  
Share My energy  
New tools  
Experiences  
Knowledge  
Problem solving

**FEARS**  
Less experience  
Social interaction  
Rain To get tired  
Presenting the tool



## COMBINATION OF VOLUNTARY SERVICE AND VOCATIONAL TRAINING

**Steinbeis** ESC German Voluntary Service Programs

**VOCATIONAL SCHOOL**

**%30** Classes ✓ Students get paid

**%70** Trainings/Practice in a company

Sending volunteers to vocational school  
to increase employment

**Tool 5**

## NG(O) - TIME FOR YOUTH MENTORING

Mentor → Mentee

• Role-model  
• Guide  
• Motivator  
• Encouragement  
• Skill Development  
• Emotional Support

**THE BEHAVIOUR ICEBERG**

What we see in behaviours  
Real things underneath them

Mood Fluctuations  
Aggression Denial  
Self Harm  
Trauma Sad Rejected Nervous Alone Insecure

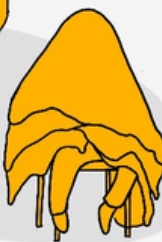
Drug use

**Tool 4**

Emotion Cards

**BLANKET METAPHOR**

One thing at a time



**INSPIRING**

National Youth Policy

NATIONAL YOUTH P

Reduce uncertainty with YOCOMO for

Know Know-t

YOUTH WORKERS

**CARLOS**

## STARTER

**GRANT PROGRAMME FOR YOUTH**

• Motivation • 250 EURO/Project  
• Networking • Promotion  
• Project management mentoring  
• Young people +16

The grant is the first step to help youth to do their project

**Tool 6**

AŠ (sun) → Children and Youth Centre

Half picture  
Art and alternative expression

**ACTIVITY:**  
Draw yourself  
To be seen  
Helps for self-esteem

**ACTIVITY:**  
Map of Dreams (Vision Board)  
Motivation • Goals  
Well-being • Wishes  
Needs • Future

**Tool 7**

**Tool 8**

## GRAPHIC FACILITATION & GRAPHIC RECORDING

• Visual thinking • Sketch Noting  
• Design thinking • Scribe

→ Drawings → Diagrams  
→ Analysing ideas  
→ Capturing key points  
→ Visual summary



**ACTIVITY:**  
Draw your life like 'illustrated CV'

**Tool 12**

next step & result:

**BOOKLET**

TOOLS FOR YOUTH WORKERS/TRAINERS/ ORGANISATIONS WORKING WITH YOUTH IN NEET SITUATION.

ILLUSTRATED BY: MEHRIBAN DEDEGIL

**MIGRANTOUR: Mouraria (Moorish Quarter)**



**vedogiovane**

**BLOB TREE** → To start the conversation.  
To start to talk first about themselves.  
Showing them we care about them, their feelings...

Creating and working in partnerships  
Work centered on young people and their needs

**PROJECTS**

TRUST between young people and youth workers  
Raising awareness about themselves  
Connecting young people with each other

**INSPIRING YOU**

**NUNO CARVALHO**

Making Waves

THE IMPACT → THE WORK → IMPACT VISIBILITY EXPLOITATION DISSEMINATION



# YOU\*!

LISBON 22-29 OCTOBER 2023

**INSPIRING you\*!**  
**ANA QUINTELA**



**CLUBE INTERCULTURAL EUROPEU**

- Youth in NEET
- Non-formal education
- Kids Youngs Adults Seniors
- Cooking
- Camping
- Casa da Juventude
- Learning Portuguese Community

**STREET EDUCATION**

Edutainment Education Entertainment → Peer Education → Mediation in the arts Music Dance Theatre

**TOOL 1**

Mapping/Observation → Approach/Hooking

- Parish Map
- In pairs
- Gathering points
- Main space
- \*Ways to approach to different personas as a youth worker...

**TOOL 2** **geyc**  
 A way for a better you!

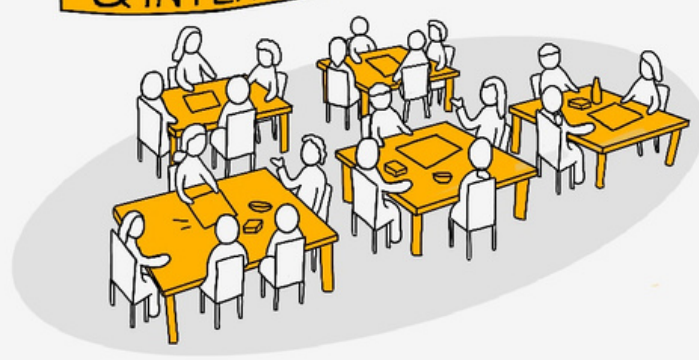
**SELF KNOWLEDGE**

- Questions to become aware of self-knowledge
- Persona in NEET situation
- NGO's
- Government
- Employment Services
- Training Centers
- Municipality
- Community and Youth Centers

**HOW ORGANISATIONS CAN HELP YOUTH IN NEET?**

**WHAT ARE THEIR ROLES?**

## ORGANIZATIONS NIGHT TEA & INTERCULTURAL NIGHT



**ACTIVITY: DESIGN A CAREER PATH FOR A YOUTH IN NEET**

"FOCUS ON THE PERSON'S SKILLS, POSITIVE ASPECTS, NEVER ON THE NEGATIVES..."

**LOWTECH PLASTIC RECYCLING**

Plastic + Heating Source (Non adherent paper)

Sustainability

**TOOL 3**

**you\*!**

**LAN** **Satto**

th youth in NEET

ean Training Strategy

Youth Work

How To Be

COMPETENCES

**PEREIRA**

**COMMUNITY RADIO**

Second chance School

To return kids back to school

A tool for the students to speak, to comment, to have a voice about the world and themselves

**Podcast**

- Script
- Voice
- Editing
- Record
- Social Media

**TOOL 9**

**ALTA DE LISBOA**

**INSPIRING you\*!**

**cuidate**

Programme by IPDJ, for young people (12-25 years old)

- Mental Health
- Addictive Behaviours and Addictions
- Nutrition and physical Activity
- Reproductive and sexual health

**YOUTH WORKERS & MENTAL HEALTH**

**COUNCIL OF EUROPE**

1949

- HUMAN RIGHTS
- DEMOCRACY
- RULE OF LAW



**TOOL 11**

Challenges

Adaptability

Personal growth

Teamwork

Group cohesion

Overcoming adversity

Needs

Island of the Voiceless ②

Island of the Blind ①

Integration Island ③

**Lahti**

**LAHTI CITY YOUTH SERVICES**

**Mental Health from Nature**

- Relaxing
- Well-being
- Concentration
- Reduced stress
- Improved mood

**Psychosocial Support for Young People**

- Mental
- Physical
- Social

- Outreach youth work
- Employment and coaching services
- Compulsory education Support

**Municipal Youth Work**

**Helsinki Missio**

- To reduce loneliness
- Loneliness Intervention Programme

**TOOL 10**

## Title

Booklet Tools for YOU\*!

\*Youth workers/ trainers/organisations working with youth in NEET situation

## Coordination

Lisbon City Foundation (Fundação Cidade de Lisboa)

## Authors

Partners of the Project Tools for YOU\*!

Participants of the Training Course Tools for YOU\*!

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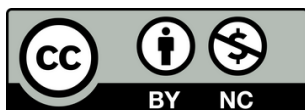
## Graphic Design

Mehriban Dedegil

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# INTRODUCTION

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This Booklet is the main outcome of the **Erasmus+ project Tools For YOU\*!, developed in Lisbon - Portugal**, produced to support youth workers, trainers and organisations working with youth in NEET situation (not in employment, education, or training), improving the quality of the work developed.

The idea of the project was formed following the participation in the “Inspirational Study Visit – Services for youth in NEET situation in Finland”, during January 2023, that gave the participants an overview of different services for NEET, including services of municipal youth work and several NGO in Tampere – Finland. All the participant organisations in the Study Visit work daily with youngsters in NEET, and **identify the need to train the youth workers with specific tools and methods to work with young people, especially in NEET situation**. Not only share and discover new tools and methods, learning from each other, but also have a better understanding of the implementation of those tools and methods, by experiencing them in a practical way.

**Lisbon City Foundation (FCL)** in partnership with **Lisbon Youth Centre (CJL)** from the Portuguese Institute of Sports and Youth (IPDJ), designed the Training Course Tools For YOU\*!, developed between the 22nd and the 29th of October 2023, involving **participants from 12 different partners** that shared specific tools and methods (cf chapter 7.Networking). During the Training Course, moments were organised, where other partners participated, such as **Clube Intercultural Europeu** and **Cuida-te+ Program**. Also, a very inspirational visit to Alta de Lisboa neighbourhood took place, organised by the partner **Per-11 Association**.

In order to register and share the tools, methods, resources, inputs and approaches, experimented and learnt during the Training Course, **all the 14 participant organisations** from 7 different countries, **in a group effort, created, designed, and edited this Booklet**, not only to contribute to a more qualified intervention, but also to understand the role of personal and social development in working with these youngsters. This Booklet gathers these tools, how to use them, from a peer-to-peer perspective, namely youth workers. It is a dynamic instrument, so not only is it possible to print it, but also give suggestions for changes and improvements.

It is crucial to **improve organisations’ responses to youth in NEET situation**, in Europe, through the development and acquisition of youth workers skills and recognition of youth organisations as facilitators of skills development and promoters of social inclusion.

Finally, connecting all stakeholders working in the youth sector, promoting networks and partnerships, engaging young people in co-management processes to innovate and respond to their needs, to their goals and providing a youth transition in a better way, all of it **contributes to the building of diverse, inclusive, and cohesive societies**.

# TARGET GROUP



## WHAT IS NEET?

The term "NEET" encompasses a group of individuals facing a common challenge: **being Not in Education, Employment, or Training**. This phenomenon often affects young people, presenting a complex array of issues that vary across different countries in Europe. Our goal is not to find a final definition of Youth in NEET situation, but rather to show the different realities and perspectives of the 14 partner organisations representing 7 European countries, in order to find a common ground.

Variations between country clusters: there are wide variations among Member States in the size and composition of the NEET population. In Nordic, western and continental countries, the largest groups are generally the short-term unemployed, while in some southern and Mediterranean countries the shares of long-term unemployed and discouraged workers are higher. In eastern European countries, the majority of NEET are women, who are NEET due to family responsibilities.

**In Portugal**, the focus extends to individuals aged between 15 and 25 who drop out of school early or possess a low educational level. The consequences are not merely economic, they often face social exclusion. Portugal also addresses the concept of youth at risk of becoming NEET, emphasising the importance of preventing dropout and ensuring future prospects.

**In Finland**, NEET are classified as individuals aged 16 to 29 who find themselves outside of education, training, or employment. The definition emphasises both current inactivity and the absence of vocational education. The key lies not just in defining NEET but in constructing a society that minimises the likelihood of people becoming NEET in the first place.

**The Czech Republic** includes those aged 15 to 24 and have a NEET rate ranging of 8% in general but the young people who are NEET due to family responsibilities are 44%. The majority of NEET are young women.

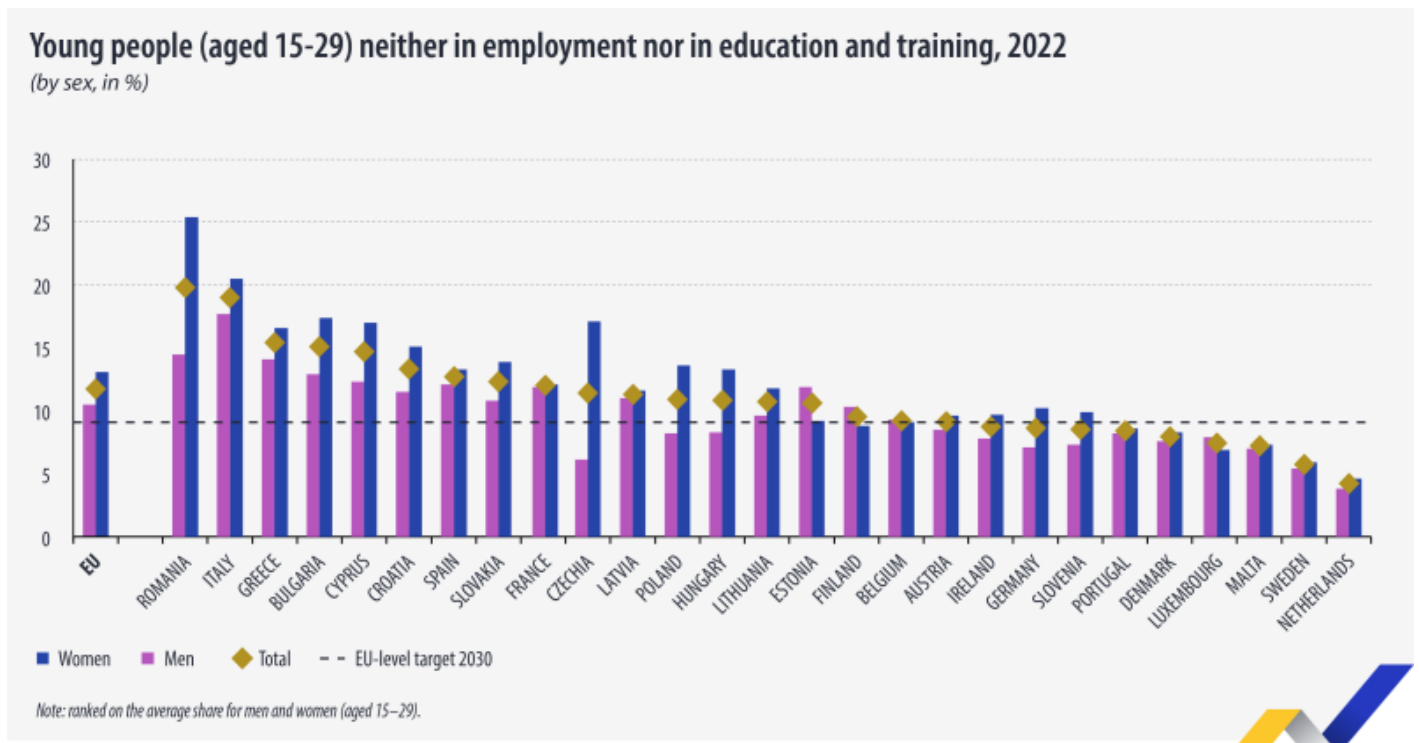
**Latvia** adopts a similar age range (15 to 29) for NEET, describing them as young people not engaged in study, work, or learning a profession. The term is not just a label but a call to action to prevent and minimise the emergence of NEET within society.

**In Romania**, young NEET include those aged 16 to 25 who struggle to integrate into the labour market and are not enrolled in education or training programs. The challenge lies not only in finding employment but also in fostering integration into educational and vocational systems.

**Italy** extends its NEET definition to encompass the school age group of 15 to 29 years. Furthermore, Italy recognizes that the conditions leading to young people disengaging from education and work paths are rooted in broader social and cultural factors, extending beyond individual circumstances.

**In Germany**, youth in NEET situation (ages 15 to 24), is the proportion of young people who are not in education, employment, or training to the population of the corresponding age group. More generally, a high NEET rate and a low youth unemployment may indicate significant discouragement of young people. A high NEET rate for young women suggests their engagement in household chores, and/or the presence of strong institutional barriers limiting female participation in labour markets.

Across Europe, NEET can be categorised into three levels of experience: those who dropped out of school due to a lack of interest or difficulties, those with vocational training but facing obstacles in finding employment, and those with degrees experiencing professional setbacks. Strategies to address the NEET phenomenon include retraining programs, educational support, and initiatives aimed at increasing job opportunities. The common goal is not just to label NEET but to proactively prevent and minimise the factors that contribute to their disengagement from education and employment. **Only through collaborative efforts and targeted interventions can Europe pave the way for a more inclusive and supportive society**, ensuring that its youth can access the education and employment opportunities they deserve.





# ENERGIZERS



In this chapter, they are presented several energizers used during the Training Course Tools for YOU\*! Energizers are activities used in non-formal education and group situations to help participants be more alert and active; they can also be an important way of people getting to know and understand one another. They are particularly useful early in the morning to help the group members to wake up, after a meal when groups may be getting slow and inactive, or late in the day when energy is lacking and motivation is decreasing.

## **BOM DIA!**

Everyone writes their name and country on a piece of paper and attaches it to their clothing. Then they walk around the room and everytime they come across someone they have to say "Bom dia!" (or other greetings, in any language selected) and say the other person's name.

Alternative idea: it would be interesting to say "hello" in their own language, that way the participants will learn some new words from the other person.

Interesting activity to break the ice and learn names!

## **TWO TRUTHS AND ONE LIE**

Everyone writes their name and three sentences about themselves on a piece of paper- including two truths and one lie. Throughout the day they could talk with other people and try to guess which one of the sentences is a lie.

A very good conversation starter!

## **COMMON STORY**

Everyone stands or sits in a circle. The first person must think of three words - the start of the story (for example- "Once there was...."), the next person must think of the next three words of the story ("a boy named..."). Each person, in order, needs to add three words to continue this story. This can be continued for as many rounds as wanted.

Alternative idea: this can also be played with one word, two words or whole sentences.

A mini team building activity that promotes focus!

## COUNTRY SALAD

All people are sitting on individual chairs in a circle. One person is standing in the middle of the circle and has to say a country that is present. All people of this country must change their seats quickly. The person that was standing in the middle must try to sit in one of the empty seats before someone else does. The person that doesn't manage to find a seat is now the person standing in the middle and must now say a country and the activity starts over again. When the person in the middle says "country salad"- everyone needs to change their seat.

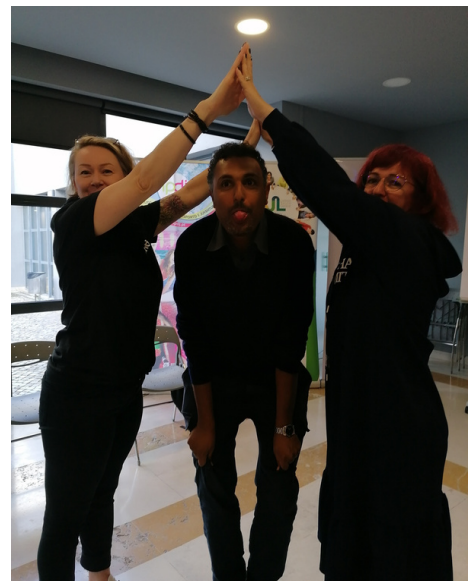
Alternative idea: use the name of the cities, colours of clothes (red shirts / black jeans etc).

A perfect activity to move and increase energy levels!

## LITTLE HOMES

All people need to divide in groups of three. Two people of the group need to stand facing each other and putting their hands together in the air making it like a home structure - one person will be the "right wall", the other person - the "left wall". The third person stands in the middle of the "walls"- and will be the "occupant of the home". The leader of this activity will say either "the right walls change" or "the left walls change" or "the occupants change" and then, as commanded, they change their place. The leader of the group needs to try to take one of the walls or occupants places while they are changing. The person that doesn't manage to get a place now becomes the leader and the activity starts over. When the leader says "earthquake", all the walls and occupants need to change.

Funny activity to move and increase focus!



## **COWBOY**

Everyone stands in a circle. The leader of this activity makes up a story about finding a tiny horse, or some other animal from the floor, filling the animal with air and using it as a horse. While telling this story, the leader includes physical movements (like imitating filling the animal up with air, getting on the animal like a horse etc.). All of the people must copy these imitations as dramatically as possible. Then the leader talks about riding the horse or some other animal and coming across different obstacles along the way – like rocks, rivers, stopping to drink some water, sneak carefully etc. Each of these obstacles need to be played out and all of the people copy the leader.

Perfect activity to laugh and move!

## **DEAD OR ALIVE**

Everyone stands in a circle. The leader of this activity has to say either “dead” or “alive”. When “dead” – all people need to squat. When “alive”- they need to stand up. Very similar to “Toaster and elephant”.

Just the activity you need to feel alive!

## **TOASTER AND ELEPHANT**

Everyone stands in a circle. When the leader says “toaster” – all people need to jump like toast in a toaster; when “elephant” – they need to swing their hand in the air like an elephant trunk.

This exercise can either be played with all people doing it at the same time OR the leader of the activity can stand in the middle of the circle and point to one person and say the command and only that person needs to do it.

A random activity for random fun!



## **MAGIC RULER**

For this activity you will need a long and light wood ruler, stick or lath. Everyone goes to a group and there can be 4 to 8 people in one group. For example, in an 8 person group, 4 people from the group stand on one side of the ruler and the rest 4 people stand on the other side. Each person needs to put their pointer finger under the stick, making sure that their hands are crossed with the person's hands that is standing next to them. The aim of this activity is to lower the stick to the floor, everyone at the same time, always touching the stick, making sure that both sides of the ruler touch the ground at the same time - it can't be uneven.

While the task seems simple, the group might find that the stick is "magically" levitating and will find it very difficult to make it go down. They need to make a plan and have a leader who will guide the whole group.

This is the best as a team building activity with time for debriefing about communication, teamwork, leadership, guidance, inclusion, active listening and resilience. But it can be used "just" as an energizer, but it might take a lot of time to complete.

Perfect activity to promote "magically" group relations!

## **GREETINGS**

First, the leader of the activity shows the first greeting:

**THE FISHERMAN GREETING** (two people stand facing each other and slap each other's forearms like a fish wiggling around). After showing this greeting, each person must find another person to do this greeting with and remember this person as their "fisherman".

Then the leader shows the other greetings:

**THE LUMBERJACK GREETING:** two people stand facing each other, they hold each others hands criss-cross and pull each hand, imitating sawing a tree.

**THE COOL GUY GREETING:** each person holds the other person's leg by the foot and jumps around for a bit.

**THE FARMERS GREETING:** one person makes "cow utters", by putting their hands together with their thumbs facing down and the other person "milks" the thumbs.

**THE CRAZY OLD LADY GREETING:** just screams at each other.

For each of these greetings every person must find their pair. When all of these greetings are taught, all of the people must walk around the room and the leader of this activity says either "you meet a farmer" or "you meet the crazy old lady" etc. At that moment, each person must find their pair for the greeting and play out that specific greeting.

Great activity for fun and energizing!

## **MY BONNIE**

All participants sit on chairs. The facilitator proposes that everyone sing the song "My Bonnie" together, and each time the words "My Bonnie" is heard, everyone must stand up from the chair, then sit back down. The whole song is sung.

Perfect song to make you sweat!

# TOOL 1 A MAP OF DREAMS



## LEARNING OBJECTIVES / GOALS

By the end of the activity participants will be able to:

a) Knowledge:

- to have understanding of their desired future.

b) Skills:

- visualization of internal (personal) needs and wishes;
- definition of small steps to achieve the goal.

Goals:

- awareness of the importance of setting future goals for their personal and professional life;
- motivation to achieve their own goals and visions of the future.

## TARGET GROUP /PARTICIPANTS

6 to 100 years old

## TIME

2 hours

## CONTEXT

What is the Map of Dreams? You can think of it as a picture that contains things, events and people you would like to have in your life. You may not believe it, but this map works like a magnet that draws them all in your life. That is, if you really want them there and are ready for it all.

## RESOURCES

- a methodical coach
- paper for notes
- magazines, brochures, pictures you found on the internet, basically anything you can cut out
- paper glue
- scissors
- time to tune yourself and your feelings for the creation



## ACTIVITIES / METHODOLOGY

The methodology coach will guide the participants through the map of dreams process by taking the steps below:

- Cut out pictures you like from magazines. You can also use text or headings from articles, photo captions, any words or mottos that speak from your heart. These mottos or pictures should relate to your dreams and wishes.
- Place it all on paper. It is up to you how you arrange the images on the paper. This collage has no rules and that's what we love about it! Fix everything with glue.
- Feel free to place a photo of yourself in the middle of the board (map).
- You can add a specific date to the photos when you want your wish to come true. This map of dreams will connect you with everything that you want to bring into your life.
- Then share your dreams and goals with the group and continue working on them with your coach.

Your Map of Dreams is only the beginning. You can place it on the wall or in your wallet so that it constantly tells you what your dream is. It can open the door to making your dreams come true.



## TIPS AND TRICKS

Sometimes you can face the absence of goals and motivation in young people. But if they create something in combination with coaching, they can really achieve the defined goals.

Important to be aware that, sometimes, the defined goals are not pursued further.

Great opportunity for establishing a dialogue with young people.

Can be used in adaptation courses, in group and individual work as well.

Tips for improvement:

- ♥ If you don't have enough magazines at home, download pictures from the internet. Keep them in one folder on your computer, then choose the best ones and print them.
- ♥ Feel free to place a photo of yourself that you like in the middle of the board.
- ♥ You can add a specific date to the photos when you want your wish to come true.



## ATTACHMENTS / PRINTOUTS

How to make a map of dreams





## **LEARNING OBJECTIVES / GOALS**

By the end of the activity participants will be able to:

- a) Knowledge:
  - awareness of project management and project cycle.
- b) Skills:
  - organization and project management;
  - entrepreneurship;
  - communication and teamwork;
  - self-management.

Goals:

- awareness of the importance of setting future goals for their personal and professional life;
- motivation to achieve their own goals and visions of the future.

## **TARGET GROUP /PARTICIPANTS**

Young people from 16 to 26 years old.

Nr. of participants: A team of minimum 3 people.

## **TIME**

3 – 8 projects every year. The timeline of the mini project depends on the kind of activity and skills of people in the team. Team of young people is able to manage a mini project in a period of 2-3 months.

## **CONTEXT**

STARTÉR gives young people trust in their abilities, motivates them to gain their first experience with projects, and offers support throughout the project implementation process.

## **RESOURCES**

- youth worker or coach who has knowledge/experience in project management
- budget for youth mini projects

## **ACTIVITIES / METHODOLOGY**

- Find and animate young people
- Offer them financial and mentoring support
- Talk with them about their hobbies and ideas
- Help them create a project design
- Support them in the implementation process
- Use the “good name” of your organization when young people are looking for partners or donors
- Coach them during implementation
- Be in touch after the end of the project
- Network them to other activities

## **TIPS AND TRICKS**

Sometimes the project idea does not fit the scope of the project. Does not matter, be patient because it is their first project!

Sometimes you can not find young people with motivation to implement or organize anything. Do not worry, good things take time.

Because at the end you will find, support and network young people in your region and they will create amazing activities!

## **ATTACHMENTS / PRINTOUTS**

<https://www.masnepomucko.cz/starter>





# TOOL 3 HOLISTIC INDIVIDUAL WORK (NON-THERAPEUTIC)



## **LEARNING OBJECTIVES / GOALS**

By the end of the session participants will be able to:

a) Knowledge:

- identify different solutions for the challenges they face.

b) Skills:

- reflect on one's own person;
- use their own strengths and competencies in personal and professional development;
- use their resources to deal with everyday life;
- use their learning;
- use a higher level of employability.

c) Attitudes:

- show more self-confidence, self-esteem, autonomy in managing one's own life.

Goals:

- Improve the clients' life situation with respectful support and to seek and find solutions together with challenges they meet in their lives;
- We can help youngsters to find their own strengths and guide them to develop and use their skills and strengths;
- The method will help youngsters with insecurity, anxiety, loneliness, self-esteem, depression, and lack of social skills and life management;
- As a result, young person will have resources to handle everyday life and their learning abilities and employability improves.

## **TARGET GROUP /PARTICIPANTS**

Individual method is for youngsters from 17 to 29 years old (with one or two employees).

## **TIME**

Unlimited numbers of meetings.



## RESOURCES

Safe, cozy, and peaceful space with elements of nature. Meetings can also be organized in nature.

Depending on the need, the method requires 1 or two employees.

No need for any special materials or extra funding.

Method is based on unlimited numbers of meetings according to the young person's needs by context of youth work. Meetings can be arranged in nature or elements of nature can be brought to the meetings for example with plants or smells of trees or flowers.

Participation is always voluntary. Working with young people continues as long as needed).



## ACTIVITIES / METHODOLOGY

### 1. Recognizing your strengths:

By recognizing your own strengths, you can develop and learn new skills and realize that challenges are opportunities to grow. When you use your own strengths, you can get experiences of success and well-being.

You can talk about strengths with youngsters by using the questions below. This tool is easy to use in one-to-one conversations or in small groups.

- What is your favorite thing to do? What gives you strength or energy?
- Think about what kind of difficulties you have had in your life?
- How did you get over it? And what good does it say about you?

Loneliness can be experienced in all socio-economical classes, regardless of age, gender or education and it can be social and emotional loneliness. Loneliness is a distressing feeling of being an outcast and separated. When loneliness is prolonged, the amount and quality of sleep deteriorates and there will be problems in learning and attention. Loneliness shapes the way of thinking by focusing on negative things and thoughts. Behavior becomes reclusive, reserved, and avoidant.

### 2. Do's and Don'ts when speaking of loneliness (For full method, contact HelsinkiMissio):

#### WHAT WORKS?

- Listening: "Want to talk about it?"
- Normalizing: "Loneliness is a normal and hurtful feeling."
- Understanding: "It's hard to focus, when you feel like you don't belong."
- Validating: "Your experience is important."

#### WHAT DOESN'T?

- Advicing: "Have you tried a new hobby?"
- Gaslighting/Undermining: "Everyone feels lonely at times."
- Dismissing: "Now is a great time to focus on studies!"
- Comparing: "Well, you have friends who to spend time with. Most don't have that."



## ACTIVITIES / METHODOLOGY

### 3. Mental health from nature:

Physical activity increases in nature because it invites you to move. We move more briskly in nature than we do indoors, even though the exercise feels lighter. Nature revives and helps to recover from stress, it improves concentration, heart rate and blood pressure decrease.

Exercising in nature promotes social well-being and community by having a more positive attitude towards other people, and our mood also improves very quickly. It doesn't need special knowledge or skills, it's becoming aware of the presence of nature and how it affects.

*"I put a couple spruce tree (Christmas tree) branches into the meeting room. A guy came in and the first thing he said at the door was: "Smells like Christmas, which is weird, because it is August! He wasn't sure if it was a good or bad thing. While we were talking, about a half an hour later, he stopped and said: "I have to say that this scent is really soothing and pleasant". After that he started to speak about things we hadn't ever talked about before."*

Imaginary exercise:

- Stand up and close your eyes
- Take three deep breaths
- Listen to your body and feel it:
  - "How are you doing today?"
  - Is your body heavy, light or something else?
  - How is your mind: are you present or somewhere else?
- Feel your feet and ground under them and feel how stable it is and how it supports you. The ground is supporting no matter how you feel.
- Take three deep breaths and after that you can open your eyes.



## TIPS AND TRICKS

The young person doesn't commit to meetings. Or in some cases their needs require the help of healthcare or therapy.

Number of clients is challenging for employees.

Early and timely support prevents NEET development and therefore saves resources of society.

There are workbooks and tips available on the internet for free.



## ATTACHMENTS / PRINTOUTS

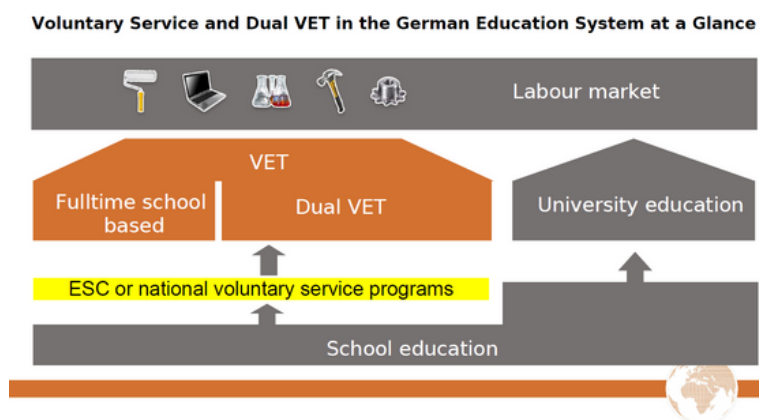
<https://www.lahti.fi/en/education-and-training/youth-services/> (EN)

<https://www.lahti.fi/kasvatus-ja-koulutus/nuorisopalvelut/> (FI)

## TOOL 4 EUROPEAN SOLIDARITY CORPS (ESC)



### VOLUNTARY SERVICE AS PREPARATION FOR VOCATIONAL TRAINING IN THE FIELD OF NURSING OR CHILDCARE



### LEARNING OBJECTIVES / GOALS

By the end of a voluntary service activity participants will be able to:

a) Knowledge:

Voluntary service offers the opportunity to gain practical experience in various areas. This enables participants to gain an insight into different professional fields and to better understand their personal interests and strengths.

b) Skills:

- key skills – organisational, time management and problem-solving, which are highly valued in the world of work;
- social skills – communication, teamwork and intercultural sensitivity, which are crucial in many professions;
- strengthen personal skills – promote independence and improve self-awareness, helping to develop a clearer picture of career goals and preferences.

c) Attitudes: Values of work that should be followed by volunteers:

When working with individuals in need of help, it is essential for volunteers to adopt certain attitudes that contribute to effective and compassionate support. These attitudes are crucial for fostering a positive and empowering environment. Here are some expected attitudes for volunteers working with persons in need of help: Empathy, Respect, Non-judgmental approach, Active listening, Patience, Flexibility, Maintaining boundaries, Collaboration, Caring and optimism.

Goal:

To facilitate the transition of young people into the labour market, especially those who cannot or don't want to study at the university.

### TARGET GROUP / PARTICIPANTS

Young people with less opportunities in terms of education (i.e. without academic degrees, even without university entrance qualification). Individual volunteer project.

## **TIME**

12 months + 3 years (see step description).

## **CONTEXT**

- In some countries there are high rates of youth unemployment which cause problems not only for the young people but also for the countries and their social systems.
- In Germany, at the moment, there is a very low rate of unemployment, in some regions there is even full employment. In some branches, like social and health care, there is a shortage of qualified workers, in particular in the fields of nursing and childcare.
- The purpose of our tool is to promote work inclusion and mobility among young people to balance unemployment and shortage of qualified workers.

## **RESOURCES**

- Accredited European Solidarity Corps supporting and hosting organisations/projects, together with German Voluntary Service programs.
- Participants expenses are covered by the respective program.

## **ACTIVITIES / METHODOLOGY**

Step description:

- Selection and preparation of participants in home country;
- ESC voluntary service in Germany (max. 12 months);
- Vocational training in Germany (normally 3 years).

## **TIPS AND TRICKS**

Challenges:

- to spread the information among the target group of young people with less opportunities in terms of education;
- selection of participants;
- only Germany and Austria have such a system of Vocational Training.

For participants important to know:

From the start of the voluntary service, participants are able to earn their own living without any additional financial support.

Above all, vocational education and training in young adulthood is an important basis for the social participation of all young people. The transition to the world of work and vocational training is crucial for the independence of young adults, especially since the risks of exclusion in the education system continue to increase over the course of a person's biography.

## **ATTACHMENTS / PRINTOUTS**

More information about the project will be published soon on the website of the Steinbeis Innovation Centre European Projects: [www.sizep.eu](http://www.sizep.eu)

# TOOL 5 STREET EDUCATION



## **LEARNING OBJECTIVES / GOALS**

By the end of the activity participants will be able to:

a) Knowledge:

- Know what street education is and how it works;
- Establish educational practices, including specialised training, that encompass the self-development of educators. This involves reflecting on their roles, intervention methodologies, and their interpretations of the community through educational initiatives;
- Gain an in-depth understanding of the local environment and the dynamics of adolescents, utilising effective mapping strategies, particularly in areas highlighted by the respective neighbourhoods.

b) Skills:

- Able to respond to significant events involving young people in the community, deepening the understanding of observable dynamics, even in areas not previously identified;
- Encourage self-organisational and informal socialisation processes among adolescents and young people in locations where spontaneous gatherings occur;
- Proactively prevent risky behaviours and address issues related to school and training dropouts;
- Provide guidance for adolescents facing challenges by connecting them to local services;
- Adopt a systemic approach by collaborating with institutional and local networks.

c) Attitudes:

- Serve as monitors of the conditions and situations experienced by young people in the designated area, offering support in both educational and risk prevention contexts, especially with regard to the psychophysical well-being of minors;
- Empower adolescents as valuable community assets, encouraging their active participation and fostering positive relationships;
- Promote social harmony and work towards reducing intergenerational conflicts.

Goals: empower participants to collectively develop strategies for engaging the young people and addressing their needs, fostering a safer and more inclusive community.

## **TARGET GROUP / PARTICIPANTS**

Categories: Educators, social workers and trainers.

Nr. of participants: 20.

## **TIME**

3 hours.

## **RESOURCES**

A large room, sheets of paper, pens, tables and chairs, PC, projector.

## **CONTEXT**

The socio-educational intervention aims to facilitate transformative change towards equality and ecological sustainability.

It engages individuals and communities in accessing and constructing knowledge, identifying their needs, and exploring collective organising to address the pressing health, social, and environmental challenges we face.

## **ACTIVITIES / METHODOLOGY**

### **1. Ice Breaking and Quiz Gaming Activities:**

Activity Objectives:

1. Assess existing knowledge.
2. Raise awareness.
3. Promote discussion and dialogue.

Tools: [Kahoot]([www.kahoot.it](http://www.kahoot.it))

- Questions with True and False options.

### **2. Mapping and Interview Activities:**

#### **Methodology - Tools at Hand:**

1. Mapping:

- Create a comprehensive map of the community and its assets.

2. Interview Activities:

- Engage with citizens, agencies, and spontaneous groups to understand their perspectives and needs.

#### **Creation of Personas:**

1. Identify typical users by working in pairs.
2. Create personas based on typical user profiles.
3. Utilise forms to gather relevant information.

#### **Theater of the Oppressed Simulation:**

- This engaging methodology helps participants explore their desires, perceptions, and responses to oppressive situations in a public setting.

Simulation Scenario:

The Street Education Unit is called to address issues related to a group of young people (ages 16-20) outside a local school. They have been engaging in abusive behaviour and causing discomfort to students leaving the school. Additionally, there are young adults categorised as "NEET" (not in education, employment, or training) who frequent the area around a secondary school.

Steps:

1. The team is divided into three groups:

- 1st User Group (8 people).
- 2nd Group of Educators (6 educators).
- 3rd Observer Group (remaining observers).

2. The educators and users perform a simulation of the described situation.

3. Observers can intervene by offering their solutions or insights during the scenario.



## TIPS AND TRICKS

### Challenges:

- What tools and knowledge do we need to awaken? How much distance should we put from school, from institutional mandates, how to educate by taking the Teen's side, while maintaining our responsibility as adults?
- Addressing abusive behaviour and discomfort created by a group of young people.
- Engaging with NEET individuals who congregate around a secondary school.

Opportunities: learn new methodologies and approaches inherent to the target.

### Results:

- Draw up a mapping and carry out monitoring of the territory and of the informal groups, for a connection with target companies, and educational agencies, resources and local associations, for a possible collaboration to support the project to be implemented in the neighbourhoods;
- Plan and organise events aimed at the community with the children to reactivate social communication between the group and the other identities that live in the neighbourhood;
- Organise initiatives to promote a greater sense of responsibility and belonging to community, preventing the use of public spaces from being an element of conflict between groups of adolescents, residents and businesses;
- Identify and implement activities that foster children's interest and that can have an impact return for the community (such as sport, music, graffiti, dance, make-up, aesthetics, reuse materials, juggling, cinema, cooking, photography, short films and event promotions) by activating workshops, including continuous ones, on the identified topics of interest.



## ATTACHMENTS / PRINTOUTS

<https://www.participatorymethods.org/resource/summary-theatre-oppressed-and-participatory-research>







## **LEARNING OBJECTIVES / GOALS**

By the end of the activity, participants will be able to:

a) Knowledge:

- interpersonal communication;
- empathy and interpersonal contact;
- conflict management;
- leadership and group dynamics;
- the concept of value in an organisation.

b) Skills:

- how to speak in public;
- write effectively;
- team management;
- change management;
- time management;
- active listening.

c) Attitudes:

- open to relationships;
- able to enhance themselves.

Goals:

Restore confidence in young people and lead them to a new career, study/training path or prevent them from abandoning their studies.

## **TARGET GROUP / PARTICIPANTS**

Categories: young people or individuals aged 16 to 29 years old.

Nr. of participants: 1-20.

## **TIME**

Varius. Long term activities: from 6 months to 1 year.

## **RESOURCES**

Variable. The most important resources, both in terms of time and money, are to be attributed to the staff.

For the blob tree you will need the printed tree card and pens/markers.

## **CONTEXT**

Blob tree: The tool facilitates the sharing of emotions and moods. Young people should be able to overcome any shyness and blocks. The images help to focus on what one's state of mind is, focusing on precise figures and helping to define and act as a point and stimulus to start speaking.

Dialogue between two helps you feel heard and start building trust in a small group. Sharing one's emotions helps build a climate of trust and sharing, helps to show empathy and feel less alone and to rebuild the self-confidence that young NEETs often lack.

## **ACTIVITIES / METHODOLOGY**

Step description:

- Contact and engagement with young people;
- Bond building;
- Continuous care and discussion with the young person;
- Re-assessment of skills;
- Orientation, future possibilities and personal will;
- Start of a new path (in a protected environment).

We analyse 4 cases of projects that in different time and in different places and contexts we used to help NEET youngsters:

GIOVANI DI VALORE (YOUNG PEOPLE OF VALUE), Provincia di Varese, 2019;

L'ELBA DEL VICINO E SERVIZIO CIVILE, Rio Marina, 2022;

GIOVANI IN ISOLAMENTO SOCIALE (YOUNG PEOPLE IN SOCIAL ISOLATION), Borgomanero 2023;

WORKING WITH YOUTH GROUPS, Arona and the surrounding area, 2024.

What do these experiences have in common:

- Wide net of partner (to get youngsters contact and increase awareness of the service);
- Rebuilding relationships;
- Attention and care for the person, (being here - being there with them);
- Long times and building trust;
- Attention to personal abilities skills and inclinations;
- Give them back time to think about themselves;
- Fun and playful part.

## **ACTIVITIES / METHODOLOGY**

Blob Tree:

- Give the cards to the participants and ask them to circle the figure that best represents the mood of this moment. The first step is to be done in single work. A quiet place is required that allows you to concentrate on yourself for 5 minutes;
- The second step is to divide into pairs and ask each to share and tell what they have chosen to their partner. Couples must move so as to have intimacy and not be disturbed by the voices that overlap us. 10 minutes to tell each other about yourself and listen actively;
- At this point we ask anyone who wants to share how they are in the plenary.

## **TIPS AND TRICKS**

The greatest difficulties are linked to engaging young people which often takes place following a recommendation from other associations or private individuals.

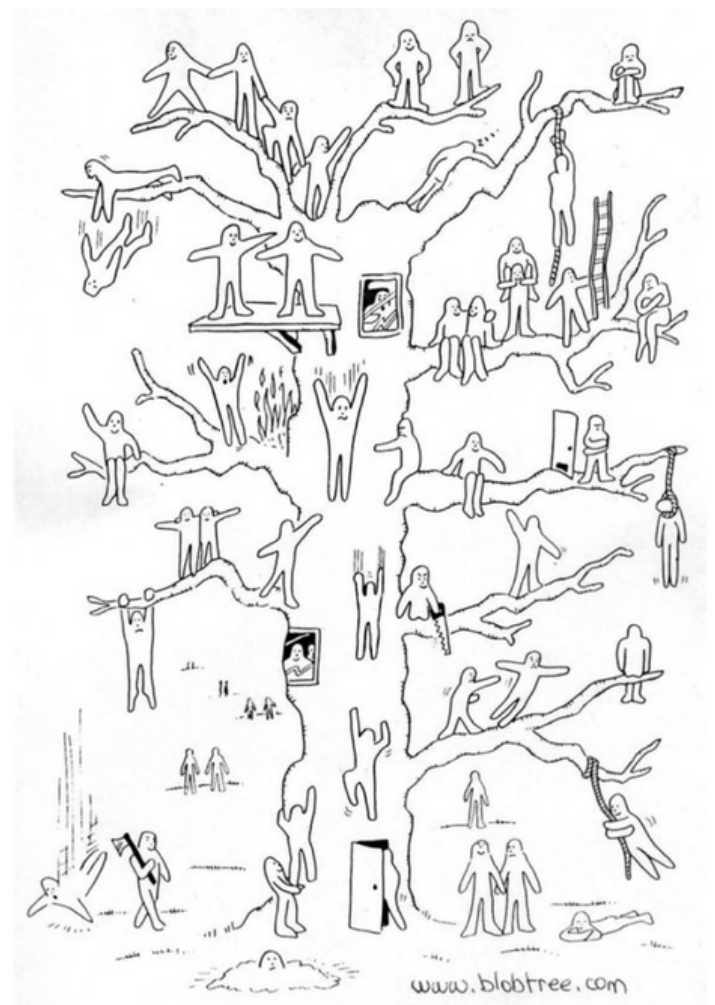
Continuous care and attention towards young people drains many resources.

Young people are often bearers of skills and resources that they do not express immediately and of which they are sometimes unaware and can be an asset for those who host them.

Blob tree: in addition to couples, you can also work in trios or quartets by adding an extra step.

## **ATTACHMENTS / PRINTOUTS**

[www.blobtree.com](http://www.blobtree.com)



# TOOL 7 MENTOR NETWORK



## LEARNING OBJECTIVES / GOALS

By the end of the activity participants will be able to:

a) Knowledge:

- the definition of a mentor and how to become one;
- communication with mentee do's and don't's;
- methods for gaining mentees trust.

b) Skills:

- social skills that facilitate trust;
- time and energy management working with people in need;
- mentoring skills for other fields in life.

c) Attitudes:

- assistance in development of one's self-confidence, social skills and empathy;
- autonomy in managing one's own life.

## TARGET GROUP / PARTICIPANTS

Categories: young people in social risk groups aged between 12-25 years old.

Nr. of participants: at least equal amount of mentors and mentees (it is possible for one mentor to have more than one mentee).

## TIME

1-6 months, indefinitely.

## CONTEXT

A chance to build a healthy relationship with a trustworthy individual (mentor), with whom one will have a safe place to seek advice and support in fields such as: academic, domestic, social and emotional struggles.

## RESOURCES

- Cooperation with government institutions, such as social departments and municipalities- these institutions offer potential mentees to join this network and connect them with us. Also, funding.
- Cooperation with other organisations- to offer mentors and mentees events and additional support.
- Mentors- young people with a background of social work, non-profit work, an education in a related field etc.
- Expert- a person who trains future mentors, teaches about psychology, how the brain of a young person works, how to connect with mentees in a healthy and supportive way.



## ACTIVITIES / METHODOLOGY

Before the mentoring can begin, the social department has to evaluate the potential mentees and introduce them to the program, and also set goals for each mentee. At the same time, the organisation leading this program needs to evaluate the potential mentors; the mentors then need to attend mentoring courses led by a professional. The organisation receives information about the mentees and they match them with a mentor, leading by common interests, common background, also taking in consideration the mentees needs and the mentors capabilities.

- 1.The first meeting happens in a group setting, where all mentors meet all the mentees in a non formal environment. Usually this happens in the form of an easy hike with tasks along the way- starting campfires, collecting wood, group tasks etc. This way mentors and mentees form a connection by doing tasks together and the sense of accomplishment by the end of the hike helps with forming a trust.
- 2.After the initial meeting, over the course of many months the mentor and mentee keep in touch on a regular basis, meet in person, go to events, concerts, walks. Mentors help with motivating the mentees, helping them with tasks such as finding job offers, extracurricular opportunities, helping with school work, being their emotional support system etc..
- 3.Often the organisation, social department or cooperating organisations host mentor and mentee events, where they are encouraged to socialise with other mentors and mentees, participate in non-formal education tasks, and build more connections.
- 4.Once a month the mentor must fill out a report form about their mentee's growth and progress.
- 5.This mentor- mentee relationship continues until it is not needed anymore for any reason or when the project is finished.

Activity to play out with practising mentors or together with mentees:

A group lesson where one person sits in the middle of a circle. The host of this activity tells a story about the life of a mentee- their family life, school, relationships. Each time there's a negative aspect in the story, someone must throw a quilt over the person sitting in the middle. When 10-12 bad things accumulate, then the person under the blankets starts feeling heavy, it is too much of a burden. The second part of the activity is that the group must come up with positive ideas on how to help in this situation. One quilt is removed for each solution for the problem until there are no more quilts left.

The psychological key to this lesson is that abuse accumulates over time. And it also takes time to remove the layers of burden on the abused person's shoulders. And such problems must be alerted and dealt with early on.

## TIPS AND TRICKS

### Opportunities:

- Opportunities for mentors- non-profit work experience, cooperation with other young people, professionals, organisations etc;
- Opportunities for mentees- cooperation and friendships with other young people, a support system (both emotional and social support), solutions for social problems, new experiences, integration in society.

### Challenges:

- Gaining the mentee's trust- the mentor must not be judgmental or overly praising. Their duty is to listen, give advice and be supportive;
- Low motivation and fatigue- mentees may experience low motivation to work with mentors and participate in developmental programs, especially if they have a history of quitting and distrust of adults or peers, or find it too overwhelming. Also mentors may find it difficult at times to tend to all of the mentee's needs, may feel overwhelmed and burnt out;
- Mentees come from difficult life situations and experience emotional difficulties that may require additional support and resources;
- Dishonesty- mentees may lie to their mentor about their day, whether they attended school or not, what is happening at home, etc..

All these factors ultimately make it more difficult to reach goals set for the mentees.

## ATTACHMENTS / PRINTOUTS

[Presentation about mentoring.](#)





## LEARNING OBJECTIVES / GOALS

By the end of the activity, participants will be able to:

a) Knowledge:

- learn more about plastic recycling;
- list the effects of environmental pollution with plastic;
- identify new methods of recycling plastic.

b) Skills:

- make art with recycled plastic.

c) Attitudes:

- show openness, creativity and motivation to reuse plastic.

Goals:

- Learn about plastic, procedures to recycle and make art with it.

## TARGET GROUP / PARTICIPANTS

Categories: all ages; might need adaptation if the group has young ages due to safety.

Nr. of participants: Max 10 participants.

## TIME

2 hours.

## CONTEXT

Using lowtech and lowcost tools to recycle plastic and use it to produce art.

## RESOURCES

- If indoors, space with windows to make the air passing through;
- Working tables big enough to have all the materials disposed properly;
- something to apply heat (iron, heat press, panini grill);
- Source of plastic (bottle lids or old markers for kids);
- Sheets of non-adherent material (baking or teflon);
- Tools to prepare the plastic markers (pipe cutter);
- Tools to create with the sheets produced (scissors, cutter);
- Silicone kitchen gloves to handle the plastic.



## ACTIVITIES / METHODOLOGY

Things to be aware of before starting the activity:

- The plastic needs to be clean and without any kind of stickers or glue on it;
- The melting temperature of plastic needs to be between **180 and 230 degrees** for HDPE and PP. After this temperature, the plastic will burn and emit toxic fumes;
- If you are working with children, create a safe area and make the procedure yourself in that area, as plastic and the machines are reaching high temperatures and can burn the skin;
- Don't mix different types of plastic. When you do this, the plastic can never be remelted again in a homogeneous way and by this loses its recycling properties;
- Don't use PolyStyrene (PS). This plastic emits very toxic fumes and needs to be always handled with a mask.

The beginning starts with an introduction to the history of plastic (see attachments). Create a small discussion about plastic, its impact in our society, and a small introduction to the Precious Plastic Community.

Then you can give some theory about plastic:

- The different families: Plastic is categorized by 7 families, ranging from number 1 to 7, with a triangle made of 3 arrows around it. The number 7 is called others, which has a lot of different plastics inside by itself. It is good to have this printed to show to the participants;
- The most common ones, which are the ones used in the workshop: HDPE and PP, which are known because of its durability, chemical and heat resistance, and low moisture. HDPE is commonly found in bottles of liquid like shampoo or others, shopping bags, food containers. PP is commonly found in food containers, bottle caps, clothing hangars, and art supplies like markers;
- Ways of recognizing a plastic: floating properties, flame produced when burned, smell produced when burned, physical properties. TIP: There are several ways to know if a plastic is PP. One of them is when bending it, the plastic bleaches, it becomes white in the bending area, as contrary to other plastics. Also, when you burn it, it smells like candle;
- A small activity of sorting plastic can be introduced, to make the group look around for the symbols, and make groups for each family of plastic. Make a small discussion about how we do with the plastics that don't have any type of mark (try to identify it by the properties mentioned above, or if not, put it in the recycling to be processed by the recycling entities in your country).
- After this step, you introduce to the group the plastic that you'll be using for the transformation. The plastics used are **HDPE (2)** and **PP (5)**, as they are **the most common ones and don't emit toxic fumes if just melted**. If the plastic needs to be prepared before going to be melted, this can be an activity inside the session (for the markers you need to cut them with a pipe cutter to take out the fibers inside and in the tip of the marker. Using the cutter, you can cut several at once, depending on the size of the cutter).





## ACTIVITIES / METHODOLOGY

When the plastic is ready to be melted, we need to put it between two sheets of Teflon or baking sheets. The baking sheets are easily ripped off, usually you can use them 2 or 3 times, teflon is more durable. Then, either introduce it in the machine or apply pressure and heat with the iron. If using the sheatpress, you can introduce the temperature between 180 and 230 degrees, but the best is to be close to 230 so it melts faster. The time needed for the melting process will always be different depending on the thickness and size of the plastics pieces you're using, and the result pretended. I advise you to make experiments, to play with it. The time of this cycle will be always around 15 minutes.

TIP: Try to turn on the devices before using them, as they take time to heat up!

After finishing the heating process, you can cut the pieces obtained into many different forms. If you apply enough pressure and heat during a certain amount of time, the sheets will be thin enough to become as flexible as a paper sheet. Then you can work with this in a creative way.

In the end, you can take the small pieces, the scraps, or even the big ones, the pieces produced, and you can remelt them in theoretically infinite cycles. You can always reuse and recycle what you made, if you don't mix with other types of plastic.

You can play with opacity, colors, form, applying light on it. The limit is the imagination! You can extend this activity to several sessions to explore the qualities mentioned above.



## ATTACHMENTS / PRINTOUTS

[A brief history of plastic - YouTube](#)



# TOOL 9 **PODCAST: TOOL FOR ENGAGEMENT AND EDUCATION**



## **LEARNING OBJECTIVES / GOALS**

By the end of the project, participants will be able to:

a) Knowledge:

- Create a podcast based on a chosen topic;
- Deal with apps/tools to perfect the podcast;
- Learn how to moderate/ present a topic properly;
- Have a deeper and better knowledge about a certain topic.

b) Skills:

- Discuss current issues/topics that they find interesting;
- Present the topic of the podcast simple and structured, so that the listeners can follow;
- Speak loudly, clearly and not too slow or too fast.

c) Attitudes:

- Have a better confidence about presenting topics and being motivated to do podcasts about several topics.

Goals:

- Promotion of youth participation in the community;
- Engagement of young people in the discussion of current issues that address their expectations;
- Training of young people.

## **TARGET GROUP / PARTICIPANTS**

Categories: Youth people and adults (around 15-25 years).

Nr. of participants: 1-5 person.

## **TIME**

A few weeks up to one month (depending on the scope for the chosen topic for the podcast).

## **CONTEXT**

Second Chance School in Ermesinde (Porto) is a bridge to return back to school.

Community Radio serves as a tool for students. They can comment on the current situation in the world, put their own topics and life stories as well.

Radio has its own podcast. There you can find podcasts with subjects such as history, geography or maths. It is special because podcasts are recorded by students.

## **RESOURCES**

- A place where the participants feel comfortable to speak at.
- Room with good acoustic; computer and/or smartphone; multimedia sound editing software; Wifi access; social media (a platform where one can publish the podcasts).

## **ACTIVITIES / METHODOLOGY**

**1.** Understanding the basic principles of Radio Communication and Community Radio: The Community Radio Workshop takes place in 4 sessions. The first part is talking about community spirit. Afterwards, the training is dedicated to writing and speaking on the radio (methodologies and tips). The third part covers audio editing (how to use apps to improve the podcast) and the fourth, and last part, involves creating a program sheet for those who wish to continue developing content (development towards a radio channel).

**2.** Searching for a topic that one finds interesting/suitable (it can be a current situation in the world, the young people's own topic or their life stories as well; creativity).

**3.** Research to get all the information needed for presenting the topic correctly.

**4.** Choosing what kind of podcast should be presented:

- A) News (a report on a current event, it should be brief, concise and must pique interest);
- B) Interview (directly seeks information through the formulation of questions, creating questions in advance that are either funny, interesting or inspiring);
- C) Report (journalist is going to the location of an event, diving deeper into a subject, aiming to provide the listener with a broader view);
- D) Comment (can be referred to news or a report, listeners need to be informed about the subject in advance).

**5.** Creating a script/alignment for the interview, report, debate,... about the selected topic:

- A fundamental tool in radio production for both the journalist, host, or the technician is the structure of the program;
- The alignment contains the chronological sequence of what happens or is planned for the radio program -> It serves as an assurance what program has been planned and as a proof about the work that has been accomplished.

## 6.Performing:

- Language: clear and simple, yet rigorous, having a message to convey to the audience;
- Voice: Speaking loudly, clearly and fluently (like a train follows its destination with linearity, speed, and without slowing down) -> if necessary, do exercises before recording (control of breathing and volume of the voice, pronunciation, full articulation of words,...);
- Concise (maintain attention);
- Having a throughout understanding of the topic;
- Be creative and be able to improvise.

7.Using digital tools to create a perfect podcast (minimising background sounds; adding jingles, sounds and music at the beginning and at the end of the podcast, ...).

8.Upload and promote the podcast on social media and/or your website.



## TIPS AND TRICKS

Challenges:

- Lack of experience in using digital tools and browsing the internet and/or social networks;
- Having troubles with speaking loudly, fluently and/or clearly.

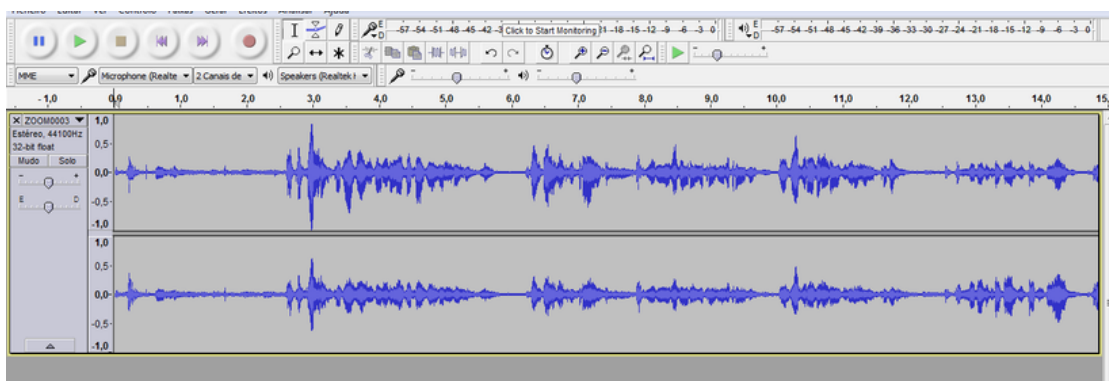
Opportunities:

- Training for young people to do presentations and how to use multimedia tools;
- Improving the young people's education and development;
- Creation of a channel to promote youth participation in the community;
- Establishment of a local community radio; channel for promoting activities and events in the community.



## ATTACHMENTS / PRINTOUTS

- Adding music/sounds: [www.freesound.org](http://www.freesound.org), [www.get-sounds.com](http://www.get-sounds.com), [www.freemusicarchive.org](http://www.freemusicarchive.org), [www.bensound.com](http://www.bensound.com).
- Audio editing tool: Audacity is a free and open-source digital audio editor and recording application software, available for Windows, macOS, Linux and other Unix-like operating ([www.audacityteam.org](http://www.audacityteam.org)).
- Transmission tools for online promoting: [www.mixcloud.com](http://www.mixcloud.com), [www.audiomack.com](http://www.audiomack.com).





## LEARNING OBJECTIVES / GOALS

By the end of the activity, participants will be able to:

a) Knowledge:

- Understand the basic principles of graphic facilitation and recording;
- Identify key elements and symbols commonly used in graphic recording;
- Gain knowledge about the storytelling aspect of graphic recording.

b) Skills:

- Develop the ability to visually represent ideas and concepts using simple drawings;
- Acquire the skill to create a visual narrative of an individual's life story through graphic recording;
- Enhance listening skills to accurately capture and represent information visually.

c) Attitudes:

- Cultivate a positive attitude toward visual communication as an effective tool for storytelling and idea sharing.

Goals:

- Understand what is graphic facilitation and graphic recording;
- Recognise basic techniques in graphic facilitation and graphic recording;
- Understand the application of graphic facilitation and graphic recording with NEET.

## TARGET GROUP / PARTICIPANTS

A) Categories: The activity can be suitable for a broad range of participants. Here are potential target groups:

- Students
- Young Professionals
- Job Seekers
- Therapeutic Settings
- Community Groups
- Creative Workshops
- Personal Development Groups
- Art and Hobby Groups
- Retreats and Conferences
- Educational Workshops

B) Nr. of participants: The number of participants for the activity can be flexible. It's better for a smaller group of 5 to 15 participants to share and give feedback, but also can be in a larger group ranging from 20 to 50 participants.

## TIME

30 min - 1 hour.

## CONTEXT

Any place participants are comfortable to draw.

## RESOURCES

Table, chair, paper, markers, pencils...

## ACTIVITIES / METHODOLOGY

- **Step 1:** Introduction

- Welcome participants and provide a brief overview of the activity.
- Explain the purpose: to visually represent their life journey using graphic facilitation and recording.
- Share the key goals of the activity: self-reflection, creativity, and storytelling.

- **Step 2:** Brief Tutorial on Graphic Facilitation & Recording

- Introduce basic principles of graphic facilitation, such as using symbols, icons, and simple drawings to convey ideas.
- Show examples of graphic recording to give participants an idea of what they can create.
- Highlight that artistic skill is not the focus; it's about personal expression.

- **Step 3:** Set the Theme

- Provide a theme or focus for the life path drawing, such as significant milestones, key influences, or turning points.
- Encourage participants to think about their personal narrative within the given theme.

- **Step 4:** Provide Materials

- Distribute materials such as large sheets of paper, markers, pens, and any other drawing tools.
- Ensure that participants have enough space to work comfortably.

- **Step 5:** Individual Drawing Session

- Instruct participants to start drawing their life path on the provided paper.
- Emphasise the importance of creativity, and encourage them to use symbols, colours, and images that resonate with their experiences.
- Remind them to focus on key moments and insights related to the theme.

- **Step 6:** Reflection and Group Sharing

- Ask participants to reflect briefly on their drawings and the choices they made in representing their life path.
- Invite volunteers to share their drawings and briefly discuss the stories behind them.
- Emphasise the supportive and non-judgmental nature of the sharing process.

- **Step 7:** Closing and Group Discussion

- Thank participants for their creativity and openness.
- Encourage a brief group discussion on the insights gained and the value of visually representing one's life journey.



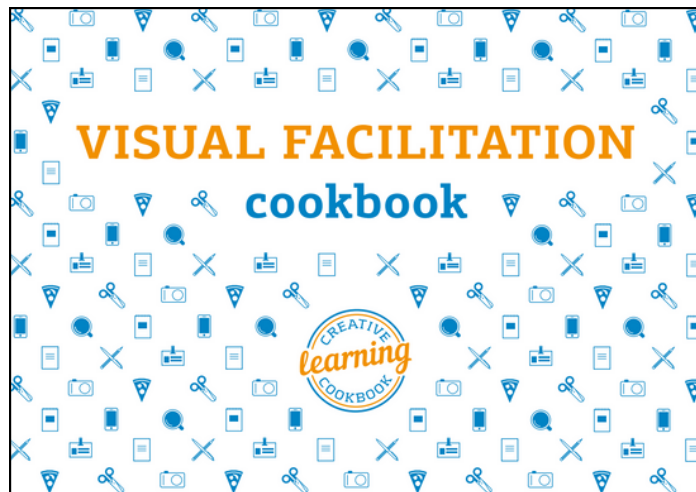
## TIPS AND TRICKS

- Challenges - Artistic Insecurities: Some participants may feel insecure about their drawing abilities. Address this by emphasizing that the focus is on personal expression rather than artistic skill.
- Opportunities - Facilitate Reflection: The activity provides an opportunity for deep self-reflection, allowing participants to explore and visually represent their life journey in a unique way.



## ATTACHMENTS / PRINTOUTS

- Visual Facilitation Cookbook:  
[https://www.saltoyouth.net/downloads/toolbox\\_tool\\_download-file-1430/VF-cookbook-web.pdf](https://www.saltoyouth.net/downloads/toolbox_tool_download-file-1430/VF-cookbook-web.pdf)



## TOOL 11 APPROACH THE FUTURE



### **LEARNING OBJECTIVES / GOALS**

By the end of the activity, participants will be able to:

a) Knowledge:

- have a better understanding of the social and psychological situation of NEET persons;
- identify the professions and trades that NEET persons can exercise, the training courses or programs suitable for NEET persons, and the social programs existing.

b) Skills:

- to acquire new skills regarding emotional and psychological understanding;
- to be capable of supporting individuals to develop their capacity to make career-related decisions;
- to identify employment and learning opportunities;
- to manage transitions into work and learning.

c) Attitudes:

- raise the awareness among young people regarding the needs of NEET people;
- to generally increase their awareness of their needs, potential and aspirations.

### **TARGET GROUP / PARTICIPANTS**

Categories: Jobseekings, unemployed persons, high school students, early school leaving, persons without education, persons without knowing a trade/job, local community.

Nr. of participants: 20 participants.

### **TIME**

2 hours.



## **CONTEXT**

The activities aim to better prepare organisations, youth workers, trainers to apply a comprehensive and flexible intervention methodology targeting social inclusion of young people who are currently NEET.

## **RESOURCES**

A space containing chairs for group sessions, work materials such as sheets of paper, pens, colours, flipcharts, video projection.

## **ACTIVITIES / METHODOLOGY**

The workshop activities will contain a program designed to identify the needs of NEET persons, to create a plan in order to acquire new skills, the persons will be professional, but also emotional, mental and social prepared to approach the NEET problems.

The plan is as follows:

- First activity will be designed to identify the real needs, the emotional and social problems. Also, we will try to make a group therapy, in which each person will tell their story, the trauma and the difficulties they have encountered. The session will be called “the good and the bad” – each participant will share a bad personal story about him, and the other persons from the group will find the positive aspects of the situation. Sharing stories helps persons to trust one another, and searching for a positive view of a negative situation teaches team members to practice their interpersonal skills.
- In the second activity the participants will be grouped by country, so they need to identify in their country if there is a legislation that protect NEET persons, if there are NEET programs at the national level, if there are young people who, with the help of the government or associations, managed to get a job or continue their studies. Also, they can share the national success story.
- In the third activity we will try to identify the passions, hobbies or professional inclinations of young people. What would they like to do, what do they dream about in their future career, what are their expectations. They will have to complete a self – knowledge sheet, and after that we will discuss it in the group session.
- The fourth activity will consist of a play role, each participant will receive a ticket with a role, they will read the role, without others knowing, and they will try to interpret it in front of the whole group. At the end of each interpretation, there will be a session in which the other participants will try to guess the character, and they will offer advice, try to help and find the better solutions.
- The last activity will contain a contest of ideas and projects regarding, and we can choose from the following contest:
  - “Start – UP school from ideas and learning to business”;
  - “COOLJobS – career development through knowledge and creativity”.

They will have to complete a flip chart which will contains ideas, a business plan and they will have to present their ideas to the group, and after that we will discuss with the group.

## TIPS AND TRICKS

The difficulties will be represented by:

- the different social environments and the different education that each participant received;
- not all participants will be active and eager to get involved;
- the NEET concept is almost new and requires its definition and correct understanding;
- capturing the attention of the participants.

Opportunities:

- For NEET persons, it is very important to have an environment where people will understand and help you, by giving the best advice and solutions to their personal, emotional and professional problems, a clearer vision and pathway for their future, they will increase employability skills, motivation and self confidence;
- Volunteers and trainers will achieve the best skills to offer the best training programs, they can become a life coach, a career guide.

## ATTACHMENTS / PRINTOUTS

[Self Knowledge sheet](#)

Links:

<https://youth-it.cool/wp-content/uploads/2020/12/ANALYSIS-IOI-Needs-Aug2020-FINAL.pdf>

<https://www.educationandemployers.org/wp-content/uploads/2014/06/changing-the-neet-mindset-lsn1.pdf>





## LEARNING OBJECTIVES / GOALS

By the end of the activity, participants will be able to:

a) Knowledge:

- list the basic needs of young people;
- explains the particularities of the needs for young in NEET;
- identify the main characteristics of the collaboration and communication between the team members.

b) Skills:

- to communicate effectively with members of their own team and with other teams;
- to collaborate in the team to solve the tasks.

c) Attitudes:

- be aware of the role of supporting young people at every stage in their social and professional integration.

## TARGET GROUP / PARTICIPANTS

Categories:

- youth workers;
- young people over 15 years old.

Nr. of participants: 12-30 participants.

## TIME

3 hours.

## CONTEXT

a) For youth workers:

- just the game - in training courses on topics such as teamwork, inclusion of young people with limited opportunities, personal development workshops, team building activities;
- the game with the application of the needs assessment questionnaire - in training courses on topics such as teamwork, the inclusion of young people with limited opportunities.

b) For young people - in personal development activities, in youth exchanges.



## RESOURCES

Indoor or outdoor large space (a minimum of 80 m<sup>2</sup>, printed instructions, basket, ball(s), duct-tape, twine, scarves, coloured cardboard, pencils, sheets of paper, scissors, some props (scarves, toys, balloons, etc.).

Flipchart, Post-it, coloured paper, printed materials with instructions and relevant information.



## ACTIVITIES / METHODOLOGY

- 1.Preparing the workspace: marking the 3 different zones for the islands, at a distance of a minimum 10 metres apart from each other; mapping the roads between the first and the second island (the length of the road should be approximately 30 cm); sticking to the floor (using duct-tape) the coloured paper (15 to 20 pieces) which will substitute the life-saving stepping stones.
- 2.Preparing the materials: the printed instructions, one or more balls, a basket, scarves (depending on the number of the participants in the first island); coloured paper, balloons, scissors, markers, toys – for the third island.
- 3.Dividing all the participants into three teams.
- 4.Each team goes to their place and are given the instructions.
- 5.Each team has 10 min to read the instructions and ask questions if needed.
- 6.The facilitators announce the start of the game.
- 7.The game, then, unfolds (for a maximum of 50 min) while the facilitators pay attention to the game and move the basket, steal the stepping stones and intervene when needed.
- 8.Debriefing using KOLB cycle, including a theoretical input about the four main needs.
- 9.Application of the Psycho-emotional needs questionnaire – it is completed individually, averages are made for each of the 6 needs, then an average is made for each team.
- 10.Collecting and centralising the results on a table on a flipchart sheet.
- 11.Discussions about needs – the facilitator asks questions about how youth workers can use the knowledge about these needs in their work with young people.
- 12.Feedback session.



## ATTACHMENTS / PRINTOUTS

- Game "All on the same Island"
- Psycho-emotional needs questionnaire

## TIPS AND TRICKS

Risks that may occur:

- hall / space too small;
- lack or low involvement of some participants;
- language difficulties;
- debriefing that may take a lot of time.

Opportunities:

- the activity is dynamic;
- the opportunity to become more aware;
- lessons on self-knowledge for each participant.

Tips and Tricks:

- Choose, if possible, an equal number of girls and boys in each team;
- make the division into teams not randomly, after getting to know the participants, so that the tasks are challenging for each participant.



# CONCLUSION

The Booklet Tools for YOU\*! does not aim to give all the answers, or to be a complete guide to work with youth in NEET situation. Instead, our goal is to contribute **to train youth workers/trainers/organisations and improve the quality of youth work**, sharing experiences and tools already tested and implemented across Europe. We believe in the importance of investing time and resources in quality training; we also identify the work with the most vulnerable population – in this case youth in NEET, as a growing challenge in nowadays society, so youth workers and other relevant staff need to be prepared and have the tools and methods to give an adequate support to this communities.

This project was a further step to fulfil these needs, by preparing a training course where all the participants had a protagonist role. We believe that the best way to learn new methods and tools are from the youth workers that already implement them and work with them daily. Each partner had a specific time during the training course to promote a workshop based on the tool or method they already use to work with youth in NEET situation. Each workshop had both a theoretical and practical perspective, followed by individual and group reflection about the transferability of the practice to each context – **the Booklet Tools for YOU\*! is the result of an intensive week of work, and previous preparation of each of the 14 partners organisations** that participated in the Training Course Tools for YOU\*!

We hope this will be an useful tool for youth workers/trainers/organisations working with youth in NEET situation from every corner of the world. And we wish it will contribute to reach the **EU 2030 social targets**, the **2030 Digital Compass**, the **Sustainable Development Goals** (specifically the SDG number 4 “Quality Education”, the SDG number 8 “Decent Work and Economic Growth”, SDG number 10 “Reduced Inequalities” and SDG number 11 “Sustainable Cities and Communities”), and the **European Youth Goals** (more specifically the EYG number 3 “Inclusive Societies”, EYG number 6 “Moving Rural Youth Forward”, EYG number 5 “Mental Health and Wellbeing”, and finally to the EYG number 7 and 8 “Quality Employment for All” and “Quality Learning”), **walking together towards the horizon 2030**.



# REFERENCE DOCUMENTS

## NEET REFERENCES

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- [Garantia Jovem](#) (PT)
- [Youth Guarantee](#) (EN)
- [Priekšlikumi darbam](#) (LV)
- [Mentoru tīkls](#) (LV)
- [Statistics on Young People NEET](#) (EN)
- [Mapping Young NEETs](#) (EN)
- [Proposal for a Bridge to Jobs](#) (EN)
- [Challenges and Solutions for NEET Youth Integration](#) (PT)
- [Jovens NEET](#) (PT)
- [Report on Pandemic-Related Youth Disengagement in Italy](#) (IT)
- [Youth and Covid-19: Response, Recovery and Resilience, 2020](#) (EN)
- [Innovazione Sociale e i Comuni](#) (IT)
- [StartNet Europe](#) (EN)
- [Guide for developing national outreach strategies for inactive young people](#) (EN)
- [NEET in Germany](#) (EN)
- [Statistics on young people neither in employment nor in education or training](#) (EN)
- [Exploring the diversity of NEET](#)
- [Youth not in employment, education or training \(NEET\)](#) (EN)

## OTHER REFERENCES

- [ERASMUS+ EU Programme for Education, Training, Youth & Sport](#) (EN)
- [ERASMUS + INCLUSION STRATEGY](#) (EN)
- [Erasmus+ Project Results Platform: good practices](#) (EN)
- [EURODESK: European youth information network](#) (EN)
- [EUROPEAN YOUTH PORTAL: international opportunities and youth information](#) (EN)
- [EUROPEAN SOLIDARITY CORPS: opportunities for young people to volunteer, work, train and run their own solidarity projects that benefit communities around Europe](#) (EN)
- [SALTO RESOURCES CENTER: Support, Advanced Learning and Training Opportunities for Youth](#) (EN)
- [RAY: Research-based Analysis and Monitoring of Erasmus+](#) (EN)
- [YOUTHPASS: Tool to document and recognize the learning outcomes from youth work and solidarity activities](#) (EN)
- [YOUTH WIKI: Europe's online encyclopedia in the area of national youth policies](#) (EN)
- [European Training Strategy: Strategic framework for the development of youth worker education and training](#) (EN)
- [YOCOMO: Competence Model for Youth Workers to Work Internationally](#) (EN)
- [MAKING WAVES: Creating more impact with your youth projects](#) (EN)
- [Participatory Methods](#) (EN)
- [ENERGIZERS](#) (EN)

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