



youthIES

Training Pack for Youth Workers - ACTIVITIES



Training Pack for Youth Workers - ACTIVITIES

Module: *Community-based Interventions*

TABLE OF CONTENTS

ACTIVITY 1 – <i>What’s my superpower?</i>	2
OVERVIEW	2
LEARNING OBJECTIVES	2
INSTRUCTIONS	2
MATERIALS NEEDED	3
ACTIVITY 2 – <i>Problem analysis</i>	4
OVERVIEW	4
LEARNING OBJECTIVES.....	4
INSTRUCTIONS	4
MATERIALS NEEDED	5
ACTIVITY 3 – <i>It’s time for Action... Research!</i>	6
OVERVIEW	6
LEARNING OBJECTIVES.....	6
INSTRUCTIONS	6
MATERIALS NEEDED	7

ACTIVITY 1 – *What's my superpower?*

OVERVIEW

This activity aims to bring out the capacities of each individual and how these can contribute to the community's development and well-being. Participants identify their capacities, describe them as superpowers and realise that collaborative work can bring better results. It is a fun activity, through which the assets and resources of the group will be recognised so that they could be leveraged to the fullest without -if possible- external assistance.

Community-based interventions have proven effective on addressing challenging problems within a community. By giving active role to community members, they are encouraged and self-confident to plan actions that bring change. However, most of the times, the community assets and resources are overlooked and the focus rests on the needs. This activity responds to the need of recognising the capacities of the community members and how they can be utilised to advance progress. Participants choose from a list of human capacities that acquired from birth, but not later developed, and discuss how this superpower can benefit their environment and how they can use it. During the reflection phase, they could think of a real situation they used this capacity and how they contributed positively to others. They can also reflect on the gaps, which capacities they need to develop further to address community issues.

LEARNING OBJECTIVES

By the end of this activity, participants are expected to:

- Identify their capacities and how they can use them to address their issues.
- Focus on the assets and resources of the community.
- Recognise that working together can bring better results.
- Feel encouraged and motivated to proceed with life-changing actions.
- 45min

INSTRUCTIONS

- On the empty cards write down congenital human capacities that will be called superpowers and one can practice and develop. Some examples include:
 - o Observing: Power to see broadly and closely.
 - o Reflecting: Power to offer another perspective.
 - o Intuiting and Imagining: Power to know something that is not visible.

- Listening: Power to connect and tune in.
- Empathizing: Power to see and feel through the eyes of others.
- Inquiring: Power to ask questions that expand and move things along.
- Ask participants to select one superpower that perfectly describes them; if they are not satisfied from the list, they can write their own.
- Form groups of 3-4 people, in which each one will tell a story about how they could use their superpower or how they could help others.
- Reflection phase: participants think of a real situation they used this capacity and how they contributed positively to others. They can also think of the impact of using their superpowers to others and identify any gaps of capacities they need to develop further to form a strong community.

MATERIALS NEEDED

- Empty cards, pen

ACTIVITY 2 – *Problem analysis*

OVERVIEW

- Briefly describe the purpose and context of the activity.

The purpose of this activity is to provide a deeper understanding of the problem using a thoroughly analysis sheet that will help plan and organise actions to address it. By identifying the problem, a group can use the information to set goals and objectives and have a clear structure on their next steps. The activity includes working in groups and can work as a simulation of real-life situations, focusing on a supposedly occurring issue.

- Provide an introduction to the topic or subject matter.

The first step to design and adapt community-based interventions is to identify and analyse the community's problems that will contribute to the development of an action plan. Having a clear and concrete structure of the work to be done provides credibility and accountability to the group and keeps people constantly motivated. This activity will function as a guideline for the working group and will also provide a deeper understanding of the problem while they go through it. Participants are called to work collaboratively to answer questions on the problem analysis sheet. Then, by gathering the information, they could build their goals and objectives that will guide the action.

LEARNING OBJECTIVES

By the end of this activity, participants are expected to:

- Identify the real issues a community is facing.
- Prioritise the issues based on the level of significance.
- Gain a deeper understanding of the problem.
- Prepare to set goals and objectives.
- 1-1,5 hours

INSTRUCTIONS

- Divide the community members into groups of 3-4 people.
- Each group will be working on a A3 paper that will be divided in 2 columns.
- In the first column, write the following questions:
 - o What factors put people at risk?

- Whose behavior (or lack of behavior) caused the problem?
 - Whose behavior (or lack of behavior) maintains the problem?
 - For whom is the situation a problem?
 - What are the negative consequences for those directly affected?
 - What are the negative consequences for the community?
 - Who and how does someone benefit from the current situation?
 - Who should share the responsibility for solving the problem?
 - What behaviors need to change to consider the problem "solved"?
 - What conditions need to change to address the issue or problem?
 - How much change is necessary?
 - Will you be able to make the necessary change?
- Each group works together to answer these questions. If there's not enough time to go through all the questions, the coordinator can distribute 3-4 questions to each group and then present the results at the plenary.
 - After answering the questions, the groups discuss their findings and write down the outcomes.

MATERIALS NEEDED

- A3 paper, markers.

ACTIVITY 3 – *It's time for Action... Research!*

OVERVIEW

- Briefly describe the purpose and context of the activity.

The activity focuses on communicating the results of participatory action research (PAR) in a community. Participants can practice using this method in an imaginary setting that could also be a real-life situation. During this activity, participants will have the opportunity to make a brochure that will present their action and disseminate their outcomes to the wider public.

Participatory action research is a widely used method to address problems and it finds applications mainly in the educational sector. It is considered a method that easily engages young people and assigns them with an active and leading role in resolving community issues. However, communities need practical examples and best practices to be convinced to use this method to resolve their own issues and most of the time, already implemented and effective PAR are not known.

LEARNING OBJECTIVES

By the end of this activity, participants are expected to:

- Transform data from PAR into visual form, creating a brochure.
- Summarize the outcomes of their PAR into a brochure.
- Get familiar with the use of digital tools (e.g. Canva, PPT)
- Use communicative methods and techniques to disseminate the outcome.
- 1,5-2 hours

INSTRUCTIONS

- Decide which digital tool they will use to prepare the brochure (e.g. Canva).
- Choose template from the free library that relates to the subject.
- Gather all basic information that need to be presented; include all stages of Action Research: Issue Identification – Plan – Collection of Data – Education/ Training – Observation – Reflection (Cycle 1)
- Insert photos that represent the stages or give a solid proof of the results. Photos are attractive and convincing and could motivate people to take action.

- An example of PAR brochure can be found here:
<https://docs.google.com/document/d/1oygMXdeU6BCwKtoq3zUkdD0T9zhNYobwRvmdyI5T6Mo/edit>

MATERIALS NEEDED

- Digital tool (eg. Canva), laptop



Partners:



DISCLAIMER: This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein [Project number: 2022-2-FR02-KA220-YOU-000099414]