

| Activity | Description | Materials needed | Time allocation (suggested) |
|----------------------|--|--|-----------------------------|
| Introduction session | <p>Housekeeping, fire, toilets, agenda, breaks, location of closest phones, snack/drink machines, safe and/or quiet areas, outdoor space</p> <p>Ensure PowerPoint presentation is displayed on screen as participants arrive for the workshop, with the trainer's name clearly visible. Welcome participants to the workshop. Do a reminder round of introductions (name, organisation).</p> <p>Group agreement Reminder if working with the same group, develop new version if not.</p> <p>Explain the potential challenges and discomfort the course may contain as it deals with a challenging subject area. Reassure participants that it is normal to feel this way and the course encourages personal reflection through mindfulness exercises.</p> <p>Carpark Facilitators should have a pre-made carpark sheet displayed in the training room. Explain that the carpark is for 'parking' ideas that are not immediately relevant to current discussions but can be revisited at the end of the day. It is also a good space for parking longer or heated discussions that require more time.</p> <p>Objectives This module expands participants' knowledge about specific barriers faced by different groups of young people. Participants will begin thinking how they can make their practice more inclusive.</p> | <ul style="list-style-type: none"> ● Presentation ● Flipchart paper ● Pens ● Carpark sheet | 5mins |
| Icebreaker | Facilitators should choose a bonding icebreaker from Annex. | | 15mins |
| Catch up circles | (Adapted from: Readings for Diversity and Social Justice, Second Edition, Routledge, 2010) | | 10mins |



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| | <p>Each participant chooses a moment of learning from during or between ALL IN modules. Allow a few moments for individual reflection.</p> <p>Participants then form two circles, an inner and outer circle, so that each participant has a partner. Participants will reflect on their learning asked while at the same time practicing their active listening skills. For example, the outer circle is asked to respond first while the inner circle listens and paraphrases back, and then switch roles.</p> <p>Ask participants to present their moment of learning to each other. Listening partner should not respond or offer solutions, only summarise partner experience once they have finished. Participants have 3 minutes to share their learning with each partner.</p> <p>Once each circle has responded rotate either the inner or outer circle in a direction so that they are matched with a different person. Repeat this exercise 3 times.</p> | | |
| <p>BREAK</p> | | | <p>15mins</p> |
| <p>Equalities area specifics</p> | <p>In small groups or pairs, participants choose an issue they would like to learn more about. Each issue has a small pack containing information, tools and suggested activity. Groups should take this time to learn about the issue. The second half will involve groups presenting the learning or running an activity with the plenary.</p> <p>Trainer tip: Participants should be welcomed to make their own packs about issues facing young people they work with. If participants choose to do this, trainers can feed back their ideas to the ALL IN project team for the ideas to be incorporated into future training.</p> <p>Packs</p> <ul style="list-style-type: none"> ● Care experienced young people ● Carers ● Refugees and asylum seekers ● Poverty ● Travelling community ● Mental health | <p>Packs (contained in Annex)</p> | <p>60mins</p> |

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| | <ul style="list-style-type: none"> • Homelessness • Religion • Young people involved in the youth justice system • Learning difficulties | | |
| Groups presenting | Groups present their activity or learning with the whole group. | | 70mins |
| LUNCH | | | 45mins |
| Exercise | Trainers should choose an exercise from Annex, depending on the requirements of your group (for example, energiser, mindfulness). | | 5mins |
| Groups presenting continued | Groups present their activity or learning with the whole group. Alternative option: If working with a smaller group, use activities from either disability, race, gender, or LGBT+ packs. | | 70mins |
| BREAK | | | 15mins |
| Planning to practice inclusively | <p>Participants should consider the specific young people they work with and how they can ensure all young people can participate in their organisation. This can be done individually or in pairs.</p> <p>If participants work with a homogenous group of young people, prompt them to imagine how they do not yet work with and how they might ensure their youth work provision is inclusive to those young people. You can use the characters from module 1 as a prompt (see below).</p> <p>Trainer tip: There are different ways this exercise can be shared with the group, depending on the willingness of participants and the time available.</p> <ul style="list-style-type: none"> • Gallery – participants chose highlights of their model they are willing to share and note these down on paper. The highlights are then displayed around the room for the group to move around and view. | | 40mins |

| | <ul style="list-style-type: none"> • Pairs – participants can share their plans with one other participant, giving an opportunity to share best practice and knowledge. • In small groups/plenary – depending on the size of the group, this option gives the opportunity for discussion about the best methods for inclusive youth work and may require more facilitation than the other methods suggested. | | | | | | | | | | | |
|---|---|--|-------------------|-------------------|---------|----------------------------|--|---|--|--|--|--|
| | <table border="1"> <thead> <tr> <th>Condition</th> <th>Personal barriers</th> <th>External barriers</th> </tr> </thead> <tbody> <tr> <td>Anxiety</td> <td>Difficulty going out alone</td> <td>People’s reactions leads to limited social relationships</td> </tr> <tr> <td>What can you do as a youth worker:</td> <td>Build trust with the person, collect them from home, do group activities, provide a buddy, etc</td> <td>Do activities where the young people get to know each other in different ways.</td> </tr> </tbody> </table> | Condition | Personal barriers | External barriers | Anxiety | Difficulty going out alone | People’s reactions leads to limited social relationships | What can you do as a youth worker: | Build trust with the person, collect them from home, do group activities, provide a buddy, etc | Do activities where the young people get to know each other in different ways. | | |
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| Self-led learning/group support between courses | Explain the different activities/readings/materials participants should access and complete before Module 4. Some participants will not be progressing after this module. Explain how they can access peer support going forward. | | 10mins | | | | | | | | | |
| Questions and car park | This is the time to revisit any issues placed in the carpark and answer outstanding participant questions. | | 15mins | | | | | | | | | |
| Evaluation | Trainers should choose an appropriate evaluation exercise from the Annex. | | 30mins | | | | | | | | | |
| CLOSE | | | | | | | | | | | | |

OPTIONAL:

Study visit to inclusive youth work organisation

Trainers can organise a short study visit to a local inclusive youth work organisation. The purpose of the trip is to see inclusive work in practice and for participants to see theory in action. The details of the visit are left to the discretion of the trainer.



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This activity can also be specified as part of participant's self-led learning tasks. Participants can individually visit or speak with a colleague from an inclusive youth work organisation of interest to them. Trainers can support participants to make connections with local inclusive organisations.

To support the learning of either activities, trainers should include the optional debrief suggested in Module 4. This can be done immediately after the visit if the group are together or at the start of module 4.

PACKS

Young carers

UNCRC

Article 15 – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 28 – Every child has the right to an education.

Article 29 – Education must develop every child’s personality, talents and abilities to the full.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Definition (**Credit: Edinburgh Young Carers**)

Young people who have practical and/or emotional caring responsibilities for another person as a consequence of ill-health, disability, mental health difficulties or drug and alcohol use.

This includes young people who:

- Are primary carers — those who carry out the majority or all of the caring tasks.
- Are secondary carers — those who whilst not being the primary carer are adversely affected by the caring situation and responsibilities.
- Have been carers — whose caring situation has come to an end and who need time to adjust.

The following categories of young people are not considered to be young carers:

- Those caring for someone with a short-term illness i.e. flu, chickenpox
- Those caring for non-disabled siblings whilst non-disabled parents are absent, i.e. because of work commitments,
- Inadequate parenting skills

What might a young carer do? (Credit: Carers Trust)

- Practical tasks, such as cooking, housework and shopping.
- Physical care, such as helping someone out of bed.
- Emotional support, such as talking to someone who is distressed.
- Personal care, such as helping someone dress.
- Managing the family budget and collecting prescriptions.
- Helping to give medicine.
- Helping someone communicate.
- Looking after brothers and sisters.

Being a young carer can have a big impact on the things that are important to growing up

- It can affect a young person's health, social life and self-confidence.
- Many young carers struggle to juggle their education and caring which can cause pressure and stress.
- In a survey, 39% said that nobody in their school was aware of their caring role.
- 26% have been bullied at school because of their caring role.
- 1 in 20 miss school because of their caring role.

But young people can learn lots of useful skills by being a young carer.

How does caring affect your life?

Although for many carers, caring can have positive and rewarding aspects, there are lots of reasons why caring can also leave you needing support.

Caring can have an impact on many aspects of your life — below we cover some of these topics, and how and where you can [access support and information](#).

Money and benefits

- Caring can lead to poverty if you have to give up work to care or are managing on benefits. The aids and equipment needed to help care can add an extra drain on tight finances.
- Carers in poverty will not be able to afford do the things that many of us take for granted, such as buying new or warm clothes, heating the house, house repairs, [going on holiday](#) or a [short break](#), running a car or paying a bus fare.
- Becoming a carer can feel like a constant battle to access help for you and the person you care for, for example getting the right diagnosis for your child's condition, appropriate support at school for a young carer in your family, [adaptations to the home](#), and benefits and other financial help.

Health and wellbeing

- Caring can make you physically exhausted – you might be getting up several times in the night as well as caring throughout the day. You might need to lift and support an adult who is a lot heavier than you. You might be juggling caring with looking after the rest of your family and holding down a job.
- Caring can leave you emotionally exhausted because of the strain of seeing someone you care about experiencing pain, distress or discomfort.
- Caring can lead to [stress, depression and other mental health issues](#).
- Caring can affect your [relationship with your partner or other family members](#).
- If you are caring in a couple you may no longer be able to have the physical or emotional life you had together, nor enjoy shared activities or plan for a future together.

Caring responsibilities can affect a young person:(**Credit:** Edinburgh Young Carers)

- EMOTIONALLY - Putting other people's needs first, being worried, anxious or stressed. Feelings of guilt, anger, being trapped, isolated and being misunderstood.
- PHYSICALLY - Suffering from pains or strains from heavy lifting or helping someone to wash or dress.
- SOCIALLY - Not able to meet up with friends regularly. Feeling isolated and lacking confidence. A possible target for being bullied.
- EDUCATIONALLY - Difficulties concentrating in class, feeling tired, worried, with no time to do homework.

- FINANCIALLY - Low family income. Not having enough money for basic needs.

Most young carers go unnoticed or unrecognised, until there is a crisis.

Often, family members do not want people outside the home to know that someone is ill. They may fear that the family could become separated.

The level and type of care undertaken by a young carer varies according to their individual circumstance.

Growing up coping with a disability or illness of a loved one will, in the vast majority of cases at least, result in psychosocial effects for young people. The nature and extent of such effects will most likely depend on a variety of factors including:

The services and support offered to the family by friends and agencies

Family structure and dynamics

The nature of the disability and the personality of the child.

In addition, research on resilience suggests that as the number of stressors increase, the ability of children to adapt and respond in healthy ways decreases. Thus, routinely used coping mechanisms may not protect young carers when situations become too intensive or demanding.

SOCIAL PROBLEMS

Young carers can experience a range of social problems because of their caring role. Difficulties can occur for practical reasons such as:

Being unable to go out to play regularly or take part in social activities due to their caring role

Low income or transport difficulties

Being seen as 'different' by other children

The behaviour of the cared for person may be 'embarrassing' to the young carer

The behaviour of the cared for person may be threatening

The condition might cause stigmatisation, especially for those caring for people with HIV/AIDS, mental health problems or alcohol or substance dependency



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Where young carers are able to access leisure opportunities they often find it difficult to relax and enjoy themselves because they are worried about the cared for person they have left at home.

Social problems can include:

- Isolation from peers
- Bullying
- Behavioural difficulties
- Loss of childhood
- Disaffection
- Problems with social and personal development

Caring responsibilities may also lead to false maturity - where the young carer, for example, appears to be very mature for his or her age, but will behave immaturely in a “safe” environment.

The onset of illness or disability may also lead to changes in family relationships and can cause aspects of family breakdown. Subsequent relationships in adulthood may also be affected by social problems young carers encountered during their formative years.

Young carer needs

- Early intervention
- Their role to be acknowledged and valued
- Being heard, believed and respected
- Having someone to talk to
- Assessment and information on how to access their right to an assessment
- Information on the cared for person’s condition
- Information on the support available to the young carer and the cared for person
- Knowing there are others in the same position
- Opportunities to take part in age appropriate activities
- A break from caring
- Educational support

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- Services for the cared for person
- Services for the whole family that allow them to undertake activities, holidays etc together
- Support in their caring role (practical and emotional)
- Counselling – including bereavement counselling
- Advocacy
- Opportunities for self – determination and to plan for their futures
- Having their views taken into account in decisions taken in relation to themselves and their families
- To be empowered to feel that they deserve support
- To feel cared for themselves
- Opportunities to mix with peers and other young carers
- Transport
- Financial support

Practical tips to support young carers (Credit: Access All Areas)

- Create a safe environment where a young carer can relax and take their mind off home
- Help young carers make decisions that are practical for them
- Support them to recognise and manage stress
- Encourage the young person to talk to someone about how they are feeling. Look out for signs of depression and encourage the young person to talk to their GP or a counsellor
- Offer information sessions on entitlements and back to education or employment opportunities
- Help young carers to look at what they want from life and how they can still get that if they decide to stay in a caring role
- Explore caring skills and how they will manage stressful situations, tiredness and responsibility
- Home visits are recommended where possible, especially for young carers who live in rural areas and find it difficult to access transport to your youth service
- Create good links to other services, which young carers need to access. Often young carers need a supportive person to go with them the first time to visit a new service



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Further information:

<http://www.youngcarers.ie/>

<http://www.youth.ie/sites/youth.ie/files/YoungCarersEmergencyPlanTemplate.pdf>

Activity:

Groups detail a day in the life of a young carer using the information they have already learned about young carers. They should detail all the challenges and barriers faced by the young person. Once that is completed, they should detail how youth work and could support the young person.

Homelessness

UNCRC

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child.

Governments must support parents by giving them the help they need, especially is the child's parents work.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Governments must help families who cannot afford to provide this.

(Credit: The Rock Trust)

Many of the young people that The Rock Trust work with have slept rough – in parks, under bridges or in stairwells. Some of our young people travel to more rural areas to sleep or camp on the cycle paths. But there are thousands of other homeless young people that you may never see – the 'hidden homeless'.

They might be:

- In temporary hostel or bed and breakfast accommodation
- 'Sofa surfing' – the term given to people staying on the floors and sofas of friends, family and, dangerously, just acquaintances
- In unsuitable or unsafe accommodation

There are many reasons why young people can slide into homelessness. Homelessness does not have one single cause but the contributory factors are well known and include:

- Family breakdown
- Unemployment and poverty
- Poor mental health
- Child abuse
- Drugs and alcohol

The single largest reported cause of homelessness amongst single people under 25 was relationship breakdown with family, friends or partner. Next highest was physical or mental health problems and third was abuse or domestic violence.

Activity:



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Groups detail a day in the life of a young homeless person using the information they have already learned about homelessness. They should detail all the challenges and barriers faced by the young person. Once that is completed, they should detail how youth work and could support the young person.

Gypsy Traveller young people

UNCRC



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Article 2 – The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 7 – Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 14 – Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 28 – Every child has the right to an education.

Article 32 – Governments must protect children from work that is dangerous or might harm their health or education.

(Credit: Access All Areas)

The UN Convention on the Rights of the Child contains a number of important social rights for all young people such as the right to participate in leisure, recreational and cultural activities. Young members of the Traveller community have contributed to society through their culture, enterprise, sporting excellence, artistic achievements, participatory expertise and unique history and traditions. Youth services can be the place where the contributions made by young Travellers are nurtured and celebrated.

Youth services have a lot to offer to young Travellers especially in the areas of building confidence offering non-formal education opportunities, chances to participate fully and creating a place of welcome where their culture is recognised and taken into consideration in planning and programme development. The non-formal, youth centred and participative approach of youth work appeals to many Travellers.

A lack of visibility of Traveller culture within the school system can contribute to feelings of isolation and lead to poor self-esteem. Youth workers must make sure that these experiences are not replicated in their youth service.

The key to working meaningfully with young Travellers in your service is through building trusting relationships.

Your service will have a lot to offer young Travellers. The benefits can include the opportunity to make friends and reduce social isolation/marginalisation, develop skills, be acknowledged for themselves and not stereotyped by their status (Traveller), positively celebrate their Traveller identity and culture, have a break from family responsibilities and have the opportunity to simply enjoy fun activities.



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However it is important that all social and recreational activities are culturally appropriate and do not result in further isolating young Travellers. In choosing activities, liaise with the young people in your service and also parents or a trusted person within the community about what is appropriate and what they want to do.

Human rights of Gypsy/Traveller people

[Council of Europe Framework Convention for the Protection of National Minorities](#)

United Nations Convention on the Rights of the Child (*see UNCRC handout*)

Videos:<http://www.step.education.ed.ac.uk/project/a-young-traveller-describes-her-experience-of-school/>

<http://www.step.education.ed.ac.uk/project/project-4/>

Activity: Mapping Rights (Credit: Article 12 in Scotland)

Divide participants into small groups and give them flipchart paper and pens.

Ask participants to draw a map of their own village, town or city. They should include their homes, major public buildings (e.g. post office, schools or places of worship) and public services (e.g. hospitals, doctor's surgeries, libraries, fire station, police station) and any other places that are important to the community (e.g. shops, cinemas, cafes, youth/community centres, parks, the beach).

When the maps are complete, handout the list of UNCRC articles and ask participants to analyse their maps from a human right perspective.

What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the library with the right to information. As they identify these rights, they should look up the relevant article[s] in the UNCRC handout and write the article number[s] next to that place on the map.

Ask each group to present their map to the whole group and summarise their analysis of human rights in their community.

Debrief by asking questions such as: was it hard to draw the map of your neighbourhood? Did you learn anything new? How did your map differ from others?

Relate the activity to human rights by asking questions such as: did any parts of your map have a lot of rights? Why do you think this is? Did any parts have few or no rights? How do you explain this? Are there any articles of the UNCRC that no group included on their map? Why do you think this is?

Case Study – Gypsy/Traveller Education Group, South Lanarkshire

The Gypsy/Traveller Education Group has been supporting the travelling community in South Lanarkshire for 10 years providing an alternative to formal education. The group is run in partnership between youth work practitioners and a local secondary school. The programme is open to young people who would otherwise attend secondary school. Young people typically attend the programme until they are 15/16 years old. Its popularity with the community is high and families are now relocating to the area in order for children to participate in it.

The programme consists of practical learning built around young people's needs and interests. It offers flexibility for young people to work and continue to attend the group, as well as for new young people to drop in. The young people are supported to gain vital qualifications, including related to literacy and numeracy.

The non-formal relationship between the young people and the youth work practitioners has been critical to its success. The programme leaders have built a trusting relationship with the whole community and offer whole family support, for example support to complete forms. Being located with the youth club allows for integration between Traveller young people and non-travelling young people therefore fostering community cohesion. Being part of the group has also encouraged some of the young people to take up further youth work opportunities in the area.

A particular strength of the programme is the strong collaborative approach between local services and agencies. The multidisciplinary team has been able to delegate contact with the Traveller community to one member of staff to ensure the community is not overwhelmed by contact with practitioners.

Mental health

UNCRC



ALL IN - MODULE 3



Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 12 – Every child has a right to have a say in all matters affecting them, and to have their views taken seriously.

Article 24 – Every child has the right to the best possible health.

Article 25 – If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

(Credit: Access All Areas)

Good mental health is about having the skills to deal with everyday life – with relationships, with responsibilities and also with relaxing. When we feel confident, capable and able to cope in these situations we feel that we can live our life to the full and take on the challenges that we face on a regular basis. From time to time events in our life will cause us stress which may result in us feeling down. This is a natural reaction to difficult experiences such as the loss of someone close, being bullied or experiencing a setback in some part of our life. However if we have developed the skills and strategies to get us through these tough times we can learn from these experiences rather than allowing them to completely overwhelm us. We can do a lot of things on a daily basis to support our mental health. We are better able to cope with stress if we are physically healthy so our mental health can be improved by taking a number of practical steps, such as taking care of our diet, keeping physically fit, taking time out for ourselves, giving time to a goal, interest or hobby and spending time with people who make us feel good. A mental health issue, or problem, is where it interferes with a person's cognitive, emotional and/or social abilities, but to a lesser extent than a mental illness. Mental health problems are more common and less severe than mental illnesses, and generally of shorter duration. Although many young people may experience mental health issues, appropriate support can help them build resilience and overcome difficulties.

Mental illness is a clinical term for a diagnosed mental health issue such as clinical depression, body dysmorphia (leading to a severe eating disorder) or schizophrenia.

When discussing issues relating to mental health and well-being, people often think of it only in the context of mental illness, particularly adults. Stigma surrounding all aspects of mental health, therefore, can be a major factor for young people accessing services or telling others how they feel. Stigma can inhibit an early diagnosis.

You can also play a more preventative role. Being able to recognise early signs of mental distress among young people puts you in a position to offer early interventions, such as informal support, activities to help build confidence or programmes offering personal development opportunities. This level of support is often enough to help a young person develop the resilience to get them through tough times.

Encourage positive mental health

- Providing a safe space for young people to hang out
- Running activities that develop inter-personal and intra-personal skills
- Promoting life skills and self-care programmes
- Providing opportunities to develop a trusting relationship with adult youth workers
- Providing activities that are physically active

Activity:

Groups detail a day in the life of a young person experiencing poor mental health using the information they have already learned about young people experiencing poor mental health. They should detail all the challenges and barriers faced by the young person. Once that is completed, they should detail how youth work and could support the young person.

Refugees and asylum seekers

UNCRC

Article 8 – Governments must respect every child's right to a name, a nationality and family ties.



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Article 10 – Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child’s parents live apart in different countries, the child has the right to visit both of them.

Article 22 – If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

Article 38 – Governments must do everything they can to protect and care for children affected by war.

(Adapted from: Access All Areas)

Younger members of a family will usually pick up a new language much quicker than their parents and some parents may never learn the new language. Because of this, young people are often expected to interpret and translate for their parents when accessing services such as housing, health, employment, education, youth organisations etc. This can inadvertently result in role-reversal where parents become more dependent on their children and children take on more responsibility than would otherwise be the norm. In the context of youth work, low local language proficiency can create barriers, especially where youth workers want to inform parents about youth work activities and subsequently need to seek permission from parents for children to attend activities etc.

Inter-generational differences can be an additional issue for immigrant families. Parents may expect or hope that their children will adopt the traditional values and roles of their country of origin. Meanwhile young people will face pressures to adopt the values and roles of their local peer group. Families often fear that their children will lose their culture and values. As a consequence parents may be inclined to limit their children’s involvement in youth organisations because they fear their children will adopt social practices that they do not like.

Some young people will strongly connect with and maintain the culture, language and values of their parents while others will choose to adopt aspects of local culture at the loss of much of the culture, language and values of their parents. Other young people will display aspects of both cultures and adopt a bi-cultural identity. Research shows that this third option contributes to a greater long-term success for young people and it is this model that intercultural youth work seeks to embed. viii Your organisation can do a lot to help young people integrate into Ireland by doing activities that value both the cultural heritages present within your group (including the languages spoken at home) alongside understanding and valuing local cultural values, norms and traditions. This is also invaluable for local young people in your group who equally need to integrate in a culturally diverse community.

(Credit: PAPHYRUS Project)

Cultural competence and cultural sensitivity are essential skills to possess when working with people from different countries. These competences are especially crucial for youth work with refugees and asylum youth, as we may be called to work with young people with

various backgrounds, experiences, cultures of origins, beliefs and understandings. Cultural competence in youth work today challenges us to understand refugees from a socio-cultural perspective and to be able to work with and respect differences and similarities in those who use our services.

Activity: Cultural Glasses (Credit: PAPHYRUS Project)

Our opinions, perception of others and of the world are often based primarily on our experiences. Think how much of what you know about the world and people is learned through your own personal experiences. We all tend to make judgments and generalise, as a matter of course; it is almost as if we are constantly wearing cultural glasses through which we see the world. However, because our personal experiences differ, in a similar way the cultural glasses of people are not the same. In order to be able to understand others, respect their perspectives and the way how they perceive the world firstly, you need to know yourself and be aware of your identity and cultural background. This is why we would like you to take some time and think about this and what are the aspects of your personal position and perspective. What elements of your identity and your experiences shape your cultural glasses?

Activity: Stuck in the back (Credit: PAPHYRUS Project)

20mins

Paper, tape, pens

1. Participants write their cultural identity/nationality on a piece of paper. The paper is then stuck to the person's back and all other participants write stereotypes they have about this culture on the paper.
2. Every participant writes on the backs of all the other participants. The facilitator can give examples to streamline the ideas, for example food, drinks, music.
3. Then, each participant comments on the things written about their culture.

This activity not only aims for participants to share the information about their culture but it also aims to show that the participants do not represent all of the existing stereotypes of their own culture.

Activity: The Escape (Adapted from: Swedish Guide and Scout Council)



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Give each participant a piece of paper and a pencil. Read the story aloud and tell them to follow the instructions that will follow. Stop reading after each instruction to make sure that everyone has time to write and make changes. Let it take time so that they will really think. After hearing the story, discuss this:

- How did it feel to select only ten things?
- How did it feel when you had to take some out?
- Have you met anyone who has experienced anything like this?
- Look at what the law says about reasons for coming as a refugee. Would you have been allowed to stay if the country you came to was your country?
- What kind of help do you think you would need when you came to your new country?
- Are refugee coming here getting such help?

Note – This is a serious activity that can result in strong emotions. Do it only with a group where the members know each other well, a group you yourself know well, or in a safe context. Do not make anyone who has been a refugee take part without talking about it with the person first. It may evoke painful memories.

The story

There has been a war in our country and those who have seized power have forbidden any kind of organisation. You as a youth club leader or member of a youth group must either leave the youth group or leave the country. You know what the youth group means to young people who have experienced war, so you decide to try and continue your membership of the youth group but prepare to escape. As you commence to plan the escape, you make a list of the ten most important things you want to take with you.

**** Instruction to participants: Write down ten things you would take.****

Now you ask a fisherman if he can help you escape. He says it will cost you 10 000 euros and you can only take a very small bag. You start saving money and always carry your passport and money on your body, even when you sleep.

One night when you have difficulty sleeping, you hear a car stop outside your door. You are frightened. You jump out of bed and get dressed. Suddenly there is a knock on the door. Someone shouts outside and your realise you have to jump from the window and escape by the back entrance. You take a bag, grab a few things and jump out. Since you had so very little time, you could only pack five things.

**** Instruction: Delete five things from your list of ten.****

You run outside in the middle of the night during curfew and you know that should anyone see you, it would be the end. You sneak down to the harbour and awaken the fisherman. He says it is too risky to go during the night and that you must wait in the container where more people who want to escape are already waiting. He will tell you when it is time to go.

Early in the morning he comes to the container and tells everyone it is time to pay. You have not been able to save 10 000 euros yet but the fisherman is kind – he says you can give him all the money you have and the two most valuable things you have brought.

**** Instruction: Delete two more things from the list.****

Now you sneak into the boat and find even more people there waiting to escape. It is crowded and smells bad. Once you are out at sea the waves are high, and since you cannot look out many people get seasick. A child sitting next to you vomits on your bag. You snatch the bag and manage to save two things from being ruined – but have to sacrifice the third as well as the bag itself.

**** Instruction: Delete one more thing from the list.****

When you are sitting there hugging your last two possessions, the boat suddenly stops with a jerk and somebody shouts that you must leave the boat quickly. It is dark outside and you stumble over something – and drop one of the two things you are carrying because of the haste you are in.

**** Instruction: Delete one more thing from the list.****

You leave the boat and follow the others into the forest. You hurt because of your fall and cannot see much in the darkness. Suddenly everything becomes bright and some calls “Stop!” and something else in a language you do not understand. You stop, and the policeman who shouted at you catches up with you. You are taken to a police station where they start to interrogate you. You do not understand what they say but they speak a little bit of your language so you can tell them your name and where you came from. They start talking to one another and suddenly you have to go somewhere. You are confused, tired and scared. Now you know you have arrived but understand that it will be a long time before you know if you can stay.

Activity: Lemons (Adapted from: Tkit Social Inclusion)

Brainstorm with the group characteristics of lemons (‘Lemons are...’). Then give each participant a lemon. Ask them to look closely at their fruit, noting all the distinctive features (smell, touch, size, shape, etc). Encourage participants to think of a name and story for their lemon.



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Collect the lemons in a bag. Mix all the lemons together and spread them out on the floor in front of the group. Ask participants to find their original lemon.

Ask participants in turn to tell you about their lemon. Write up their descriptions beside the original brainstorm ('Lemons are...'). Encourage the group to look at the parallels between this activity and differentiating between people. Examine the stereotypes: are all lemons the same colour? Are they all the same shape? What about stereotypes between people of different races or cultures?

Further reading: <http://papyrus-project.org/results/>

Care experienced young people

UNCRC

Article 9 – Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 20 – If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child’s religion, culture and language.

Article 21 – If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

Article 25 – If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and they way they are cared for.

(Credit: Big Lottery Fund) [NOTE: These statistics are relevant to a UK context]

There are a number of complex issues affecting children and young people in care. Some may have been abused or neglected, while in other cases families may have been struggling to cope for a variety of reasons.

Care arrangements also differ. Children may be looked after in a residential setting, by foster carers, by other family and friends or by adoptive parents.

Whatever the reasons for being in care or the specific care arrangements, children and young people in these situations are highly vulnerable. Many young people are leaving the care system without the knowledge, skills and resources to move successfully into adulthood. Many also experience inadequate follow up and support after leaving the care system. As a result:

- School attainment and progression to positive post school destinations is below average for care leavers.
- Care leavers are more likely to experience homelessness and unemployment and to be living in poverty.
- Care leavers often experience loneliness and social isolation and poor mental health.
- Care leavers are more likely to become involved in drug and alcohol misuse, and risk taking behaviour.
- One quarter of adults in prison have been in care and 40 per cent of young offenders were in care as children.
- One in seven young women leaving care are pregnant or already mothers

Instability in care arrangements is one of the major issues facing children and young people in care. Many are forced to make lots of moves during their time in the system. This can have a negative impact on their education and their ability to form and maintain relationships with positive adult role models and their peers. This inevitably has a lasting impact into their adult years (and longer term effects).

Children in care and care leavers – a shared responsibility

Regardless of care arrangements, there are basic needs that all children and young people require. These include:

- Security

- Safety
- Positive regard
- Support
- Boundaries.

For children in care, it is the responsibility of the state to make sure they have everything that a good parent should provide. All those who are involved in providing care, support and services to children and young people, whether formally or informally, have a role to play. Youth workers are ideally placed to contribute in providing this type of support to young people, to add value to statutory services and enhance the experiences of children in care and care leavers.

Supporting the transition – developing skills for independent living

Instability, multiple moves and a lack of positive adult role models throughout adolescence mean that young people can lack the skills they need to make a positive transition to adulthood. This includes practical skills such as:

- Cooking and managing a home.
- Budgeting and managing finances.
- Understanding benefits and entitlements.
- Sustaining a tenancy.
- Undertaking independent travel.
- Searching for a job and preparing a CV.
- Looking after personal appearance.

Young people value activities that can help them develop these skills.

The importance of an 'individual'

Children in care and care leavers consistently report on the importance and significant difference that one person can make. This person may be a teacher, a care worker, a carer or a project worker:

What matters is you show an interest, you believe in the young person and you persevere.

In successfully engaging and supporting young people in care and care leavers, the skills and personal attributes of staff are highly significant.

You must:

- Show respect and understanding



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- Be non-judgemental
- Respond to issues in a personal way
- Show that you are committed
- Don't give up.

In many ways this is similar to working with other disadvantaged young people.

Many of these young people have experienced unstable childhoods and they lack strong adult role models who have been in their lives consistently. Skilled project workers, who work with young people in a safe, welcoming and informal setting, are ideally placed to provide the practical and emotional support these young people often crave.

Young people who have lacked stability can be very challenging to engage. They may be uneasy about developing relationships that they fear may not be long lasting and it will take time and perseverance from you to gain their trust.

You must be resilient, show that you understand the issues young people are facing, and be motivated not to give up.

Importance of a positive peer group

Many young people in care report that they not only lack a positive adult role model but also lack friendships, and contact with a supportive peer group. This tends to be a result of their chaotic and transient upbringing. Young people in this situation are frequently affected by:

- Loneliness
- Social isolation
- Depression
- Difficulty forming and maintaining relationships.

If your project can bring young people together to take part in fun and enjoyable activities in a relaxed environment this can help young people in care and care leavers to overcome these challenges.

You can bring together young people who have similar backgrounds or young people with different backgrounds. Both approaches have advantages:

Working with young people with similar backgrounds. If you choose to bring together young people with experience of the care system, you can provide specific, targeted activities that address the unique needs of this vulnerable group.

This allows young people to form relationships with peers who are in a similar situation to them. This mutual understanding can help young people to relax, open up, learn and share experiences in the company of people they can relate to.



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Working with young people with different backgrounds. If your activities bring together young people from different backgrounds and with different experiences, each group has the chance to share their experiences and learn from the other. This can develop empathy, an ability to recognise and respond to the emotions of others, mutual understanding and respect. It can help to raise hopes and aspirations and engage young people in positive activities, including learning. It is also an opportunity for young people in care and care leavers, to simply be young people and enjoy the company of others.

In supporting young care leavers to establish positive peer relationships, you may also consider one to one, 'mentoring' or 'buddying' activity. Again you may wish to pair young people with similar experiences or young people with different experiences.

There is no right or wrong approach. The approach you decide to take will ultimately depend on the specific:

- Aims and objectives of your project
- The needs and desires of the young people you are supporting

When bringing together young people you should work closely with them to assess and reassess their needs, to ensure that activity is meeting these needs and promoting positive development.

For example in a one to one situation it may be beneficial to pair young people who have shared experiences. On the other hand, one or both, young people may find it distressing or unhelpful to share these experiences with a peer. It may not be effective in moving them on.

A flexible, tailored and individual approach is always needed when working with vulnerable young people, particularly those with experience of the care system.

Your approach must be centred on the needs and circumstances of the young person rather than be led by the project, the staff or targets and timescales imposed by funders.

Opportunities for active involvement

Young people who have been in care often feel that they lack control in their lives and that they have no influence over what happens to them and how they are treated.

Opportunities for young people to be actively involved can empower them, provide a sense of ownership and increase self-esteem and self-confidence.

Through active and meaningful involvement in the design, development, management and evaluation of project activity young people who have been in care are given the chance to develop key personal, social and employability skills that their situation may have denied them in the past.

There are a variety of ways you can actively involve young people who have experienced the care system.

Young people could be involved in operational aspects of project activity or in a more strategic role. For example:

Operational involvement:

- Young people can provide feedback on project activities and should be asked for their views on other activities that they would like to take part in and activities that would meet their needs.
- Where young people wish to be more involved, you can provide them with training and support to help them develop and deliver activities. For example, young people may design sessions on cooking and skills for independent living. They can demonstrate and share recipes and support others to take part.
- Young people can also be involved in the managing activity. This may involve greater responsibility for planning and for organising a programme of events or sessions, in seeking and gathering feedback from participants and in managing budgets for project work.

Strategic involvement:

- Young people involved at a strategic level can use their experiences to guide policy and practice – they have first-hand knowledge of the care system and, where they are willing and able to share their experiences, they are best placed to help develop services and projects that best meet their needs. Strategic involvement can take place at the project level or at a wider local, regional or national level.

Religion

UNCRC

Article 2 – The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 14 – Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Definitions

Islamophobia is the fear, hatred or hostility directed towards Islam and Muslims.

Anti-semitism is prejudice against Jews.

Activity: Faith and Religion (**Credit:** RIDE Project)

Place two flipcharts on the wall or on a table. Write 'Faith' in the centre of one flipchart and 'Religion' in the centre of the other. Encourage people to write their interpretation of the words on Post-Its and stick on the paper. Provide the group with a clear definition of both terms.

Activity: First Impression (**Credit:** Swedish Guide and Scout Council)

40minutes

Pens and pictures of unknown faces cut out from magazines and pasted at the top of sheets of paper

Ask groups to sit in a circle. Give each person one sheet of paper with a picture on it and ask them to look at it without talking. After this, each person writes down their first impression of the person in the picture, the folds the paper to hide this and passes the paper on to the next

person who will do the same thing. Let everyone write their impression of all pictures and then, when the papers return to the first person who had it, have them unfurl the paper and read aloud all that has been said about the person in the picture. After this, talk about it:

- Did you have similar first impressions?
- On what were the first impressions based?
- How does this relate to real life – on what do we base our first impressions?
- What do you think other people’s first impression is of you?
- How do our first impressions of people influence how we treat them?

Activity: Believers (Credit: TKit Mosaic)

Prepare a set of cards for each groups. [A German translation of the cards is provided in the Manual]

Explain that the activity is about religious beliefs and non-beliefs, including those of people who don’t believe in God or religion (atheists), those who are not sure (agnostics) and those who may feel more or less indifferent to the issues.

Invite the participants to share with the rest of the group:

- The first time they took part in a religious ceremony (either what they remember or what they were told); or,
- The first time they realised (or their family made them realise) that they had not taken part in a religious ceremony or sacrament (e.g. when I was told that I was not circumcised or baptised...).

This should be done in a way as informal as possible. The other participants in the group may help with questions or with their own experiences.

Introduce the second part of the activity. Each participant turns over one of the cards from the pile and they (or the facilitator) read it out loud. Participants who believe or agree with the statement, or for whose religion the statement is valid, tell the others why or how it is manifested (e.g. in my religion we are supposed to help the poor by... contributing to a charity/helping a family in need, etc.).

All the other participants who can relate to the statement should then add their own experiences or beliefs (even if these are contradictory). Try to keep a high level of attention and participation while, at the same time, avoid getting stuck in too many details. You should keep an eye on the pile of cards so as to make sure that you’ll have enough time for most of them (this may be important in order to cover a broad range of religions, beliefs and practices).

Stop the activity with the cards when the pack is exhausted or when you feel that there has been a sufficient variety of questions and religions addressed.

Move on to the debriefing and evaluation (in the same group).

Begin by inviting the participants to share:

- How they liked the activity so far;
- If there was any part of any statement they found difficult or felt uncomfortable to deal with, and why (if they wish to say). This may be due to lack of knowledge or disagreement (e.g. “this is practised in my religion but I personally don’t find it important”).

Move on to analysis and generalisation, by inviting participants to discuss questions such as:

- Were there any facts or beliefs about your own religion/belief that were unexpected to you?
- Did you find similarities between different religions and beliefs? Were you surprised by that or not? Why?
- Do you feel that people of other religions know enough or care enough about your religion or belief?
- Do you feel that you are knowledgeable about other religions or beliefs represented in the group?
- Did the activity help to change your perception about other religions regarding, for example, gender equality or tolerance of other religions?
- In the Euro-Mediterranean context, do you think that ignorance and prejudices about religions and beliefs play a role in peoples’ perceptions about each other?
- Are all religions and beliefs represented in this group respected and practised on an equal footing with the predominant religion and belief in your country?
- What can we do as youth workers, multipliers or young people to help make Article 18 of the Universal Declaration of Human Rights true for everyone?

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

| | |
|---|---|
| We have a special ceremony for bringing in or introducing children to our faith or religion. | We have specific religious ceremonies and norms for burials and funeral. |
| Men and women have distinct functions and roles in our religion, for example in leading prayers or religious services, or in their participation in the temple. | We have specific times of the calendar for fasting. |
| Crimes and discrimination have been or are being committed in the name of our religion. | We are supposed to help the needy and poor. |
| Our religion or belief condemns homosexuality. | Some people in our religion have rules or guidelines about what to wear or their appearance. |
| Our religion has specific moral norms and commands regarding marriage and sexuality. | We condemn abortion. |
| Our religion is based on sacred books or writings. | We believe in the value of life as the most important thing to preserve. |
| Our religion teaches tolerance of other religions and faiths. | Our religion has been deeply shaped by prophets, who are recognised as carriers of divine messages. |
| | |

| | |
|---|--|
| We believe in life after death and in a final judgment. | We have important religious festivals that are observed as holidays in our countries. |
| We pay tribute to the dead at least once a year and visit cemeteries. | We have our own religious calendar, often different from the civil one. Our religious new year is not on the 1st of January. |
| We organise schools and classes where children are taught our religion. | We believe that life is not only about material things but has an essential spiritual dimension that orients our relationship to each other and to the creator. |
| We have our own history about how the world was created. | We do not favour marriage with someone outside our religion or group. Even if this is possible, it is more difficult than if both people are of the same religion. |
| Our religion has also commands and norms about how we should function as a society, not only about spiritual matters. | We are often misunderstood and sometimes discriminated against. |
| We are expected to pray several times a day. | We have a day in the week when we should not work, but should attend a special religious service, ceremony or prayer. |

Further reading: https://jaunatne.gov.lv/sites/default/files/web/ErasmusPlus/info_materiali/young_people_and_extremism_-_a_resource_pack_for_youth_workers_-_december_2016.pdf



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Young People involved in the Youth Justice System

UNCRC

Article 12 – Every child has a right to have a say in all matters affecting them, and to have their views taken seriously.

Article 25 – If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

Article 37 – No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

Article 40 – A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Offending behaviour is a symptom, and youth workers can support young people with the cause.

(Credit: CYCJ)

Adverse Childhood Experiences (ACEs) are stressful or traumatic events in a young person's life that can have an impact on their future health and wellbeing.

A recent UK study on a representative sample of the population found increasing numbers of recorded ACEs was strongly related to adverse behavioural, health and social outcomes. The retrospective study showed that higher numbers of ACEs increased the likelihood of behaviours such as smoking, heavy drinking, and morbid obesity, as well as reduced educational and employment outcomes, periods of hospitalisation, imprisonment, and involvement in violence (Bellis, Lowey, Leckenby, Hughes, & Harrison, 2014).

Indeed, young people who have an offending history have been shown to have experienced far more ACEs than the general public, with high numbers of ACEs not only increasing the chances of involvement in the juvenile justice system, but also an increased risk of reoffending (Baglivio, Epps, Swartz, Huq & Hardt, 2014).

3 areas to consider (**Credit:** Access All Areas)

1. Individual plans

- Each young person is unique and has different needs
- Design an initial short-term programme plan to allow time to get to know the young person and to establish a trusting, co-operative relationship and to familiarise yourself with their situation (family and friends)
- When ready, together with the young person (and their family and friends, where appropriate) design a programme plan:
 - In which the young person is actively involved and responsible for their personal development
 - Which aims to initiate behavioural change
 - Identifies positive channels to meet their needs
- Engage the support of parents/carers, schools and other agencies

2. Actively encourage positive behaviour

- Identify gains and losses of certain behaviours – how can the same gains be achieved with positive actions/how can losses be eliminated?
- Discuss real options and choices on how to handle various situations that the young people may find themselves in. Use examples/stories to reinforce points
- Involve friends and peers in programmes – it may reinforce positive behaviour (often members of the peer group may be equally at-risk as the young person who is referred). Reward and encourage good behaviour
- Assist the young person to consciously and actively follow a path of positive behavioural change and personal development
- Encourage the young person to get involved in alternative activities. Focus on education/training achievements
- Empower the young person to make the right decisions. The young person needs to decide and believe that positive behaviour is good for them and will improve their personal circumstances

3. Education and employability (sense of purpose)

- If the young person is involved in education/training:

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- Liaise with school/youth/training centre
- Support the young person in their learning
- If the young person is not involved in education/training, encourage and promote their involvement:
 - Liaise with schools/centres/colleges to attain a place
- A lot of people describe themselves by their profession or daily activity. This can be connected to a person's sense of self-worth as it helps them identify a purpose for themselves in society (E.g. I am a mechanic/students etc).
 - Promote the importance of training/qualifications
 - Establish links with local businesses
 - Establish links with local training centres

Managing challenging behaviours

- Model the type of behaviour that you expect from the young person
- Take active steps to develop a friendly and welcoming atmosphere
- Simple steps such as remembering the name of a young person and greeting them by name can show that you value them
- Take time to build (professional) relationships with young people. Be prepared to offer long-term support with a consistent worker, rather than a range of workers
- Treat young people with respect and as individuals
- Understand cultural differences, for example body language
- Give praise, recognition and reinforcement of acceptable behaviour
- Consider the physical layout of your service and the activities you provide. Encourage young people to contribute to the physical environment, e.g. paint a mural, pick out furniture etc.
- If you run a number of programs, don't mix too many young people who have challenging behaviour in the same group
- Have clear rules/policies at your service, which have been developed with young people. Ensure that all staff and volunteers are aware of your service policies and apply them fairly and consistently
- Ensure that young people are aware of the rules of your project/organisation. Implement consequences for inappropriate behaviour in a fair and consistent manner

- However, on occasion, young people are present in youth projects as a result of not keeping rules. Be realistic with rules – DO NOT set the young people you work with up for failure
- Also remember that staff and volunteers are the adults – address situations calmly, professional and reasonably

Case Study – Barnardo’s Scotland in HMYOI Polmont

Barnardo’s Scotland have been delivering the Outside In youth work service within young offenders institutions across Scotland since 2010. The service offers an innovative and varied curriculum to young people in custody. A curriculum that ensures young people are partners in the learning process, they choose to participate and activities build on each young person’s present circumstances and experiences.

Youth work is fully embedded within the establishment’s vision for the creation of a learning environment and works hard in supporting young people to develop their confidence, manage personal relationships and develop capacity to consider risk and make reasoned decisions to take control.

Activities include gaining qualifications, creative arts, fitness groups, fundraising, peer mentoring, volunteering, and a parenting programme.

In 2015-16, young people gained over 100 qualifications supporting their learning progression and employability prospects. 93% of young people developed new experiences and interests.

“I have been involved in youth work for the past 5 weeks and it has made my paranoia and confidence improve because of the discussions with the youth worker. I would like to do this more often or maybe soon join a bigger group [...]. They have made me feel stable.” Young person

“I have enjoyed the course, it’s been good and I have learnt a lot. Like talking to my child when he is older and how to explain situations the right way [...]. I have a son. He is 9 months old. He’s a happy little boy and he can crawl now and he’s always smiling and laughing. I want to be the best dad I can and be there for him as much as I can and play with him and build a healthy relationship with him. I hope I’ll have him living with me sometime in the future, even if it’s just for a few days a week and build on it.” Young person

Poverty

UNCRC

Article 4 – Governments must do all they can to make sure every child can enjoy their rights.

Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially is the child's parents work.

Article 26 – Governments must provide extra money for the children of families in need.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Low income/dependence on social welfare system/people in long-term unemployment or poverty/people in debt or with financial problems
Common cause and symptom of many of these exclusion factors – poverty.

Youth work cannot eliminate poverty single-handedly, but youth workers can work with young people in informal setting, broadening their opportunities, providing new experiences and challenges, showing their faith in young people and bringing out in them what is best (SALTO T-Kit on Social Inclusion).

Activity: Economic Assumptions (**Credit:** RIDE Practice Resources)

1. Using a selection of different photographs of people taken from newspapers/online. Ensure a mix of photographs of people with different race, clothing, hairstyles etc.
2. Ask the young people what they think about the individual's financial situation.
3. Have a discussion on each photograph on why they have made these assumptions.
4. Discuss as a group:
 - Is it ever justified to make a quick judgement about someone else?
 - What are the dangers of making such judgements?
 - What would make you want to challenge or support others as shown on the photographs?
 - How practically could you do this?

Duration: 15-20 minutes

Learning difficulties

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to the full.

A good quality education and training has to be about promoting rights not only in what is taught but also in how it's taught. This recognizes that young people are individuals and education should be directed towards each person's character, talents and abilities.

MINI WORKSHOP ACTIVITY

1. Introduction (10mins)

The trainer starts the section with a presentation explaining what learning difficulties are and how they affect the learning process. Special attention can be put on slides 12, 14, 16 and 18 and if needed those slides can be printed for the training participants.

Step into DYS shoes (5mins)

Trainer gives participants the sample of the text and asks them to decode it.

Tips and Tricks (10mins)

The trainer shows the presentation with the most important aspects of adapting text for students with learning disorders.

Knowledge into practice (10mins)



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The participants are asked to match in pairs and to use the piece of the text they used with the previous exercise and write down 10 ways that would make this text friendlier for people with learning disorders (following the rules from the previous presentation).

Conclusion (5mins)

General discussion connected to the topic:

- Please share one or more things you have learned during the exercise?
- How will you implement the things you learnt in your training methodology?

NOTE:

- ✓ This project has been funded with support from the European Commission. This publication [communication] 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 therein.
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- ✓ You are required to send us back feedback after delivery of each Module **no later than two weeks after**. You can fill out the form under <https://goo.gl/wxzXGX> (if you do not want to use Google docs, simply send answers to yip.austria@yip-info.org or to ALL IN project coordinator in your country.) You can answer questions in your native language. We are especially interested of any Changes made in program and adaptations of the methods.