

# MAGIC WAND: ACTIVITIES

FOR STREET-BASED  
YOUTH WORK



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Street work is a term that describes a variety of approaches all around the world. The more we get to know different practices and share experiences with each other, the more we find out that street work has many faces, since every practice is based on its local context. Nevertheless, they all share the same core. The common characteristic of street work in every country is the fact that we all go out of our way to know their environment, build relationships, and answer their needs.

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Ulično delo je izraz, ki opisuje različne pristope po vsem svetu. Čeprav se razlikujejo, vse imajo skupno značilnost: delo temelji na razumevanju okolice in vzpostavljanju odnosov, ki odgovorijo na njihove potrebe in talente.



# MAGIC WAND: ACTIVITIES FOR STREET-BASED YOUTH WORK

This project was carried out conjointly with Zavod Bob (Slovenia), CAI – Conversas Associacao International (Portugal), Beroepsvereniging Kinder – En Jongerenwerkers from (Netherlands), Ceska asociace streetwork, z.s. (Czech Republic), and Udruza za mlade Alfa Albona (Croatia).



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# FOREWORD

The activities for street-based youth work (street work) presented in this handbook were created as part of the strategic partnership project *Magic Wand for Street Work* funded by Erasmus+. This project is an ongoing collaboration between five organizations from five different countries with the goal of establishing support elements for quality implementation of street work in different local environments across Europe. The Magic Wand for Street Work project also aims to increase the visibility of street work at local, regional, national, and international levels, which we recognize as an indispensable element for further development of the field. The participating organizations are **Zavod Bob** (Slovenia) – coordinator, **CAI – Conversas Associacao Internacional** (Portugal), **Beroepsvereniging Kinder – En Jongerenwerkers** from (Netherlands), **Ceska asociace streetwork, z.s.** (Czech Republic), and **Udruga za mlade Alfa Albona** (Croatia).

In 2019 and 2020, we gathered good practices in implementing street work activities and tested them out in different environments. With the following activities we cover topics like team building, communication, discrimination, stigmatization, inclusion, law and justice system, sports, creativity and culture, community, personal development, project work, and collaboration with important stakeholders. To get more information about street work with youth, check our publication, [Theoretical Basis of Street-based Youth Work](#).

*Magic Wand: Activities for Street-Based Youth Work* aims to be a supportive and insightful tool mainly for street-based youth workers (street workers). For a better understanding of the terminology we use in describing the activities, we advise readers who might not be familiar with Roger Hart's Ladder of Youth Participation to read the remainder of this section, which contains a short introduction to youth participation.

Participation is important because it is one of the fundamental rights of young people, through which they are empowered to play a vital role in their own development and the development of their community<sup>1</sup>. Thus, when sharing different activities from each country, we paid special attention to active participation. Throughout the process of testing the activities, we were thinking about how to implement them to reach higher levels of participation among youth. Consequently, each activity in this handbook has a paragraph called Level of Participation, where we noted the level of participation that can usually be achieved with the implementation of the activity and possible adjustments

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1 <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>

and recommendations to reach higher levels and encourage meaningful participation.

The levels of participation are determined according to Rogers Hart's Ladder of Youth Participation which he described in his book, *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*.

The ladder consists of 8 levels or degrees<sup>2</sup>. The first three levels are non-participatory. They reflect adultism, the power adults have over children or youth. It is defined as prejudice and accompanying systematic discrimination against young people<sup>3</sup>.

1. First level: Manipulation – Adults use young people to support a cause while pretending that cause is inspired by young people.
2. Second level: Decoration – Young people are used to help a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.
3. Third level: Tokenism – Young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

After that, there are different levels of youth participation. It is important to consider that different contexts of working with youth (e.g. a newly established group vs. an existing group of friends) call for different levels of youth participation. In some situations, a lower level of participation may be necessary to prepare both young people and adults, by building trustful relationships, before moving further up the ladder. In street work, we strive to achieve the highest possible level of involvement of the participants in each part of our process, and gradually raise participation levels over time.

4. Fourth level: Assigned but informed – Young people are assigned a specific role and informed about how and why they are being involved. An example from street work is the entering stage, when street workers decide to start visiting specific locations where young people gather. The youth have not expressed that they want street work there, but they are informed by street workers about who they are and what their role and purpose is.
5. Fifth level: Consulted and informed – Young people give advice on activities, projects, and programs designed and led by adults. At this level, young people are informed about how their input will be used and how it will affect the outcomes of the decisions made by adults (decision makers). An example of an activity on this level of participation is recording the needs and wishes of the youth regarding a public space that is used or frequent. Street workers ask young people if they miss anything or if they have ideas for developing a (local) public space, and tell them that they will use these suggestions when talking to stakeholders and decision makers from the municipality, or send them to the local department in charge of urban,

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2 For a summary of Hart's Ladder, see: <https://www.youthpower.org/youth-drg-toolkit-3-mod-els-roger-hart-ladder>; see also: [https://higherlogicdownload.s3.amazonaws.com/ASTC/00e37246-8bd9-481f-900c-ad9d6b6b3393/UploadedImages/Ladder\\_of\\_Participation\\_1.pdf](https://higherlogicdownload.s3.amazonaws.com/ASTC/00e37246-8bd9-481f-900c-ad9d6b6b3393/UploadedImages/Ladder_of_Participation_1.pdf);

3 J. Gregoire/C. M. Jungers, *The Counsellor's Companion* (2007) p. 65

environmental, and spatial planning.

6. Sixth level: Adult-initiated, shared decisions with young people – Activities, projects, or programs are initiated by adults, but the decision-making is shared with young people. This level of participation is achieved when street workers bring a variety of activities addressing different topics to the field, and young people can choose what they would like to do.
7. Seventh level: Young people-initiated and directed – Young people initiate and direct a project or program and the adults' role is only to support them. An example from street work is supporting young people at organizing an event, such as a football tournament. The idea and all the content comes from young people, who are the main protagonists of the project. Street workers are only involved in the implementation by offering them support, where and when they need it. For example, youth workers usually help with transporting equipment to the location of an event because young people don't have driving licenses. Another example is communicating with stakeholders. Young people decide and specify what they want to communicate with decision makers and the street worker supports them by writing an email, making a phone call, or joining a meeting, if that's what the youth asked for.
8. Eighth level: Young people-initiated, shared decisions with adults – Projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while also enabling them to access and learn from the life experience and expertise of adults. An example of this level of participation is when a street worker connects the youth and other stakeholders of the community, and they start to develop events or projects together



# INTRODUCTION

This handbook collects a variety of activities that are suitable specifically for street-based youth work (street work). The selected activities were either developed or modified to become suitable for use in public places and outdoor settings. All of the activities were tested in different contexts around Europe, from where we collected various tips and tricks for their implementation. As such, the handbook offers support to street-based youth workers (street workers) and aims, in the long term, to raise the quality of street-based youth work.

Activities are thematically divided into chapters. The first chapter contains universal activities that are appropriate for a wide variety of target groups while also being suitable as introduction activities in the early stages of relationship building. The second chapter contains team-building activities which support reflection on the meaning of roles and communication within a team or a group. The third chapter contains activities that point out how quickly people tend to unfairly discriminate and consequently stigmatize others whom they perceive as bad or somehow different. It also contains methods that use sports as a medium for addressing social inequalities and promoting inclusion, fair play, and gender equality.

The fourth chapter contains activities that aim to deepen our understanding of the justice system and juvenile criminal system, and raise the awareness of citizens' rights and duties and their implications for real-life circumstances. The fifth chapter contains activities that support creative expression. The sixth chapter contains activities targeting a wider group: neighbors and other local stakeholders, with the aim of creating a social impact in the communities where street work is being implemented. The seventh chapter contains activities which support youngsters in their personal development, offering practical life lessons or career guidance. These activities are more involved and require building a relationship of trust with the street worker, who needs to know the youngsters and their challenges. The eighth chapter focuses more on project ideas that we implement with youngsters or that we encourage youngsters to implement on their own. Activities described in the ninth chapter require long-term relationships, collaboration, and involvement in the local community. In that sense, they can be considered more as specific approaches or methods than ready-made activities.



**UNIVERSAL  
ACTIVITIES**

## PARTICIPANTS

This activity can be implemented in groups as well as with individuals. It is also a good way to start a one-on-one conversation. The activity only requires reading skills, so it is appropriate for everyone (if there is a language barrier, a group can decide who will translate, read, etc.). Questions aimed at getting to know each other and cards with challenges can be used for youngsters (9–15 years old). Other questions are suitable for youth from age 15 and older.



**10–60 MINUTES**

## PREPARATION

Not needed if you have cards with questions made in advance

# CARDS WITH QUESTIONS

## OBJECTIVES

- 1- Get to know each other
- 2- Build trust with the youth, as well as among young people
- 3- Address topics that young people are not comfortable talking about
- 4- Encourage reflection

## TOPIC, KEYWORDS

Getting to know each other, building trust, friendship, relationships, family, future, challenges, career

## MATERIALS NEEDED

Cards, something to sit on (optional, if needed).

**NUMBER OF STREET WORKERS NEEDED:**



## IMPACT (INDICATORS OF SUCCESS)

1. Participants spontaneously exchange points of view about their preferences (e.g. favorite subjects in school)
2. Participants contemplate and engage in an open dialogue about different aspects of their lives
3. Participants gain insight into themselves (self-knowledge) and the composition of the group
4. Participants improve their social and communication skills
5. Participants and street workers build connections based on trust
6. Participants get to know more about street workers

## LEVEL OF TRUST NEEDED FOR IMPLEMENTATION

For all categories of questions, a medium level of trust is needed.

For low levels of trust: appropriate for using it as an ice breaker, to establish first contact and get to know each other.

## LEVEL OF PARTICIPATION

Standard level: Consulted and Informed

Ways to boost the participation level:

- a) Expand the set of questions by encouraging participants to write their own
- b) Let participants choose how to play
- c) Let participants initiate and lead the activity

## DESCRIPTION

The street workers and participants play this game together by answering questions on the cards. This establishes a condition of mutual sharing where street workers and participants are in the same role, making it a great icebreaker activity to get to know each other or to establish and build trust and open deeper topics.

Questions are separated by topic so be careful which ones you or the participants choose:

- Questions to get to know each other
- Deeper personal questions
- Questions addressing the future, careers, and professions
- Questions about relationships, friendship, and family
- Challenges

Present the cards to the participants and ask if they want to participate.

Ways to play the cards:

1. Each player takes one card and thinks about his/her answer. Whoever is ready can go first by reading their question out loud and answering it. When they are finished answering, the next player can begin. The round is finished when everybody answers the question on their card. The cards are mixed back into the deck and a new round can begin. If a player got the same card in the new round, he/she can change it for a new one.
2. One player pulls out a card and asks another player a question. The second player answers the question and takes his/her turn pulling out a new card and posing a question to a player who has not answered yet. Continue until everybody has answered one question. When the round is complete, repeat the process.
3. A card is pulled out by one of the players and he/she reads the question out loud. The group takes a minute to reflect, and then each player takes their turn to answer the same question. We pay attention that everyone has about the same amount of time to respond. When everyone has replied, one person pulls out the next card and the process is repeated.

4. Each player takes 4 cards and chooses whom to ask which questions (they are challenged to choose the most difficult question for the person they choose based on their previous knowledge about that person).

### MATERIALS NEEDED

Cards, something to sit on (optional, if needed).

### SUITABLE ENVIRONMENT

Parks, small squares, school playgrounds, preferably spots where you will be able to sit down and have some privacy.

### COMMENTS, TIPS & TRICKS

It is an activity that you can always have in your pocket and we are always surprised to see how well it works. It can be a really good conversation starter. It's easy to keep the conversation going by using new cards (questions).

It is important that all of the participants have the opportunity to answer a question. Sometimes the "loud" ones would like to answer for the "quiet" ones, and in that case, a street worker or participant has to moderate the activity.

Pay attention that participants do not use the answers in order to insult or provoke others.

For kids that are not confident with reading, it raises some problems with the group dynamic. Usually, if participants are not interested in doing anything, you can present the cards as an intriguing new thing. You can put the cards in a bowl or some other container and leave it to participants to play by themselves. Some street workers find it particularly useful for one-on-one conversations. Some of the questions are good to get to know young people's habits.

Cards might not seem appealing to some groups of young people or in certain situations, so don't push them too much.

It can model a communication style for participants. It's easier for young people to answer intimate questions when they are being asked by the cards and not by the street worker directly.

Sometimes participants will think about a question for a really long time, and some of the topics can then be discussed with street workers later. It's a good idea to settle the group down before starting, inviting the youngsters to sit, otherwise, the discussion will not be fluid, honest, and safe. While someone is thinking about their answer, it can be difficult for the others to maintain their attention (particularly when the kids are younger) and really listen to what others are saying.

Young people enjoy and are energized when it's their turn and they can choose whom to ask the next question.

Participants who can't read or simply are not confident with their reading skills can become discriminated against and may be excluded from the activity or bullied by their peers.

With young kids (under 10 years old) it's better to settle in small groups (3-4 kids max.) to have clear conversations and genuine insights. A bigger group makes it difficult for them to pay attention and increases their chances of feeling shy and reluctant to open up. It works best with small groups in a quiet atmosphere, without peer pressure

and time constraints. It worked when the street worker made an effort to explore insights and opinions through coaching methods.

You can create a suitable atmosphere by using background music.

Possible modification: You can prepare a selection of cards in advance if you want to emphasize and narrow the debate to one topic; for example, relationships.

Possible modification: You can always add new cards with questions on specific topics that you want to explore (e.g. drugs, alcohol and other substances, vandalism).

## PARTICIPANTS

Youngsters between the ages of 8 and 14  
The activity can be adjusted to work with individuals, in pairs, or in groups



10-60 MINUTES

## PREPARATION

15-30 minutes to collect the objects you will use

# MAGICAL CLOTH

## OBJECTIVE

1- Support young people in building their working memory capacity

## TOPIC, KEYWORDS

Education, free time, memory, working memory, learning processes

NUMBER OF STREET WORKERS NEEDED:



## MATERIALS NEEDED

A cloth or towel, or anything that can be used to cover objects  
Objects collected from the street or brought from other places

Author: Tiago LOBO

## IMPACT (INDICATORS OF SUCCESS)

1. Participants train and strengthen the capacity of their working memory
2. Participants improve their ability to avoid problematic behaviors such as impulsiveness, addiction, and delinquency

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium to high

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

Ways to boost the participation level:

- Encourage participants to find and choose the objects
- Let participants initiate and lead the activity

## DESCRIPTION

1. Gather a number of different objects and arrange them on the ground where everyone can clearly see them
2. The youngster is invited to take an attentive look at them
3. The street worker or another youngster covers all the objects with a cloth or towel
4. The youngster closes his/her eyes and the street worker removes a small number of objects
5. The youngster opens his/her eyes and he/she must identify the objects that were removed
6. Then they can change positions and continue playing

## SUITABLE ENVIRONMENT

- Places where a lot of “free” objects are available: parks, gardens, etc.
- Areas with garbage lying around (the pieces of garbage could be used as objects)
- Streets, squares, or corners with low or moderate noise

## ADAPTATIONS

The complexity should increase from one encounter to the next. Some ways that can be achieved:

1. Increase the number of objects each time you play
2. Increase the number of objects removed in each round
3. Add new objects while also removing some old ones in the same round, and ask the player to identify both added and removed objects
4. Remove all the objects and ask the player to identify of each one of them
5. Choose objects that are similar to each other

You can adjust the selection of items according to the topics that are relevant to the participants, or that you want to address (e.g. for the topic of sex, use condoms; for drug use, use matches, filters, etc.).

Possible modification: The activity can also be used as a name game for groups. Divide the players into two groups and drop a blanket between them so that they can't see each other. As soon as the blanket goes down, the players

need to quickly say the name of the person standing opposite. Players who don't succeed move to the other group.

Working memory levels and functioning are known to be connected to an array of behaviors, health issues, and adult outcomes. Low levels of working memory capacity or impaired working memory are connected to impulsive behavior, addiction, and delinquency. Increased working memory capacity promotes school achievement and learning processes.

#### COMMENTS, TIPS & TRICKS

The activity is more suitable for teenagers and those who like visualization.

### PARTICIPANTS

For minimum 2 participants.  
The activity is easy to adapt to different ages.



**10-30 MINUTES**

### PREPARATION

Not needed

### OBJECTIVE

1- Stimulate vocabulary development

V O C A B U L A R Y  
T R A I N I N G

### TOPIC, KEYWORDS

Vocabulary training,  
education, communication,  
words

### MATERIALS NEEDED

Pieces of paper with different topics.  
There is no limit on the number of topics that can be included in the activity.

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants train and expand their vocabulary
2. Participants get to know a new activity that they can also use on their own without the help of street workers

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

The level also depends on the participants.

## DESCRIPTION

1. Prepare a set of different topics and write each topic down on a separate piece of paper (cca. 2 x 10 cm). Topics may vary depending on the situation and age of participants (e.g. animal, city, name, foreign language, river, song, school subject, actor, chemical element, etc.)
2. One of the participants (or the street worker at the beginning) acts as the referee. He/she selects a topic and chooses a letter of the alphabet to apply to that topic.
3. Other participants try to quickly think of a word beginning with the chosen letter and connected to the selected topic.
4. The first person to answer correctly gets to keep the piece of paper where the topic is written and count it as a point.
5. Each time the referee draws a topic, he/she can choose a different letter of the alphabet.
6. After answering all the topics, the participants count the points.
7. The player with the most points can be the referee in the next round or win a small prize. It depends on what we have available and for what purpose we choose the activity. You can choose other rules yourself.

### Rules:

- Each word can only be used once (e.g. if we answer "apple" for the topic of food, we can't use the same answer later on for the topic of fruit)
- If two or more players respond at the same time, they compete against each other in a stand-off where the referee chooses a different letter of the alphabet for the same topic. Whoever answers correctly first gets a point.

## SUITABLE ENVIRONMENT

Anywhere (e.g. parks, playgrounds, youth centers).

## COMMENTS, TIPS & TRICKS

You can recycle the pieces of paper in subsequent rounds of the game, or you can play until you run out of paper.

For this activity, you don't need any special equipment or surroundings. It is great to use for moments of boredom or to pass the time when traveling. Moreover, it allows you to train and improve your vocabulary.

### PARTICIPANTS

Young people, all ages.  
The field is for four  
players at a time.



10-30 MINUTES

### PREPARATION

Not needed

### OBJECTIVES

- 1- Address fair play, responsibility, and accountability
- 2- Promote inclusion, regardless of gender, ability, age, and background
- 3- Promote sports and a healthy lifestyle

CUBES  
FOOTBALL GAME

### TOPIC, KEYWORDS

Football, sports, leisure

NUMBER OF STREET  
WORKERS NEEDED:



### MATERIALS NEEDED

- 1- Chalk to draw the field
- 2- Football

## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop a greater sense of fair play, responsibility, and accountability
2. Participants show a greater acceptance and tolerance towards marginalized groups
3. Participants increase their ability to resolve conflicts nonviolently
4. Participants lead a healthier lifestyle

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

It can also be a good introduction game for establishing contacts.

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

Once players understand the rules of the game the level of participation tends to be high since they mostly manage to play by themselves.

## DESCRIPTION

1. Use chalk to draw a playing field on the ground in the shape of a square or rectangle, and divide it into four equal parts.
2. Each player chooses their section of the playing field and starts with 5 points. At the start of each round, one of the players throws the ball by hand so that it bounces in his/her own field first, and then in one of the opponents' fields.
3. Players have to let the ball bounce in their own field once, and then kick it into an opponent's field. When a player makes a mistake, he/she loses a point and the round ends. The player who made the mistake starts the new round.
4. The goal of the game is to stay in the game as long as possible and force your opponents to make mistakes, causing them to lose points. Once a player makes 5 mistakes he/she is out of the game.

Players lose points if they:

- a) miss the kick;
- b) kick the ball out of the field; or
- c) kick it to the opponent too aggressively (or intentionally kick it directly at the opponent's body).

## SUITABLE ENVIRONMENT

Parks, playgrounds, public spaces where you have enough space to draw a field.

## COMMENTS, TIPS & TRICKS

If you didn't mark the field as four equal squares (it works well also in a diagonally divided rectangle), make sure players change their playing field after every round.

The street workers' contribution is especially valuable in situations where the rules are ambiguous and players have to rely on good sportsmanship and fair play.

You can decide on the size of the field, but we recommend keeping it small enough to avoid power kicks (since they

don't make sense in smaller fields). In our experience, the field is suitable if it is around half the size of a Volleyball field.

Sports-like activity for four players with a football that is appropriate for any kind of public space with a flat surface (asphalt, concrete, etc.). It is especially attractive to youngsters who like to play football, but since it's a non-contact activity where every player has their own square in which they play, it is also a fun challenge for those who do not play football often.

**PARTICIPANTS**  
Young people that go to playgrounds with their bikes, kick scooters, skateboards, roller blades, roller skates, etc.



**30-60 MINUTES**

**PREPARATION**  
Not needed

**OBJECTIVES**

- 1- Address fair play, responsibility, and accountability
- 2- Promote inclusion, regardless of gender, ability, age, and background
- 3- Promote sports and a healthy lifestyle
- 4- Encourage young people to be creative and inventive



**TOPIC, KEYWORDS**  
Sports, bike, skate board, scooter, free time

**NUMBER OF STREET WORKERS NEEDED:**

**MATERIALS NEEDED**

- 1- Chalk
- 2- Tree branches
- 3- Stones
- 4- Planks
- 5- Other materials to build the polygon

## IMPACT (INDICATORS OF SUCCESS)

1. Participants live a healthier lifestyle
2. Participants develop a better sense of fair play, responsibility, and accountability
3. Participants show a greater acceptance and tolerance towards marginalized groups
4. Participants increase their ability to resolve conflicts nonviolently
5. Participants show more inventiveness (e.g. by acknowledging the variety of materials in their surroundings they can use to have fun)

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

The participation level can be higher if young people build their own polygons.

## DESCRIPTION

1. Gather the materials you will use to create the polygon. The materials can either be brought with you to the field (e.g. chalk, wooden pieces, different cones ...) or found on the spot (e. g. stones, tree branches ...)
2. Build a polygon with the help of chalk and/or by using various materials. You can always encourage young people to build a polygon by themselves.
3. Together with the youngsters, decide what the goal of the challenge will be, and set the rules: e.g., will it be an individual or group activity, a collaboration or a competition, a tournament-style event, will players be timed, etc.
4. When the polygon becomes too easy, you can simply adapt it to be harder (e.g. if they are jumping over a tree branch, you can make the challenge harder by adding a new branch next to it).

## SUITABLE ENVIRONMENT

Playgrounds, public spaces, parks (with appropriate surfaces to ride on).

## COMMENTS, TIPS & TRICKS

The challenges should not be too easy so the participants don't lose motivation too quickly.

You can also use the stopwatch on your phone to measure the time they need to finish the polygon. For higher numbers of participants, you can make teams and encourage collaboration between the youngsters. If you have the option, you can also bring a skateboard or kick scooter with you on the field.

This is a fun leisure activity for young people that spend time in public spaces with their kick scooters, skateboards, bikes, etc.

**PARTICIPANTS**  
Online activity for kids and young people (from 7 to 20 years old).

**UNSPECIFIED (ONLINE ACTIVITY), LONG TERM A FEW WEEKS**

**PREPARATION**  
2 hours per day over the course of the activity



**OBJECTIVES**  
1- Remain in contact with young people  
2- Inform the youth on various topics  
3- Increase young people's interest in important topics (e.g. education, environment, prevention)

**TOPIC, KEYWORDS**  
Education, prevention, contact, online

**NUMBER OF STREET WORKERS NEEDED:**



**MATERIALS NEEDED**  
1- Phone or computer with the necessary apps  
2- Social media

## IMPACT (INDICATORS OF SUCCESS)

1. Participants know how to reach street workers online
2. Participants know how to find relevant information
3. Participants have new knowledge on relevant topics

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Assigned and informed

## DESCRIPTION

1. Prepare a set of questions to be posted online. It is recommended that the questions are divided by difficulty into two age-appropriate categories:
  - a) younger than 15;
  - b) 15 and older
2. Prepare a visually attractive post with the set of three questions and publish it on your organization's social media pages.
3. Young people then have a certain amount of time to send you their answers as private messages.
4. Participants who answer all three questions correctly get 1 point. (They can also be included in a draw for a prize if you decide to organize one.)
5. The activity/competition can last as long as you want, have as many rounds (sets of three questions) as you want.
6. At the end of the competition, count the participants' points and the one with the highest number is the winner. The winner gets a small present (e.g. jewelry, cosmetics, shoes, free tickets to the cinema)

## SUITABLE ENVIRONMENT

Online.

## COMMENTS, TIPS & TRICKS

Online activity for the days when we are not able to go to the field or when youth centers/clubs have to be closed for various reasons (weather, pandemic, etc.).

The activity is centered around an online competition in which young people answer three questions that the youth workers put on their social media (Facebook, Instagram). Questions can address various topics that we think young people should be informed about (e. g. educational, preventive, cultural, social).

The purpose of the activity is also to stay in contact with the participants when we can't be present in the field or in youth clubs. We don't just collect the answers; it is also a great opportunity to chat with young people about the topic and talk to them individually about their answers. Through private messages we can also ask them how they are and how they are handling the situation, or if they need help with school.

The posts should be easy to read, should not contain too much text, use language that is accessible and easy to understand (no expert talk), use two colors at the most, with one or two appropriate gifs connected to the topic.

It can be useful to read something about PR or marketing on social networks for additional tips and tricks.

It is a good idea to check what profiles the participants follow and what their stories are, to inspire yourself if you don't want to read a lot of PR/marketing books/texts.

Some tools are better suited to certain groups. Some groups are able to do quizzes, some tend to use open answers more while others prefer yes/no options, some questions can employ scales, etc. It's good to vary them or use the ones that are most suited to, or popular among, the target group.

Some workers have a good experience if the online activity is not too intense; they post questions or quizzes once a week and follow up the next day with the correct answers. Some also use stories to share some fun stuff or daily updates and other info.

*We have observed some bad practices in our country during the COVID-19 outbreak in the spring: childish topics or topics more interesting to the workers than the participants, or live-stream public discussions on sensitive topics with workers calling out the "clients" by name to get them to talk.*

*We started at 2pm (the best time for catching our clients' attention on Facebook), put some attractive pictures or GIFs on our profile and posted our questions in the comments (which increases viewership of the post).*

## PARTICIPANTS

Most suitable for young people from 15 to 18 years old.



30-45 MINUTES

## PREPARATION

2 hours

# MAGIC BOXES



## OBJECTIVES

- 1- Encourage curiosity
- 2- Support young people in building their working memory capacity
- 3- Encourage young people to be creative and inventive Inform the youth on various topics
- 4- Increase young people's interest in important topics (e.g. education, environment, prevention)

## TOPIC, KEYWORDS

Magic boxes, the unknown

## MATERIALS NEEDED

- 1- Cardboard boxes
- 2- Textile
- 3- Glue
- 4- Items to put inside the boxes

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants train and strengthen the capacity of their working memory
2. Participants improve their ability to avoid problematic behaviors such as impulsiveness, addiction, and delinquency
3. Participants show more inventiveness (e.g. by acknowledging the variety of materials in their surroundings they can use to have fun)
4. Participants know how to find relevant information
5. Participants have new knowledge on relevant topics

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Assigned and informed

## DESCRIPTION

Preparation:

- Prepare five boxes by lining or covering them with fabrics so that each box is different. Place each box so that the opening is facing sideways, and cover it with a curtain so the content of the box is not visible from the outside and can only be discovered by reaching inside with your hand.
- Prepare a selection of items based on any topic you want to address with the participants, and place them inside the boxes.

How to play:

- Invite the participants to guess what is inside the boxes by touching the items.
- Ask the participants, what is the connection between all the objects in the boxes? This will lead to an open discussion about the topic we want to explore with young people.

## SUITABLE ENVIRONMENT

Outside the office, in the park, preferably schoolyards.

## COMMENTS, TIPS & TRICKS

The activity can be made with fewer boxes. If you decide to use only one box, you can simply ask a participant to tell you something about the object inside (e.g. why he/she thinks it was placed there).

To boost the level of participation you can leave one box empty and invite youngsters to choose an object to put inside. In that case, you are going to be the one guessing what is inside, and the chosen topic will be something that addresses their current need or interest. At the end of an activity you can give the participants a reward (a small act of kindness).

This activity is based on the assumption that human beings are naturally curious. It is a great way to open up a discussion on a given topic.

## PARTICIPANTS

Young people from 15 to 18 years old.  
It can be done with an older group if  
you already gained their trust  
beforehand.

## PREPARATION

60-90 minutes to  
prepare a dreamcatcher;  
not needed if you already  
have one



60 MINUTES

# DREAMCATCHING

## OBJECTIVES

- 1- Enable the formation and expression of opinions on important topics (e.g. education, environment, prevention)
- 2- Encourage discussion
- 3- Provide young people with information on various topics
- 4- Increase young people's interest in important topics

## TOPIC, KEYWORDS

Dreamcatcher, wish list,  
discussion, communication

## MATERIALS NEEDED

Giant dreamcatcher or any  
other attractive (preferably  
giant) object  
Pen and paper so they can  
write their wishes and  
thoughts down

NUMBER OF STREET  
WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants strengthen their ability to form and express opinions.
2. Participants improve their social and communication skills
3. Participants have new knowledge on relevant topics

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

Standard level: Assigned and informed

## DESCRIPTION

1. Decide on a topic that you want to discuss with the participants.
2. Create a giant dreamcatcher and attach a piece of paper with a question regarding the topic you want to open with the youth (e.g. What is your dream country?).
3. Hang the dreamcatcher in a public place.
4. When the participants approach you, invite them to write their answers on empty pieces of paper and add them to the dreamcatcher.
5. Discuss the topic with the participants.

## SUITABLE ENVIRONMENT

Park, school yard, playground.

## COMMENTS, TIPS & TRICKS

Try to find a topic that is familiar to the participants. This will allow you to connect with them and start a conversation about their wishes and thoughts.

It doesn't have to be a dreamcatcher; it can also be some other giant object or something with neon colors. Anything that will grab young people's attention.

We can use the dreamcatcher to engage young people in a discussion by grabbing their attention with something visually attractive and different.



**TEAM BUILDING,  
COMMUNICATION  
ACTIVITIES**

## PARTICIPANTS

Group activity appropriate for youngsters from 9 to 14 years old  
It can work with older youth if you already have an established trustful relationship and can create a safe learning environment.



**30-60 MINUTES**

## PREPARATION

15 minutes to prepare materials  
Not needed if you already have materials

## OBJECTIVES

- 1- Build trust with the youth, as well as among young people
- 2- Create group dynamics
- 3- Address fair play, responsibility, and accountability
- 4- Promote inclusion, regardless of gender, ability, age, and background
- 5- Encourage young people to be creative and inventive



## TOPIC, KEYWORDS

Team building, roles in the group, group dynamics, cooperation

## MATERIALS NEEDED

Cards, something to sit on (optional, if needed).

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants reflect on the roles individuals have in a group
3. Participants strengthen the ability to give constructive feedback
4. Participants acknowledge the importance of cooperation for success
5. Participants build trust and confidence in group work
6. Participants strengthen their relationships within the group
7. Participants develop a better sense of fair play, responsibility, and accountability
8. Participants show a greater acceptance and tolerance towards marginalized groups

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

High

## LEVEL OF PARTICIPATION

Standard: Assigned, but informed

Ways to boost the participation level:

- Encourage participants to come up with their own questions for reflection
- Let participants initiate and lead the activity

## DESCRIPTION

1. Preparation of the space: Use chalk to draw a river on the ground, and the start and finish positions for the players. The distance from start to finish has to be at least 3 meters for the activity to be challenging.
2. Tell participants that their task is to go from start to finish without losing any team members in the wild river. The river is very dangerous and its current is strong, so if someone steps in the river he/she drowns immediately and the team has to start over.
3. The first 4 players are given cardboard sheets representing small rafts they can place in the river and step on. Once a raft is placed correctly, it can be picked up again. However, if it is placed and nobody is touching it, the raft is taken by the river and lost.
4. Participants try to cross for the first time. If they lose quickly, give them a second chance.
5. The first round of discussion is introduced, where participants reflect on what is going on, why they are losing, and what is working.
6. The group tries again.
7. After the group successfully completes the challenge, have a discussion where you ask each member:
  - a) What was your strategy in crossing the river and reaching the finish line?
  - b) What roles did you play in the group?
  - c) Why did you take up those roles?
  - d) Who gave the initiative?
  - e) How did others perceive your role?
  - f) How did you perceive the role/behavior of others?
  - g) What was crucial in overcoming the challenge and crossing the river successfully?

## SUITABLE ENVIRONMENT

Someplace where the participants will not have trouble going out of their comfort zone a little bit or be worried about how they will look to outsiders while doing the activity.

## COMMENTS, TIPS & TRICKS

Someplace where the participants will not have trouble going out of their comfort zone a little bit or be worried about how they will look to outsiders while doing the activity.

Make sure to prepare only the minimum number of cardboards (number of participants minus two) necessary to cross the river. If too many rafts are available, the challenge becomes too easy to solve and doesn't require group cooperation. The participants may start to lightly jump and slide on the cardboards to move them; this is not allowed, because this kind of solution does not require teamwork.

This activity can create frustration if the team does not manage to solve it in the first few tries. Consequently, some conflicts between participants can emerge, but this is a great starting point for reflection. The role of a street worker is to keep the participants in the learning zone and not in the panic zone.

The activity was fun for the participants and promoted cooperation among them. In the long run, it strengthened communication within the group.

### Possible modifications:

To make it more challenging, you can decide that some of the team members are blind or deaf, or use only one leg. This can drastically change the group dynamics.

In this activity, the group is challenged to cross the "wild river". The challenge demands collaboration between the group members and is a good opportunity for young people to discover group dynamics and their own roles in different groups.

## PARTICIPANTS

Group activity (5 to 10 people) appropriate for young people older than 10



**30 MINUTES**

## PREPARATION

60 minutes to prepare the spider web  
Not needed if we already have a spider web

## OBJECTIVE

- 1- Build trust with the youth, as well as among young people
- 2- Build group dynamics
- 3- Address fair play, responsibility, and accountability
- 4- Promote inclusion, regardless of gender, ability, age, and background
- 5- Encourage young people to be creative and inventive

# SPIDER WEB

## TOPIC, KEYWORDS

team building, communication, group dynamics, roles of the individuals in the group, free time

## MATERIALS NEEDED

- Spider Web: an elastic ring with ten strings attached
- Three tennis balls
- Three cups (0,5 l or big enough for a tennis ball to fit inside)
- Marking tape or chalk

**NUMBER OF STREET WORKERS NEEDED:**



## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants reflect on the roles individuals have in a group
3. Participants strengthen their ability to give constructive feedback
4. Participants acknowledge the importance of cooperation for success
5. Participants build trust and confidence in group work
6. Participants strengthen relationships within the group
7. Participants develop a better sense of fair play, responsibility, and accountability
8. Participants show a greater acceptance and tolerance towards marginalized groups

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Higher-level: Adult initiated, a joined decision

## DESCRIPTION

This is a social activity where participants need to cooperate to build the highest possible tower out of cups and tennis balls. It is especially challenging since they can only use the spider web to grab the object.

### Preparation of the space:

1. Choose a flat area. Mark an inner circle in the middle of it with chalk or tape, about one meter in diameter. Around it marks an outer circle that is about 3 meters in diameter.
2. In the middle of the circle, place 3 cups facing upside down and 3 tennis balls.
3. Place the elastic ring of the spider web in the middle of the inner circle so that the strings extend over the outer circle.

### Steps of implementation:

1. Tell participants that their mission is to build the tallest tower they can in 5 minutes using the cups and tennis balls. Each cup needs to contain a tennis ball before it can be used as a building block. If the cup or tennis ball is knocked or falls over the border of the inner circle is it lost and they cannot use it anymore.
2. While standing outside the outer circle, they can use the elastic band of the spider web to touch and move the cups and tennis balls. Each of them can control the band with one or two strings in their hands. They have to be careful not to overstep the outer circle, otherwise, they have to start over.
3. Give them 5 minutes to build the tower.
4. After the first session, encourage participants to reflect on their communication, cooperation, and the role each person played.
5. If participants want, they can try again and change certain behaviors. As a moderator of the activity, the street worker can also add additional rules to make it even more challenging (e. g. no talking, some of the participants are blindfolded, less time available, additional ball added)

## SUITABLE ENVIRONMENT

Public spaces with a large enough flat, ideally concrete surface and no wind.

## ADAPTATIONS

1. Increase the number of balls and cups to five
2. Limit the time for the challenge to two minutes
3. Limit the number of attempts to three
4. Cover the eyes of the strongest team player or a few players
5. The team members aren't allowed to speak to each other
6. Let only one team member speak and give instructions to others. (For a really advanced level you can blindfold the other team members)

## COMMENTS, TIPS & TRICKS

This activity is very inclusive. It is suitable for younger and older people, and for people from different cultures.

When dealing with a very well connected and organized group, you can adapt and make the activity more difficult so they don't solve it too quickly and too easily.

For youngsters that are struggling with anger and stress management and have low levels of perseverance, solving the task can lead to frustration and confrontational behavior. This is an opportunity to work with the group and reflect on why it came to frustration and how can they surpass it.

The activity can create frustration if the team does not manage to solve it in the first few tries. Consequently, some conflicts between participants can emerge, but this is a great starting point for reflection. The role of a street worker is to keep the participants in the learning zone and out of the panic zone.

Make sure to use appropriate material when making the Spider Web. If it's too harsh, some kids (especially younger and more sensitive ones) may quit the activity after a few minutes because the wire/rope is hurting their hands.

It can be difficult to keep the participants around for the final discussion and reflection. If this is the case, we risk the social learning (of communication and collaboration skills) being merely implicit.

Keep in mind that this activity can attract attention while playing in a public space. This may be uncomfortable for youngsters and you may have to deal with the viewers.

If you are thinking of using only cups as building blocks for the tower, keep in mind it can be too easy for older youngsters (12 years and older).

It works because it's visually appealing, easy to play, challenging (but not too difficult), and easily adaptable to the number of youngsters that show up (participants can even grab a bunch of ropes at the same time, not only one). It keeps youngsters focused for a long time (sometimes up to 15-20 minutes at a time).

It's a relatively simple activity that you can quickly set up and put away.

In our experience, children between the ages of 6 and 11 became really involved, especially younger kids; it was very exciting for them and they got involved in the group dynamics (communicating, speaking to each other, collaboratively deciding on the moves) while also maintaining individual focus (visual perception, making silence, listening).

After the game ended we were able to create a very secure and positive environment where the youngsters could approach us as their confidants. It made it possible to begin relationships with youngsters without the need to step

into their private space and without the usual introductory small talk.

In a group of 10–15-year-olds, the activity enabled the youngsters to come together in a positive social and conversational dynamic. This was different from the regular school playground situation where the youngsters tend to be fragmented and separated by age.

At first, older youngsters (13 to 15 years old) didn't want to play and just watched, but after observing for a while they joined in. There was teamwork, without discrimination by age (ageism) or violence, something that occurs quite often in this community.

With the 6–11-year-olds, the activity helped make a very good impression of the street worker. Later on, they were always asking for this specific game. It fostered and opened ways for youth participation: after the game, they were spontaneously coming up with creative ideas for new games and tasks to do right away or in the future (e.g., "For next week, can we build our own balls?")

With high-risk youngsters aged 13 to 16, we found that several repetitions of the games were suitable, a few days apart. After a few implementations, they started to make more of an effort to collaborate and participate in teamwork. They could still occasionally have emotional outbursts.

## PARTICIPANTS

For groups of young people ages 8 and up. It is better if the participants are all around the same age so that they are doing this activity with their peers. For up to six people.



60 MINUTES

## PREPARATION

Not needed

# Dixit

## OBJECTIVES

- 1- Get to know each other
- 2- Build trust with the youth, as well as among young people
- 3- Build group dynamics
- 4- Encourage reflection

## TOPIC, KEYWORDS

Getting to know each other, building trust, friendship, relationships, fun

## MATERIALS NEEDED

- 1- Cardboard boxes
- 2- Textile
- 3- Glue
- 4- Items to put inside the boxes

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants strengthen their relationships within the group
3. Participants and street workers build connections based on trust
4. Participants build trust and confidence in group work
5. Participants gain insight into themselves (self-knowledge) the composition of the group
6. Participants train and expand their vocabulary
7. Participants get to know a new activity that they can also use on their own without the help of street workers

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Consulted and Informed

Ways to boost the participation level:

- a) Let participants choose how to play it
- b) Let participants initiate and lead the activity

## DESCRIPTION

1. Greet the young people in a public space. If you don't know them, introduce yourself and tell them what you're doing there.
2. Invite them to join the game, tell them a little bit about it, explain the rules, and show them the cards.
3. If they are up for it, play Dixit with them. Pay attention to what kinds of associations they have.
4. After playing the game, ask them how it was for them and if they noticed anything particular about their associations.

## SUITABLE ENVIRONMENT

Park, schoolyard.

## COMMENTS, TIPS & TRICKS

You can leave out the scoring system if the participants are not interested in winning, but are more interested in how well they know each other.

After every round, you can encourage the participants to reflect on why they chose a certain card for that specific association.

When the street worker is choosing an association he/she can use this opportunity to address certain topics and give the participants something to think about. Topics might include the school system, love, or social conditions, to give just a few examples.

Dixit is an imaginative social guessing game that is played with the help of beautifully painted illustrations. Participants have to guess which illustration originally inspired the storyteller's associations.

## PARTICIPANTS

Everyone

**AROUND 30 MINUTES,  
ALSO DEPENDING ON  
THE NUMBER OF THE  
PARTICIPANTS**



## PREPARATION

Not needed

# WOW GAME SHARING EMOTIONS THROUGH MUSIC

## OBJECTIVES

- 1- Build trust with the youth, as well as among young people
- 2- Encourage young people to express their feelings and emotions.
- 3- Address topics that young people are not comfortable talking about
- 4- Encourage reflection
- 5- Encourage empathy

## TOPIC, KEYWORDS

Music, emotions, empathy,  
social competencies,  
communication, empathy

**NUMBER OF STREET  
WORKERS NEEDED:**



\* At least one, ideally two

## MATERIALS NEEDED

Wireless speaker, phone or  
other device to access the  
internet.

## IMPACT (INDICATORS OF SUCCESS)

1. Participants learn how to express their emotions and feelings
2. Participants contemplate and engage in an open dialogue about different aspects of their lives
3. Participants gain insight into themselves (self-knowledge) and the composition of the group
4. Participants learn how to express something difficult
5. Participants develop an increased sense of empathy

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

It's better if the participants know you a little bit before the activity.

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

## DESCRIPTION

This activity is based on using music to express your feelings and opinions.

- The street worker invites participants to pick a song that expresses:
  - a) how they feel;
  - b) how their day has been so far; or
  - c) how they are doing today.
- Each participant then has an opportunity to find a song on the internet and play it for the others – not saying anything about their emotions.
- Other participants guess how the person is feeling and what they are trying to express.
- Whoever guesses correctly goes next.

## SUITABLE ENVIRONMENT

Park, a place where we can provide some level of privacy.

## COMMENTS, TIPS & TRICKS

Sometimes the participants can be in emotionally difficult situations, so we have to be prepared for this. In such cases, it is better to take the participant away from the group and talk about it individually, then return to the group together (if appropriate).

Participants can stop the songs or choose not to play the whole song. The street worker can also instruct the participants to pick a shorter song or play just part of it.

It can be encouraging if the street worker starts with their song first, to show the participants the way.

The activity can be used to express different topics that young people are interested in at the moment. It can give you a clue about what's going on – if something important happened within the group, participants can use the songs to express how they feel about it.

Their choice of song can uncover and bring out other topics which are important to them.

## PARTICIPANTS

For young people from 10 to 18 years old  
The activity is suited for 10 to 15 young people



**60 MINUTES**

## PREPARATION

Not needed

## OBJECTIVES

- 1- Build trust with the youth, as well as among young people
- 2- Build group dynamics
- 3- Address topics that young people are not comfortable talking about
- 4- Encourage young people to express their feelings and emotions
- 5- Encourage young people to express their fears
- 6- Encourage empathy
- 7- Encourage reflection



## TOPIC, KEYWORDS

Balloons, fears, personal problems, anonymity

## MATERIALS NEEDED

- 1- Balloons (they should all be the same color)
- 2- Paper
- 3- Pens (they should all write in the same color)

## NUMBER OF STREET WORKERS NEEDED:

\* 2 street workers per 10 participants  
Depends on the number of participants



## IMPACT (INDICATORS OF SUCCESS)

1. Participants express their problems and fears
2. Participants gain confidence in dealing with their problems and fears
3. Participants learn how to cope with their fears
4. Participants improve their ability to find solutions to problems
5. Participants contemplate and engage in an open dialogue about different aspects of their lives
6. Participants learn how to express something difficult
7. Participants develop an increased sense of empathy
8. Participants build trust and confidence in group work
9. Participants strengthen their relationships within the group

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

It is best when the participants already know each other.

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

## DESCRIPTION

- Each participant gets an empty piece of paper, a pen, and a balloon. It is important that the pens and balloons are all the same color so that participants stay anonymous (which creates a safer space for sharing fears and trauma).
- Invite the participants to write down their greatest fear/secret/problem, put the paper inside the balloon, and inflate it.
- When all balloons are inflated, mix them and invite participants to randomly select one.
- One by one, the participants pop their chosen balloons and read what is written on the paper out loud.
- After each fear/secret/problem is read out, we encourage the young people to discuss it. This way we can solve their problems anonymously.

## SUITABLE ENVIRONMENT

Public space where we can provide a safe environment.

Youth center or club.

## COMMENTS, TIPS & TRICKS

It is an activity that requires some pre-established trust among the young people playing it, as well as between them and the street workers.

It may be appropriate that the participants are similar in age since that makes it easier to create a safe space.



**DISCRIMINATION,  
STIGMATIZATION,  
INCLUSION  
ACTIVITIES**

## PARTICIPANTS

Appropriate for young people aged 12-20  
Group activity (5-15 participants)



45 MINUTES

## PREPARATION

10 minutes to prepare role cards and the materials

# BUILDERS AND DESTROYERS



\*Builders and Destroyers

## OBJECTIVES

- 1- Promote inclusion, regardless of gender, ability, age, and background
- 2- Inform young people about the stigmatization process
- 3- Encourage empathy
- 4- Evoke reflection

## TOPIC, KEYWORDS

Education, stigmatization, exclusion, labels

## MATERIALS NEEDED

- 1- Material for building (paper and similar materials)
- 2- A hat or a bowl (to draw the role cards from)
- 3- Small pieces of paper with the roles written on them, matching the number of participants

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants reflect on how labels work and the danger of making assumptions based on other people's opinions
2. Participants are informed about exclusion
3. Participants reflect on the process of stigmatization among peers
4. Participants show a greater acceptance and tolerance towards marginalized groups
5. Participants improve social and communication skills
6. Participants gain insight into themselves (self-knowledge) and the composition of the group
7. Participants reflect on the roles individuals have in a group
8. Participants strengthen their ability to form and express opinions
9. Participants learn how to express their emotions and feelings
10. Participants learn how to express something difficult
11. Participants develop an increased sense of empathy

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

It is best when the participants already know each other.

## LEVEL OF PARTICIPATION

Standard level: Assigned, but informed

## DESCRIPTION

- The group is tasked with building a simple but creative common work (for example, a small paper house), something that requires cooperation. The materials should be varied. They can be brought by a street worker or collected on the street or in the forest.
- Tell the participants that each of them will be assigned the role of either a builder or a destroyer. Explain to them that builders have to build, and destroyers have to destroy without revealing their role; i.e. they have to be smart about sabotaging the common work without being obvious. Emphasis is placed on ensuring that none of the participants disclose their role to the others. The group as a whole has two tasks: to build a common work, and to identify the destroyers.
- Participants receive cards with their roles written on them. The trick is that no one really is a destroyer; everyone gets a card with the role of a builder.
- When the group is finished with the common work, a group discussion starts. In the discussion, the participants still cannot reveal their role to the others.
- The workers then ask the group:
- Who thinks that someone in the group is a destroyer, and why?
- People will naturally choose someone who messed up a little. The group members that were targeted as destroyers should be stopped if they want to defend themselves. Then, the participants who didn't choose anyone are asked to speak about the people who've been targeted. Finally, the targeted members are asked how they feel and at the end, they all reveal their true roles.
- Then the reflection starts. The participants are given feedback on what happened, why it happened, how it can be prevented, and there is a reflection on how to treat these situations in the future.
- An example may be given from real life of how some rumors spread and how this affects someone.

## SUITABLE ENVIRONMENT

Schoolyard or park.

## COMMENTS, TIPS & TRICKS

If there is anyone in the group who says that he/she thinks that no one is a destroyer, the street workers focus on him/her and let them talk about why he/she thinks that.

The discussion can be very intense, so it can be difficult to manage the participants. It's best to establish rules before the group discussion starts (that there can be only one person talking at a time, etc.).

It's better when there is more than one worker, so one or more of them can join the group and act a bit like a destroyer, and then help steer the group discussion later on.

Street workers can also open a discussion about:

making a mistake and how easily people can label you as a destroyer even though it was just a mistake, and what this kind of attitude leads to;

different religions and the hatred one religious community can have towards another, and where this hatred comes from.

One of the street workers that used this activity saw that it didn't have a long-lasting impact, because even though the participants had reflected the situation, they still tended to side with their own community afterward.

The activity cannot be repeated with the same group or with participants who already know it.

## PARTICIPANTS

Children and youngsters from 9 to 18 years old. It's great for groups that already play football outside. On the other hand, it is appropriate for everyone and does not require prior football skills, since these are not the focus of the activity.



**45 MINUTES**

## PREPARATION

Not needed



FOOTBALL

## OBJECTIVES

- 1- Address fair play, responsibility, and accountability
- 2- Promote inclusion, regardless of gender, ability, age, and background
- 3- Evoke a willingness to play sports and healthy lifestyle
- 4- Encourage reflection
- 5- Encourage discussion
- 6- Encourage empathy
- 7- Enable decision making

## TOPIC, KEYWORDS

Football, cooperation, equality, social issues

NUMBER OF STREET WORKERS NEEDED:



## MATERIALS NEEDED

- 1- Ball
- 2- Two goals or something that can be used as a goal.
- 3- Improvised pitch (e.g. 40 x 20m or smaller) on the street, at a park or football field
- 4- Match sheet

## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop a better sense of fair play, responsibility, and accountability
2. Participants show respect for women and girls, and appreciation of gender equality
3. Participants show a greater acceptance and tolerance towards marginalized groups
4. Participants improve their ability to resolve conflicts nonviolently
5. Participants live a healthier lifestyle
6. Participants improve their social and communication skills
7. Participants reflect on the roles individuals have in a group
8. Participants strengthen their ability to give constructive feedback
9. Participants acknowledge the importance of cooperation for success
10. Participants build trust and confidence in group work
11. Participants strengthen their relationships within the group
12. Participants improve their decision making skills

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

It is a great advantage if you have already worked with a particular group, since you know participants by name and have some level of trust.

## LEVEL OF PARTICIPATION

Higher-level: Adult initiated, shared decision.

If it is repeated multiple times you can raise the participation level to 'Young people initiated and directed'.

## DESCRIPTION

Football3 is a method of playing sports in three halves (pre-match discussion, football match, post-match discussion), which gives you a lot of space to address topics and social issues connected to the sport (gender equality, peacebuilding, inclusion, health). It values fair play, gender equality, teamwork, and respect as important as football skills.

More: <https://www.streetfootballworld.org/football3/>

[https://issuu.com/streetfootballworld/docs/football3\\_handbook\\_web\\_version\\_engl](https://issuu.com/streetfootballworld/docs/football3_handbook_web_version_engl)

### Instructions:

- The first step is introducing the method, what it is about, and how it is different from usual football matches (three halves, special rules, importance of values, role of the mediator, no judge).

### Pre-match discussion:

- In this step, both teams together have the task of agreeing on a set of 3-5 rules for their football3 match. They also select special and fair play rules that tackle social issues (e.g. increasing female involvement), with the help of the street worker who facilitates the process. Teams are mixed-gender.
- The next step is the actual match, which is usually shorter (between 10 and 20 minutes). Players are responsible for their match and for complying with the rules that they agreed on. The street worker monitors the match and intervenes (as a mediator) only if the two teams cannot agree and resolve an issue.
- The last step is the post-match discussion. In this step, players reflect on how well they respected the rules, on their behavior, the behavior of their teammates and of the opposing team.

## SUITABLE ENVIRONMENT

Football field, grass field, or other large, flat, open surface.

## COMMENTS, TIPS & TRICKS

It is crucial that you start with fewer rules (3-5) at the beginning and gradually add more of them since participants hardly think about many of the “new” football3 rules while playing for the first time.

Responsibility is on players themselves, so the role of the mediator is really difficult with some new teams and players since they sometimes can't understand special rules at first.

You can decide on fixed rules that players have to follow, such as:

- The offside rule does not apply
- All free kicks are indirect
- Substitutions are unlimited and can be made any time
- A time limit/maximum duration for each match
- Fair play is a must
- If a player goes down on the ground, the match is stopped and the opposing player should help them up

Examples of special rules:

- All players must pass the ball at least once during the match/for a goal to count
- There is a special joint celebration ritual after the completion of the match
- Both teams celebrate when a goal is scored, regardless of who scored it
- Girl's goals count double
- There is no goalkeeper, or the last defender can use their hands in the penalty area

Engage participants in choosing special rules that address topics or social issues by asking them what is happening in their lives, families, schools. Use the topic that is most significant that week.

Ask directly which particular values they want to promote through the match and which values they think will promote teamwork and honesty?

The more independent participants can take control and show leadership skills. But be aware that participants who are more natural leaders can have a tendency to overrule others. As a mediator, you need to make sure everyone is heard and can impact group decisions.

The reactions of the participants are positive. They are enthusiastic about being able to make their own rules.

Participants see that the girls can play football too.


In the beginning, it was really difficult to show football in other light than competitive and aggressive games, but after some time the participants can play by the rules of Football3.

Language barriers can result in miscommunication between the participants.

By default, the street worker is the one who acts as a mediator and facilitates and pre-and post-match discussions. However, more experienced Football3 players with a sense of teamwork and group dynamics can eventually take up the role of mediator (high participation level).

The activity gives the street worker the opportunity to observe how individuals function within the group. For example, one of the street workers observed that sometimes the youngsters wanted to say something against a decision but found it difficult to express, while the natural leaders of the group took more control and were less doubtful.

In some countries football3 is already a well-established system of playing football, so young people in those countries can get even more involved. In our partnership this was the case for the Czech Republic (participation in tournaments in Prague and throughout the Czech Republic: <https://www.fotbalprozvoj.org>)



**LAW, JUSTICE  
SYSTEM**

**PREPARATION**  
60-120 minutes to study the law and prepare the statements. This depends on how much you already know about the legal and (juvenile) criminal system in your country. You will need less time if you are already familiar with the laws or have someone (e.g. a police officer) who is familiar with the law to lead or help implement the activity.

**PARTICIPANTS**  
Group of 10 or more youngsters between 14 and 18 years old.



90 MINUTES



**OBJECTIVES**  
1- Inform young people about the legal system  
2- Encourage reflection

**TOPIC, KEYWORDS**  
Educational, preventive, criminal liability, crimes, punishment, young offenders

**MATERIALS NEEDED**  
1- Map of the juvenile criminal system  
2- Envelopes with the statements  
3- Crosswords  
4- Hacky sack (or other small prize)  
5- Pencils

NUMBER OF STREET WORKERS NEEDED: 

## IMPACT (INDICATORS OF SUCCESS)

1. Participants learn about the law, their own criminal liability, and punishments and legal procedures that apply to certain age groups
2. Participants know where to seek additional support regarding problems with the law

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Consulted and Informed

## DESCRIPTION

The activity starts with a brief presentation of criminal law regarding young people and minors. After that you can ask the group some questions that allow you to get a feel for the participants' experience:

- Who has an ID card? (e. g. The ID is a legal document in Czech Republic and it is given to a person when they become 15)
- Who already had to use it (in a shop, a dance club etc.)? Did they legitimize themselves (e.g. by showing it to the police)?
- Who has lost their ID? If anyone says yes, we ask them to describe what they had to do to get another one.
- Who thinks the ID is not useful?

First half of the activity:

Divide the participants into groups of 4–6 people. Each group receives an envelope with various statements that they have to sort into categories reflecting what you can do when you're:

- a) 15 years old;
- b) 16 years old;
- c) 18 years old; or
- d) never.

Some examples of statements you can use are:

It is legal for me to have sex; Police can use a strike and kick in self-defense, as well as tear gas, service dogs, batons, handcuffs, and weapons; I can legally carry drugs with me.

The statements should be picked out based on the kinds of questions you get when talking the clients. It's also a good idea to redo them regularly (e.g. every year) to change out the outdated ones.

When the groups are done, they take turns presenting their statements and which categories they sorted them in. In our experience, there are usually a lot of misconceptions surrounding the statements, so take your time to discuss them with the participants, explain their legal context, and ask them further questions.

Second half of the activity:

This part of the activity centers around a map of the juvenile criminal system (showing what can happen to you when you commit a crime).

Show the participants a map of different measures that can be applied to them when they commit a crime. Go through the whole youth criminal system and explain what can happen and when.

Present information about Child Protective Services, their role and how they cooperate with parents. Talk about

juvenile courts and court proceedings, fines, block fines, statute of limitations, escorts, etc.

This should be done through a group discussion in which participants can ask questions and talk about their own experiences. Always start with what they want to know and talk about it.

After the discussion, hand out crosswords and tell them that there is a reward for filling it out correctly. When they are done, go through the crossword and ask them what they filled out. They can correct their mistakes during this part, then take the filled out crosswords and draw one from the pile, and the winner gets a hacky sack (or other small prize).

### SUITABLE ENVIRONMENT

You can adapt the activity, leave out certain parts, or break it up into multiple sessions. It can be done anywhere because you can bring all the materials with you (but a park or some quiet area would be the best). If you want to implement it all at once, indoor settings like youth centers or lessons in school are more appropriate.

### COMMENTS, TIPS & TRICKS

We always start by introducing ourselves, our job, street work in general, and the local club or youth center. . We explain that participation in the activity is up to them, that we are bound by non-disclosure agreements in our job and that we want to ask them to do the same (i.e. not to disclose anything they learn about their peers during the activity).

It is a great activity to do with a smaller group, where you can go into a lot of detail. The street environment is very suitable because when youngsters don't have a teacher present they really open up and are interested in what can happen to them.

It is best to focus on the topics and situations that they are interested in and leave out the ones they aren't interested in. Make sure that you are not promoting offenses and criminal acts.

If you have a good relationship with the police, you can invite a policeman to take part in the activity.

If there aren't enough people to form groups, you can do it all together in one group.

Good activity to make young people aware of the consequences of criminal activities.



**CREATIVE,  
CULTURAL  
ACTIVITIES**

## PARTICIPANTS

This activity is best suited for young people aged 15 and up. It is especially appropriate for groups or individuals who are into crafting, art, and DIY.

## PREPARATION

Not needed



20 MINUTES –  
3 HOURS

# POSTERS WITH POSITIVE MESSAGES

## OBJECTIVES

- 1- Encourage young people to be creative and inventive
- 2- Encourage critical thinking
- 3- Promote solidarity

## TOPIC, KEYWORDS

Creativity, positive messages, posters, solidarity

## MATERIALS NEEDED

- 1- Colored paper (A4), scissors, tape, pens, crayons, coloring pens, ruler, erasers
- 2- Table, chairs

NUMBER OF STREET  
WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop their creativity
2. Participants strengthen their critical thinking skills
3. Participants are aware of the importance of solidarity
4. Participants become more involved in the community

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

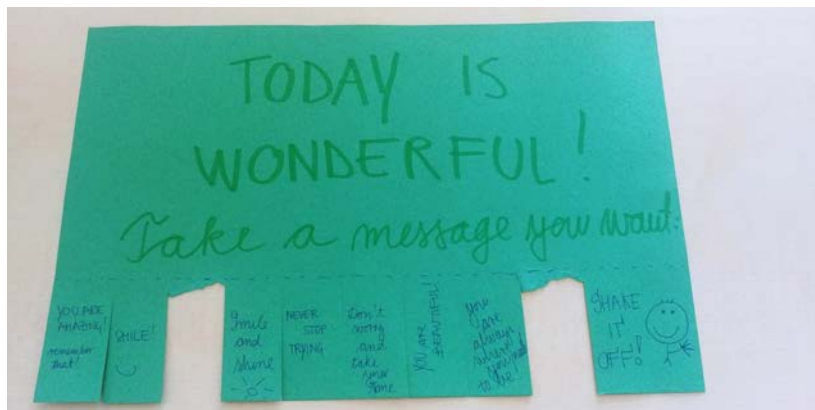
## LEVEL OF PARTICIPATION

Higher-level: Adult initiated, joined decision.

## DESCRIPTION

This activity explores creativity and critical thinking. It is attractive to young people because they feel that they can make an impact in the community by spreading positive messages, but it also requires a safe space where you can be present for a longer period of time.

- Prepare the space so that it feels safe and welcoming (put out a table and some chairs/benches). Lay out the materials: colored paper (A4 sheets) and colored pens, crayons, scissors, rulers, erasers, stickers, etc.
- If there are two street workers, one of you can start doing the posters while the other can go around and invite people to participate (though it's best to stay close enough so that you can see each other).
- When people come to the station, introduce yourself, tell them what you're doing there, and present the activity. Invite them to start creating a poster.



### To make the poster:

- Take an A4 paper and make a cut every 4 cm along the bottom, on the longer side. You should end up with 'tentacles' on which you can write positive messages that people can tear off and take with them.
- Think of something positive as the main message of the poster, and write it in the center of the A4 paper. Write smaller sub-messages on the tentacles. For example:
- "Make your day better and take a song quote you like" - write song quotes on the tentacles;
- "Have a nice day and take a smile" - on the tentacles post different emoji stickers for people to rip off and take with them.

Afterwards, you can put the posters up in different places in the community. Just make sure that the message is not violent and offensive to anyone and that it promotes something positive. It can mean a small thing of positivity

to the persons who will see it.

### SUITABLE ENVIRONMENT

Parks, small squares, school playgrounds.

### COMMENTS, TIPS & TRICKS

It is a really creative activity and you can get to know the participants really well during the creative process.

The activity has a positive influence on young people's self-esteem.

It encourages thinking about the community and its problems, and what the youth would like to change.

The activity is not very challenging for most participants, which gives them an opportunity to talk about their lives with the street worker.

One of the obstacles is that participants might be uncomfortable talking about certain things in front of the group.

Make sure that the participants don't feel as if their poster is being assessed or evaluated, or that they have to prove themselves. If such feelings do arise, talk to them and try to reflect on why it came to this.

If someone is having a hard time coming up with a message, the street workers should encourage them and help them come up with ideas.

Sometimes it is difficult to explain to youngsters what the real intention of the activity is and what a "positive message to the community" is. It is good to have a short debate about what they want to improve and how they wanted to "do good".

The youngsters will see the final result of their work in the public space even after the street worker leaves. This will give them a sense of agency within the space.

#### Possible modification:

You can also make positive thoughts in some other form (e. g. in a mason jar).

If you would like to avoid paper because it is associated with school, you can use stickers, colored paper, or some other kind of special paper.

## PARTICIPANTS

Everyone who will be using or frequenting the space that will contain the final graffiti design - all ages. For groups and individuals.

**TWO SESSIONS THAT ARE BETWEEN 90 MINUTES AND 3 HOURS EACH**



## PREPARATION

Not needed

## OBJECTIVE

- 1- Encourage young people to be creative
- 2- Inform young people about the legal issues surrounding graffiti
- 3- Encourage reflection on the significance of the (public) space



\*Graffiti Makeover: Re-Designing a Public Space  
(two options: permanent graffiti or liquid chalk graffiti)

## TOPIC, KEYWORDS

Graffiti, mobile center, design and image, creative activity

**NUMBER OF STREET WORKERS NEEDED:**



Depends on the session:

- Designing the idea for the final product - 2 workers
- Implementation and graffitiing - 3 workers
- Reflection - 2 workers

## MATERIALS NEEDED

Planning: paper, posters, pencils, erasers, rulers, scissors, magnets, tape, color crayons, colored pencils, etc.

Graffitiing: spray, foil, hard foil for stencils, scalpels or utility knives for making stencils, paper, posters, pencils, erasers, rulers, scissors, magnets, tape, color crayons, colored pencils, etc.

For liquid chalk graffiti: paper, posters, pencils, erasers, rulers, scissors, magnets, tape, color crayons, colored pencils, graffiti chalk spray, water, sponge

## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop their creativity
2. Participants gain new knowledge about vandalism and laws connected to graffiti and public spaces
3. Participants improve their graffiti skills
4. Participants have an increased sense of initiative and belonging
5. Participants reflect on what the (public) space means to them

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

- For permanent graffiti, you need medium to high levels of trust, so that the planning is productive and the image turns out well.
  - For the liquid chalk graffiti, you need low to medium level of trust.
- It is important that the planning process is done correctly in both cases.

## LEVEL OF PARTICIPATION

Higher-level: Adult initiated, joined decision

## DESCRIPTION

When planning the graffiti makeover of a mobile center, van, legal wall, or youth center with the participants, you can go one of two ways:

1. Permanent graffiti stencils for a permanent makeover of the space.
2. Liquid chalk spray graffiti that is easier to use multiple times since it is cleaned off with water after a few days. It can contain positive messages that participants associate with the space they will be designing.

**The activity is usually done in two sessions.**

### First session:

- When you first meet for this activity, you should visit the space (or arrive in the van) that will be (re-)designed without the graffiti spray. You should discuss with your coworker how to plan the design with the participants. Bring some creative materials: paper, posters, pencils, colors, scissors, tape, etc. Tell the participants that the objective is to co-create this image of the space together, but that it has to represent the space and what it's about, what it means to them, and how they wish it would look on the outside. No violent and offensive messages or symbols should be tolerated. You will use stencils because they are easy to do when you're just starting out with graffiti art, and it's a technique they will be able to learn.
- Do a brainstorming activity where you can write their suggestions on a poster. In the second phase, they will be able to choose which idea they like the best.
- Let them create an image of the space according to the idea they have chosen. Encourage each of them to draw a sketch first and visualize how it should look. Discuss the color scheme they want to use and pay attention to the details. Let each participant present their sketch. Encourage them to comment on each other's sketches and provide constructive feedback. Make sure the feedback is constructive, balanced (including both positive and negative aspects) and not offensive, and that it is directed at the product on the paper and not at the person.
- Let them pick out the best ideas and make a big poster where they can draw the final version of the space. On your next visit, you will try to recreate this image on the actual van, center, or wall.

At the end of the session, each participant can cut out a stencil that they can later use for the graffiti. A collection of stencils can also be one of the final products. Let them design and cut out the stencils on hard foil (foil for stencils). You can bring some printed designs in black and white (appropriate for stencils) and they can cut the black parts

out in the image and in the hard foil. One worker should always be with them when cutting out the stencils.

#### Second session:

- Bring graffiti spray, stencils, gloves, some old t-shirts to cover participants' clothes, foil to put on the ground, sanding paper, tape, magnets (to hold up the stencils for easier graffitiing).
- Make sure the participants are safe and protected during the activity.
- When doing stencils, make sure everyone follows the plan you made previously. You can attach the stencils with magnets.
- Have a reflection with the participants on the whole process. Ask them how they felt, what they learned, how satisfied they are with the process and the look of the mobile center(van)/legal wall/youth center.

The process is similar when doing liquid chalk graffiti, it just takes less time and participants can also try to graffiti freely, but we still encourage them to make a plan beforehand.

Participants also need a well-prepared plan of the design that they want to implement in their chosen space. Participants who will do the graffiti should have a sketch, the sketch should be approved by you and also reflected on - what does it mean, what does the symbol mean, what is it communicating, is it offensive to anyone, how will others perceive the message, how long will it stay on the van or in the space.

One worker should always be monitoring the participants when they are graffitiing. It is good to always let them use only one spray at a time so you can have a better overview of the activity.

#### SUITABLE ENVIRONMENT

Wherever you are doing street work: outside the youth center, at a legal wall, or wherever you are using the mobile center to work. In the latter case, find place where you can park away from the traffic (vacant parking space, school yard if you can access it by van).

#### COMMENTS, TIPS & TRICKS

Make sure you have an overview of the activity and the participants in order to avoid graffitiing spontaneously, not according to the prepared design.

It is best if each participant does their design on paper or a stencil first and then shows it to you and talks it over with you. Only take the spray out after that (one at a time so others cannot take it and start spraying all over), and one of the workers should always monitor the activity.

Young people are challenged to use their creative skills in both the making of design as well as in the actual artwork. They have to work together to make one collective design.

Because a lot of preparation is needed, you cannot do this activity spontaneously. The activity can be thematic, as a way of learning about something concrete; for example, pollution.

If there is a school or some other institution nearby, youngsters will be tempted to graffiti on its walls.

In an environment where there are some cultural differences, the topic of marking territory can arise. For example, in Slovenia some youngsters wanted to graffiti signs of Big Serbia. Be prepared to address this kind of topic.

**PARTICIPANTS**  
Group or individuals up to 14 years old.  
If you do chalking on specific topics,  
you can do it with older participants.



**60 MINUTES**



**PREPARATION**  
Not needed



**OBJECTIVE**  
1- Encourage young people to be creative  
2- Promote community involvement among the youth

**TOPIC, KEYWORDS**  
Chalk drawings, inclusion, communication

**MATERIALS NEEDED**  
Colored chalk.

**NUMBER OF STREET WORKERS NEEDED:**  OR 

## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop their creativity
2. Participants become more involved in the community

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

A higher degree of trust between the worker and the participants ensures more young people get involved.

## LEVEL OF PARTICIPATION

Higher-level: Adult-initiated, shared decisions with young people

## DESCRIPTION

- Bring chalk to a public space and invite young people to draw.
- You can choose a topic together or you can invite them to draw about specific topics (e. g. what they want or miss in school or in the public spaces in their life, current social issues, ...).
- Reflect on what was drawn and what the drawings mean to the participants.

## SUITABLE ENVIRONMENT

Parks and playgrounds with suitable surfaces for writing and drawing with chalk.

## COMMENTS, TIPS & TRICKS

This activity was originally done at a school playground that connected two local schools, one regular one and one with adjusted programs for young people with disabilities. Because this kind of public space doesn't exist in every city, we adjusted the activity so it can be used more generally, but still try to include as many different people in it as possible.

This activity works well with children but is not suitable in the Netherlands for the target group from the age of 12 onwards. They find it childish and won't be motivated.

In Slovenia the activity was done with a group of young people between the ages of 18 and 25. One of their peers had had an accident on the railway and died. They couldn't go to his funeral, so the aim of using this method was to give this group of young people a chance to draw things that they would like to express to their friend that passed away.

### Possible modifications:

You can also use this activity to spread positive messages (of solidarity and care for each other) during epidemics. It turned to be very popular during the COVID-19 pandemic.

You can use this activity to boost active citizenship and to address current social issues.

With a spray can and positive messages it's more interesting for older participants as well.

## PARTICIPANTS

Young people aged 15 and up



60 MINUTES

## PREPARATION

Not needed

## OBJECTIVES

- 1- Encourage young people to be creative
- 2- Create an open space for young people to express themselves

# JAM SESSION

## TOPIC, KEYWORDS

Music, instruments, group activity

## MATERIALS NEEDED

Instruments (recommended: small African drum, egg shaker, guitar, Cajon, maybe one unusual instrument that brings attention).

## NUMBER OF STREET WORKERS NEEDED:



\* It is good if at least one of them knows how to play an instrument

## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop their creativity
2. Participants improve their confidence
3. Participants are more interested in making music
4. Participants express themselves through music

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

Higher-level: Adult-initiated, shared decisions with young people

## DESCRIPTION

This activity is quite simple. You bring some instruments to a public space where young people usually hang out.

You make a circle with the instruments and invite young people to join. You can ask them if they know how to play anything or explain to them that you also have pretty simple instruments that don't require special musical talent, and that it's more about the mood and making something together.

After each jam you can ask them how they like the instrument and if they would like to try anything else. You can also explore how it is for them to play in public.

## SUITABLE ENVIRONMENT

Parks.

## COMMENTS, TIPS & TRICKS

You can also include volunteers in the activity.

This can be a fairly non-verbal activity, which is also good for people who are foreign and don't know the language as well as others.

Some of the young people will really express their emotions through the music. You can then reflect on the emotions with them.

It is also a good activity to involve some other people from the community that like music.

Possible modifications: You can (also) find instruments in nature or in the park (e. g. you can use sticks, rocks, ...). You can do a workshop with the participants where they make their own instruments from used stuff, trash, or elements found in nature.



**COMMUNITY  
ACTIVITIES**

## PARTICIPANTS

Young people, everyone in the community.  
Group activity.

## PREPARATION

Not needed

 45 MINUTES

## OBJECTIVES

- 1- Promote community involvement among the youth
- 2- Encourage young people to be creative

# HISTORY WALL



## TOPIC, KEYWORDS

Community, public space,  
memory

## MATERIALS NEEDED

- 1- Paper
- 2- Pens
- 3- Mobile phones or camera (for pictures)
- 4- Chalk (or other materials) for the timeline

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop attitudes reflecting greater respect for their living space.
2. Participants establish relationships with local stakeholders.
3. Participants become more involved in the community.
4. Participants have an increased sense of initiative and belonging.
5. Participants reflect on what a particular (public) space means to them.
6. Participants develop their creativity.

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Standard level: Consulted and informed

## DESCRIPTION

History Wall is an activity through which participants reflect on past events that happened in the local community or public space.

- The oldest participant makes a timeline (can be with chalk on the ground) and marks his/her first memory connected to the local community or public space.
- Then the whole group adds their memories. Here you can use the popcorn method: whoever gets inspired to share their memory can simply add it to the timeline.
- Encourage participants to talk about the memories they put down and why they chose those memories.
- When all of the memories have been exchanged and put on the History Wall, the street worker encourages a reflection on the local community or public space that connects them all (e.g. If you look at/think about all the memories, what does this local community or public space mean to you?)

In a follow-up, young people can take photos of public/community spaces that are connected with their memories and post them online. Agree on a common hashtag so you can follow each other's photos.

## SUITABLE ENVIRONMENT

Local community, public spaces.

## COMMENTS, TIPS & TRICKS

If implemented in a school or youth center and displayed on the wall, it attracts other people's attention and builds a sense of community.

## PARTICIPANTS

For groups of young people between 10 and 18 years old



## TWO SESSIONS

\* First session for research and planning activities; 2 hours.  
Second session for the implementation of the awareness campaign; 2-3 hours.

## PREPARATION

Not needed

## OBJECTIVES

- 1- Inform the youth on various topics
- 2- Increase young people's interest in important topics (e.g. education, environment, prevention)
- 3- Enable young people to form and express opinions on important topics (e.g. education, environment, prevention)

# AWARENESS CAMPAIGN



## TOPIC, KEYWORDS

Raising awareness, active citizenship

NUMBER OF STREET WORKERS NEEDED:



\* per group of five young people

## MATERIALS NEEDED

Posters, brochures, markers, cardboard, paintbrushes, ink, jars, cans, gloves, etc.

## IMPACT (INDICATORS OF SUCCESS)

1. Participants have new relevant knowledge on relevant topics
2. Participants strengthen their critical thinking skills
3. Participants strengthen their ability to form and express opinions

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

A higher degree of trust between participants and the worker ensures more young people get involved in the campaign.

## LEVEL OF PARTICIPATION

High level: Adult-initiated, shared decisions with young people.

If young people recognize that they can be agents of change, they will participate even more intensively.

## DESCRIPTION

First session:

1. Informal conversation with young people to identify an individual or collective issue.
2. Collective research on the chosen subject.
3. Campaign planning with the participants, helping them consider what kind of message they would like to spread, how they can spread it, what they will need, and who can support them.

Second session:

1. Implementation of the campaign (e. g. making the posters and putting them up, writing an article for a local newspaper, visiting a local radio station) with young people as its main agents.
2. Sharing the campaign through the organization's social networks.
3. Evaluation and reflection on the campaign.

## SUITABLE ENVIRONMENT

Neighborhoods, parks and streets without cars, public beach, school.

## COMMENTS, TIPS & TRICKS

The campaign is a great way of educating young people and getting them to act on a personal or collective problem. This self-awareness influences young people to assume more positive behaviors and attitudes towards certain themes and, in return, to become a positive influence on their peers and other community members.

Awareness campaigns are a good way of bringing attention to individual or collective issues, increasing overall social awareness. They are an excellent tool for working with young people and stimulating more positive behaviors and attitudes.

An awareness campaign makes young people into potential agents of change, with a powerful influence on their peers and in their community.

Possible modification:

You can also make contact with the local high schools in your district. You can invite them to share the campaign during lessons or to dedicate some space in the school to promoting it.

It is also suitable during the pandemic when you can implement it online using digital tools and social media. It can be designed, for example, as video story.

Ideas for topics that work really well with the youth are social media, social entrepreneurship, and social innovation for young people.

## PARTICIPANTS

Young people between the ages of 10 and 18.



## THREE SESSIONS

\* Two preparational sessions with the participants for doing research and planning the activity. 2 hours, each. The third session is the Peddy Paper activity itself; 4 hours.

## PREPARATION

Not needed

## OBJECTIVES

- 1- Encourage project work
- 2- Promote community involvement among the youth
- 3- Encourage young people to be creative and inventive



# PEDDY PAPER: THE NEIGHBORHOOD OUT THERE

## TOPIC, KEYWORDS

Free time, identification, knowledge, culture, street work, education

## MATERIALS NEEDED

Paper, pens, waste material, scissors, glue, one mobile phone with internet access per group.

## NUMBER OF STREET WORKERS NEEDED:

\*per neighborhood



## IMPACT (INDICATORS OF SUCCESS)

1. Participants acknowledge the importance of cooperation for success
2. Participants build trust and confidence in group work.
3. Participants improve their social and communication skills
4. Participants increase their ability to find solutions to problems
5. Participants become more involved in the community
6. Participants have an increased sense of initiative and belonging
7. Participants develop attitudes reflecting greater respect for their living space

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Adult-initiated, shared decisions with young people

If the Peddy Paper is prepared by the youth as well as for the youth, the participation level will be even higher.

## DESCRIPTION

Peddy Paper: The Neighborhood Out There is a playful activity where the aim is that young people get more information about the community they live in. Through this activity, street workers can encourage participants to form a positive identification or bond with their local environment and local community.

Peddy Paper is an orienteering activity in which players have to explore a given location on foot, using a roadbook (instructions manual or tablet) to uncover information, quizzes, tasks, team photos, and enigmas. These challenges are linked to various waypoints which direct the players towards the next stage in the activity.

- First session: Informal conversation with the participants to define the topic that will be addressed in the Peddy Paper competition;
- Second session: Researching the chosen topic and finding and selecting content for the competition. Preparing the roadbook and gathering and selecting the information, questions, quizzes, and others tasks that will be involved in the orienteering competition.
- Third session: Execution of the activity. The individuals or teams get their Peddy Paper roadbook, and they have a limited amount of time to find and complete the challenges around the local community. After the time runs out, the street worker and young people have an evaluation together and in the end they post something about the activity on social media.

## SUITABLE ENVIRONMENT

Beach, neighborhood, parks, streets, historical sites.

## COMMENTS, TIPS & TRICKS

Peddy Paper contributes to reinforcing young people's sense of belonging to the community. This encourages them to be more critical, active, and engaged in the dynamics of their community. On the other hand, this activity contributes to improving their personal and social skills, preparing them to deal with the challenges they face in their lives more effectively.

If you notice that the group is losing focus and struggling to concentrate, you can break up the sessions into shorter ones.

Also a fun activity in bad weather, just be prepared for it.

Giving out prizes at the end increases participation among young people.

### Possible modifications:

You can incorporate asset mapping from the asset-based community development method.

Can be done as an event for the whole community, organized by young people.

## PARTICIPANTS

Young people from 14 to 29 years old  
For all young people from the neighborhood.  
Especially suitable for those who are not well integrated, cause a lot of nuisance, and have a negative attitude towards their neighborhood.



## 2 HOURS

\* One session with the group of young people to plan the activity: 1 hour

## PREPARATION

Not needed

## OBJECTIVES

- 1- Promote community involvement among the youth
- 2- Build group dynamics

# NEIGHBORHOOD CLEANUP



## TOPIC, KEYWORDS

Street work, citizenship, respect for the living space, street educational work, solidarity

## NUMBER OF STREET WORKERS NEEDED:



\* for each group of five young people

## MATERIALS NEEDED

Garbage bags, gloves, brooms, trash pickers, portable recycling points

## IMPACT (INDICATORS OF SUCCESS)

1. Participants reflect on what a public space means to them
2. Participants have an increased sense of initiative and belonging
3. Participants become more involved in the community
4. Participants develop attitudes reflecting greater respect for their living space
5. Participants establish relationships with local stakeholders

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Adult initiated, shared decisions with young people

The activity is initiated by adults but the decision-making is shared with the young people.

The level of participation increases when the activity is repeated or if it is initiated by young people themselves.

## DESCRIPTION

First session:

- Informal gathering with young people to plan out the neighborhood cleanup: date, number of participants, team-work training, delegation of group leaders, inventory, tasks, animation of community stakeholders, action plan
- Animation session: Distributing flyers, putting up posters, and promoting the event through social networks to attract more participants

Second session:

- Neighborhood cleanup
- Evaluation and discussion of future clean ups
- Presentation of the clean up through (relevant local) social networks

## SUITABLE ENVIRONMENT

Neighborhood (streets, playgrounds and green spaces).

## COMMENTS, TIPS & TRICKS

It is an activity that can be repeated whenever possible and necessary. A cleanup encourages young people to respect their living space more and learn how to take (bottom-up) collective action.

These types of interventions contribute to a cleaner, safer, and more pleasant neighborhood. Although adults are often hesitant to participate in neighborhood cleanups, they gradually become more receptive and aware of the problematic when they notice youth involvement, and their attitude towards community initiative also changes.

Young people can be empowered by showing a side of themselves that the community hasn't seen. By cleaning the neighborhood, they create a positive image of themselves and develop good relations with local residents.

Young people feel more confident in developing this activity when they have support from a street worker who

encourages them to contribute to cleaning their living space, especially when they receive criticism from a few residents who do not support their initiative.

Young people usually have to be motivated and stimulated by the street worker, but once they have started working they are very involved. Motivation also comes from the prospect of doing a fun activity.

If the group organizing the cleanup is too big, there is a chance that some young people will lose focus.

It can help to make a habit of taking care of their own environment (neighborhood) and they will do it more often.

A great way of learning about environmental sustainability.

You can also introduce a remuneration system if this is possible in your country. By keeping the neighborhood clean, young people can earn some money to organize activities together.

Encourage participants to design, prepare, and distribute the posters for the cleanup. In this way they feel more involved in the activity. Furthermore, in some experiences the reach was bigger if the participants distributed the posters themselves.



**MORE IN DEPTH  
ACTIVITIES,  
PERSONAL  
DEVELOPMENT**

## PARTICIPANTS

Young people between the ages of 13 and 25  
This activity especially targets young people who:

- are unmotivated for education;
- are not interested in education;
- underestimate the value of education;
- are searching for a destination in life; or
- want to change and build their future.



**1-2 HOURS**

## PREPARATION

45 min to study literature on financial literacy, (life) income management approaches, and statistics about expected life income according to different criteria (depends on prior knowledge)



## OBJECTIVES

- 1- Promote the value of education and financial literacy
- 2- Encourage reflection

## MATERIALS NEEDED

- 1- Paper
- 2- A smart phone, computer, or tablet with a calculator and internet access for looking up statistical data and calculating living expenses

**NUMBER OF STREET WORKERS NEEDED:**



## IMPACT (INDICATORS OF SUCCESS)

1. Participants learn (more) about the connection between income, education, and financial literacy
2. Participants acknowledge the value of education
3. Participants improve their financial literacy

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

Adult-initiated, shared decisions with young people.

## DESCRIPTION

Activity using dreams and visualizations of life, financial income, and cost.

- Have a discussion with young people about the future and their life goals and aspirations. Focus on the main elements of those goals, such as: car, house, partner, kids, vacations, etc.
- Create a timeline of life using those elements as milestones. You or a participant can do this either by drawing on a piece of paper or simply by describing it out loud.
- For each milestone, discuss (and, if possible, write down) the costs and expected incomes in life. Present the statistics on the average yearly income of a person with elementary education in your country.
- Make the same timeline with the average income of a person with secondary education.
- If possible, show the difference visually.
- Discuss and reflect on the significance of the difference in incomes.

## SUITABLE ENVIRONMENT

A calm area on the street or in a park.

## COMMENTS, TIPS & TRICKS

For some participants this topic is hard to talk about, and they can display behavior that comes across as if they are not taking the activity seriously.

You can adapt the activity to be held only as a discussion without materials, writing, or drawing.

Possible modification: It's possible to add more stuff to the timeline: partner's income, inheritance, house repairs, insurance, new cars, retirement.



**PROJECT  
ACTIVITIES**

## PARTICIPANTS

Groups of up to five young people, between 16 and 25 years old



## MINIMUM TWO SESSIONS

\* Depends on the complexity of the idea and the level of youth engagement with a group of young people to plan and prepare the activity; 2 hours, each  
Implementation for one group of youngsters:  
45-60minutes  
Evaluation: 1 hour

## PREPARATION

Not needed



\* Escape Van

## OBJECTIVES

- 1- Inform young people on various topics
- 2- Increase young people's interest in important topics (e.g. education, environment, prevention)
- 3- Build group dynamics.
- 4- Encourage project work

## TOPIC, KEYWORDS

Escape room, migrant crisis, teamwork

## MATERIALS NEEDED

- 1- Van
- 2- Locks
- 3- Content and other materials to put inside the van

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants reflect on the roles individuals have in a group
3. Participants build trust and confidence in group work.
4. Participants develop their inventiveness and creativity
5. Participants have new relevant knowledge on relevant topics
6. Participants acknowledge the importance of cooperation for success
7. Participants develop project planning and management skills

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Higher-level: Adult initiated, joined decision

To reach a higher level of participation, young people should be involved in making the escape van.

## DESCRIPTION

In the first session, we invite young people to come up with an idea for an escape van challenge on a specific theme we want to address. First we pick a theme together with the participants. Then we plan the implementation of our idea. Think about what kind of challenges will be included and who will be responsible for which task. In this first session we should also decide on the date that the escape van activity will take place on, and how the participants will promote their activity to other young people.

In the second session (or third, depending on the complexity of our plan and the level of youth engagement), we continue with the preparation of the escape van. We prepare all the materials and puzzles for the activity and also the overall look of the escape van. If we have enough time, or time for another session, we test the escape van before the activity.

During the activity itself, a group of young people who were not involved in the preparation are locked inside a van which was transformed to be like an escape room on a specific theme (e.g. migrant crisis - transport van without chairs, totally emptied out, some cloth or cardboard to cover the windows). The van is set up with a number of challenges and the participants have to work together to solve them in order to escape. The challenges should include information about the chosen theme and should be set up so that they can only be solved if the participants work together as a group. After the group completes the escape room, or fails to do so, there is a discussion on the theme and a reflection on their teamwork.

In the final stage, we have an evaluation together with the young people that were involved in the whole process (i.e. planning and preparation).

## SUITABLE ENVIRONMENT

All around the city. It is a van so it can be implemented anywhere.

## COMMENTS, TIPS & TRICKS

Escape rooms are quite popular these days and this mobile version is especially suitable in places with limited or no infrastructure/activities for youth.

This activity is about teamwork and making the right choices in difficult situations. Differences in opinions and perspectives are part of this game, but the participants have to be able to deal with them constructively.

In some countries, driving participants around is not possible, or driving young people who you met at the park is socially unacceptable. Before implementing this activity, check the regulations in your country.

It's a great method of combining fun and education. Its essential focus is on how the participants communicate with each other and how they collaborate as a team. The end result will make them conscious of the obstacles in life and how to deal with them.

Possible modification:

- The basic method of this activity, the educational escape room, can be applied to different themes: depression in youth, missing children, workers' rights, etc.
- The activity can be carried out with a lower participation level as well. In that case, street workers plan and implement it, while the participants can be involved only in final activity, solving tasks to get out of the escape van.

**PARTICIPANTS**  
Youngsters who cannot legally work because they are not old enough.



1-2 WEEKS

**PREPARATION**  
3 hours to develop the idea, prepare an invitation, gather and select the necessary information and learning resources, and prepare the job activities.



**OBJECTIVES**  
1- Create an opportunity for young people to practice getting a job  
2- Inform young people about labor law and the job system.

**MATERIALS NEEDED**  
1- Office (if possible, or some other peaceful indoor place) for the job interviews  
2- Tools for the work that the participants will be doing (for example: plastic bags, gloves, etc.)  
3- Papers and pens  
4- Money for the items the participants want to buy at the end with their credits

**NUMBER OF STREET WORKERS NEEDED:**  
\* per 5 young people



## IMPACT (INDICATORS OF SUCCESS)

1. Participants gain new knowledge about law regarding employment
2. Participants increase their confidence
3. Participants develop skills and experience relevant for going through the job selection procedure

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Medium: Consulted and informed

Participation level can be made higher if the participants are involved throughout the process of planning, preparing, and implementing the activity.

## DESCRIPTION

This activity can be carried out during summer school holidays with youngsters who can't legally work because they are minors.

- Participants must prepare and send a CV and motivational letter to a street worker.
- The street worker, roleplaying as a hiring agent, invites the participants for a job interview. Afterwards, they receive feedback on their presentation.
- Throughout the process, they learn about labor law, working habits, rules, teamwork, and the financial aspect of job-seeking (pre-prepared info materials and collection of relevant online sources are recommended).
- Each participant is then hired for a job. Together with the street worker, they each agree on a set of tasks and responsibilities which they have to fulfill over the course of one week.
- By working on their individual tasks, the participants earn credits.
- After one week, they choose what they want to buy for their earned credit (clothes, phone, guitar... no alcohol, tobacco, etc.)
- At the end of the activity, the street worker takes the participants to the shop to buy their chosen item(s) with the money they earned.

## SUITABLE ENVIRONMENT

Some public spaces (parks, river banks), youth clubs or centers.

## COMMENTS, TIPS & TRICKS

It can be an advantage if you know the youngsters in advance, and if the participants know each other. Participants' motivation can drop after a few days, so be prepared to talk about it. If the activity is successful, the young person will likely enter his/her working life with more confidence.



## FOUR SESSIONS

\* At least four sessions (or even more to ensure that the event is well-prepared and the overall process is smoother and more productive): Two planning sessions, at least 2 hours each.

The third session is the event itself. Its length depends on the nature of the event.

The fourth session includes evaluation, reflection, and celebration, and should last for at least 1 hour.

### PARTICIPANTS

A group of young people aged from 14 to 29. It can be done with an individual, but it is a lot of responsibility (and potentially too high expectations) for one young person.

# PLANNING AN EVENT



### OBJECTIVES

- 1- Promote community involvement among the youth
- 2- Encourage project work
- 3- Build group dynamics

### TOPIC, KEYWORDS

Local community, event, planning, organization

### MATERIALS NEEDED

Paper, pens, post-it notes.

### NUMBER OF STREET WORKERS NEEDED:



\* Or more (depending on the size of the group)

## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants acknowledge the importance of cooperation for success
3. Participants build trust and confidence in group work
4. Participants develop their project planning and management skills
5. Participants establish relationships with local stakeholders
6. Participants increase their confidence
7. Participants become more involved in the community
8. Participants have an increased sense of initiative and belonging

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

High level of trust.

## LEVEL OF PARTICIPATION

Higher-level: Young people-initiated and directed

A higher level of participation can be achieved if street workers encourage the young people to invite adults to join in the planning of the event as well.

## DESCRIPTION

First session: If you're meeting a particular group of young people pretty often, you can ask them what they miss in their local community. Write their comments down and ask if they would be prepared to do anything about it. If they see a possible solution in organizing an event you can offer them support, but be clear that the event itself is their responsibility. If you have enough time, you can talk to them about the details and different tasks that need to be taken care of. It is a good idea to write all this down, so nobody forgets what he/she is responsible for. It is also very important that you set the date of your next meeting, and of the event itself.

Second session: With the street workers' help, the group discusses what needs to be done, who is responsible for which tasks (in terms of content as well as logistics), and how they will promote the event in the local community. This is also the time to do all the necessary paperwork for the event, for which the participants will also need support. It is important to set the time when the group and street workers will meet on the day of the event.

The third session is the event itself. The group meets beforehand – how long before depends on the nature of the event. For example, having a concert will require them to prepare a stage and the team will need more time and manpower than if they are organizing a community picnic.

The fourth session is for evaluation, reflection, and celebration. Reflect on the stages of event planning or project work and talk about the implementation of each stage and how the participants experienced it.

## SUITABLE ENVIRONMENT

Parks, school yards, town squares.

### COMMENTS, TIPS & TRICKS

Be aware of the street worker's role - they are not there to carry out the event, but to support young people in carrying it out themselves.

Take personal perception into consideration when choosing the type of event to hold and planning out its preparation. If a street worker thinks something the young people proposed isn't realistic (according to his/her experience and standards), he/she can encourage them to consider whether it can be achieved with the available time and resources. The street worker should be careful how he/she judges if something is realistic or not. Participants' motivation can drop after a few days, so be prepared to talk about it.

If the activity is successful, the young person will likely enter his/her working life with more confidence.

## PARTICIPANTS

Groups of five young families and/or young people



## FOUR SESSIONS

\* Two sessions for planning and preparation; 1 hour each.  
One session for implementation; 2 hours.  
One session for evaluation and celebration; 1 hour.

## PREPARATION

Not needed

## OBJECTIVES

- 1- Encourage project work
- 2- Build group dynamics
- 3- Encourage young people to be creative and inventive



## MATERIALS NEEDED

- 1- Nice weather
- 2- Plan of the city
- 3- Puzzle, clues, quizzes, tasks
- 4- Map of the locations of the clues

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants build trust and confidence in group work.
3. Participants strengthen their relationships within the group.
4. Participants increase inventiveness.
5. Participants improve their ability to find solutions to problems
6. Participants have an increased sense of initiative and belonging
7. Participants become more involved in the community
8. Participants develop project planning and management skills

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Higher-level: Adult-initiated, shared decisions with young people.

## DESCRIPTION

The idea for the activity started in the old city of Labin. A hill with several small pedestrian-only streets made the perfect setting for a variation on the classic Treasure Hunt, an activity where a group of people has to solve a set of clues which lead them from one place to another until they get to the finish and claim the treasure. In this variation, the treasure hunt is used as interactive way of connecting the group, finding out more about the city where you live, and spending some time outside.

In the first session, invite young people to develop an idea for a City Game. First find more about the city and select a theme you want to address. Start doing research into the city and its history (if needed), and plan out the preparation and implementation of the City Game. Discuss what kind of challenges will be included and who will be responsible for completing which task. In this session, you should also decide on the date(s) that the City Game will take place on and how the participants will promote their activity to other young people.

In the second session, continue with the preparations. Gather materials and puzzles, quizzes, tasks and clues for the treasure hunt. Participants will also need to prepare a map with the locations of the hidden clues and hints and, of course, the treasure.

The third session is the City Game itself, which will be played by a group of young people who were not involved in the preparation. At the start of the game, the players receive a map or a hint to find clues that will lead them to the treasure. Different challenges are set up in the city and the players have to work together to solve the tasks and find the treasure. The challenges should include information about specific themes. The players should have to work as a group to be able to solve the tasks and find the treasure. After the group completes the City Game, or fails to complete it, there is a reflective discussion on the chosen theme and their team work.

The fourth and final session is dedicated to evaluating the preparation and implementation of the activity together with the participants that were involved in the whole process (i.e. the conception, planning, and preparation). This is also a chance to celebrate their accomplishment.

## SUITABLE ENVIRONMENT

Public spaces in the city, local attractions.

### COMMENTS, TIPS & TRICKS

You can organize the activity in a park where young people spend a lot of their free time, and show them interesting facts and sculptures that they don't normally notice or think about.

Young people can develop a new perception of the environment that they spend a lot of time in every day.

A great activity for group cooperation, getting to know each other, and teambuilding.

A fun activity for teenagers to solve tasks and games together and learn about the attractions in their local park in a non-violent way.

#### Possible modification:

You can also organize treasure hunts for the youngsters without including them in the preparations, but in this case the participation level will be lower.

It could be adopted, for example, as a way for kids or young adults from one neighborhood to get to know a different neighborhood or discover something topical in the city (arts, graffiti, music, whatever interests them), but this requires some additional preparation and effort.

## PREPARATION

First session: Preparation, 1-3 hours (depends on the size of the wall / foil, the number of workers, etc.).  
Second session: Implementation, 2-3 hours, plus an additional hour for cleaning and reflection.

## PARTICIPANTS

Groups of various ages, but the minimum age should be 10.



## TWO SESSIONS\*

## OBJECTIVES

- 1- Build trust with the youth, as well as among young people
- 2- Encourage young people to be creative
- 3- Inform young people about the legal issues related to graffiti



\*Graffiti Jam

## TOPIC, KEYWORDS

Free time, graffiti, street art, prevention of risky behavior and vandalism

## MATERIALS NEEDED

- 1- A place where you can make graffiti legally (like a legal graffiti wall), latex paint and paint rollers; or plastic stretch foil
- 2- Graffiti spray
- 3- Protective equipment - gloves, industrial grade dust masks or respirator masks, cleaning accessories.
- 4- Papers and writing accessories
- 5- Informational material about graffiti and legal/illegal spraying in your country
- 6- Informational material about your organization and street work in general

## NUMBER OF STREET WORKERS NEEDED:



\* We recommend at least two street workers. It is also beneficial to invite an experienced graffiti artist (who may also be a peer or volunteer).

## IMPACT (INDICATORS OF SUCCESS)

1. Participants develop or improve their graffiti skills
2. Participants develop their creativity
3. Participants learn about vandalism and laws connected to graffiti and public spaces.
4. Participants and street workers build connections based on trust

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

This activity helps establish relationships and build trust between street workers and young people. It can be used at the beginning of a cooperation, with individuals that street workers don't know very well yet.

## LEVEL OF PARTICIPATION

Higher-level: Adult initiated, joined decision

For a higher level of participation, the participants should be involved throughout the process of planning the activity, preparation, creating their own designs, and cleaning.

## DESCRIPTION

There are two ways to organize a graffiti jam. The first is to use legal areas for graffiti, and the second is to use stretch foil wrapped between two trees or pillars.

- Event planning:
  - Choose the artist (peer, volunteer, graffiti artist).
  - Choose the place and date of the event.
  - Gather all the materials (purchase sprays/foils/latex paint/ protective equipment, create the informational leaflets).
  - Promote the event through word of mouth, Facebook, Instagram, leaflets, etc.
- Preparation:
  - Paint the latex paint on the wall and let it dry, or prepare the stretch foil if you're going to use it instead.
  - Prepare all of the materials (paper, writing accessories, protective equipment, spray, informational material, etc.).
- Implementation:
  - Throughout the event, participants are informed about legal and illegal forms of graffiti (through interviews, leaflets, information banners, etc.).
  - At the beginning, inform the participants about the course of the whole event. Set some simple rules, such as: design on paper first; use one spray at a time - if you want to use another color you have to replace the spray; don't spray over other people's designs.
  - The designs should be done on paper first, then the participants can make their own designs on the wall or stretch foil.
- After the activity:
  - Reflection with the participants (what news and information they got about the legal and illegal graffiti and vandalism, how they experienced the activity, what does graffiti represent for them).
  - Cleaning up.

## SUITABLE ENVIRONMENT

Legal areas for graffiti, or you can do the Graffiti Jam in parks or playgrounds with stretch foil wrapped between two trees, pillars, etc.

## COMMENTS, TIPS & TRICKS

One key element of street work is that it reaches out to disadvantaged young people who exhibit elements of risky behavior, are involved in gangs, or come from low opportunity environments. Risky behavior can take many forms, including illegal graffiti or tagging the property of others (vandalism).

With this activity we inform young people about the law and possible fines and other consequences.

Make sure that spraying on stretch foil is permitted in your country (before the event). Well-prepared informational materials about legal graffiti can also be used for the usual purposes.

Canvases can be also used instead of legal graffiti space or foil.

You can organize the Graffiti Jam as a stand-alone activity or as part of a larger event. It can be a good way to address and inform the general public about legal/illegal graffiti and vandalism.

Collected designs and ideas can be also used in upcoming activities, e. g. redecorating a space for the youth. It can also be part of the process of creating their own space.

If you are skeptical about the level of awareness you've achieved among the participants regarding the use of spray cans in public places, throw in some reflective questions about public spaces and vandalism.

Sometimes participants will get the idea to write insulting graffiti to hurt each other. In that case we recommend stopping the activity and doing a reflection with the participants.

It can be used as a community building project when inviting a broader public, including local stakeholders and residents.

### PARTICIPANTS

Young people of all ages. It can be an individual or a group activity.



2 HOURS

### PREPARATION

Not needed

# VISIT A LOCAL ORGANIZATION



### OBJECTIVES

- 1- Promote community involvement among the youth
- 2- Inform young people about the programs of their local organizations

### TOPIC, KEYWORDS

Local community, youth center, organizations

### MATERIALS NEEDED

/

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants strengthen their ability to find relevant information
2. Participants become more involved in the community
3. Participants know where to seek additional support
4. Participants increase their confidence
5. Participants learn more about the organizations in their surroundings and the specific programs that they offer

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

From adult-initiated to young people-initiated.

## DESCRIPTION

The idea behind this activity is that young people get to know nearby organizations or youth centers where they can spend their free time.

It can be done as a group activity (group visit to a youth center or organization), but you can also do it with one youngster based on his/her specific needs.

### Steps:

- Young people pick the organization they want to visit
- The street worker contacts the organization. The participation level can be higher if the youngsters contact the organization themselves, with the street worker's support.
- Street workers can also encourage participants to prepare questions for the organization beforehand.
- Visit to the organization with the young person or group.
- Reflection and evaluation of the visit.

## SUITABLE ENVIRONMENT

Planning and preparation can be done anywhere, while the activity itself takes place at organization.

## COMMENTS, TIPS & TRICKS

The street worker can either suggest visiting an organization/youth center or let participants choose which organization they want to visit. In the latter case, it is helpful if the street worker has prepared a list of organizations that he/she is in contact with and can reach at any time.

## PARTICIPANTS

Young people from 15 to 25 years old.

## PREPARATION

Three sessions.  
First session: two hours for planning and preparation.  
Second session: minimum two hours to carry out the activity.  
Additional preparation on the day of the activity depends on the activity.  
Third session: two hours for evaluation

DEPENDS; MINIMUM 2 HOURS



# EUROTRIP

## OBJECTIVES

- 1- Build group dynamics
- 2- Encourage young people to be active and lead a healthy lifestyle
- 3- Encourage project work

## TOPIC, KEYWORDS

Walking, gathering, food tasting

## MATERIALS NEEDED

Table, food, pans, napkins, glasses, plates, etc.

## NUMBER OF STREET WORKERS NEEDED:



\* It depends on how many food stations there are, but 3 is a minimum: one as a tour guide and the others preparing and waiting at the tasting stations

## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants acknowledge the importance of cooperation for success.
3. Participants build trust and confidence in group work
4. Participants live a healthier lifestyle
5. Participants develop their creativity
6. Participants become more involved in the community
7. Participants have an increased sense of initiative and belonging
8. Participants develop project planning and management skills

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Not needed

## LEVEL OF PARTICIPATION

From adult-initiated to young people-initiated.

## DESCRIPTION

The activity is designed as a walking tour combined with tasting food from several different European countries.

### First session:

Meet up with the youngsters and plan out the Eurotrip:

- Pick the day that the activity will take place on.
- Decide what kind of food will be prepared.
- Decide who will prepare the food and when.
- Pick the recipes that will be used.
- Make a list of ingredients.
- Decide on the length of the tour and plan out the path that attendants will take (preferably around 2 kilometers so people who are not in good shape can also attend).
- Set the locations for the food stations.
- Decide who will be the tour guide.
- Prepare some invitations or decide who will prepare them and when.

### Second session:

The amount of time you need for preparation on the day of the activity depends mostly on the food that will be prepared. It also depends on whether the youngsters prepare the food at home beforehand and then bring it to the location, or you prepare it together in the youth center. Preparation also involves preparing the food stations.

During the activity itself, the participants go on a Eurotrip, tasting dishes from different European countries. At the beginning, the tour guide explains the path they have to follow and where they can find each food station. You also have to plan some time for cleaning up after the activity.

### Third session:

At the end, we have another session with the participants where we evaluate the activity together.

## SUITABLE ENVIRONMENT

Outdoors.

If not possible it can also be done indoors.

## COMMENTS, TIPS & TRICKS

The activity can also be implemented inside a youth club or youth center. In this case the food stations are prepared on several tables or around one large table.

The activity can also be implemented by street workers and volunteers for the youth as participants of the Eurotrip. In this case, the participation level is lower.

You can add some educational activities about your city, the country where the food is from, or the specific dishes on the food stations.

## PARTICIPANTS

Young people on the street and/or students at school from 12 to 20 years old.



## MULTIPLE SESSIONS

\* This activity will be more effective if it's held in multiple sessions. Our recommendation is 12 sessions, each lasting half a day, once per week, over 12 weeks. Alternatively, it can also be implemented as a workshop in one single session lasting half a day.

## PREPARATION

Not needed

## OBJECTIVES

- 1- Encourage reflection.
- 2- Encourage young people to be creative
- 3- Encourage critical thinking
- 4- Promote community involvement among the youth
- 5- Provide a space for young people to express themselves

## TOPIC, KEYWORDS

Music, rap, video

# FROM THE STREET TO THE BEAT

## MATERIALS NEEDED

The necessary materials depend on what kind of result you want to achieve.

You can certainly do it with a good ghetto blaster and smartphone. But it is better if you have the following things:

1. A space to practice
2. Recording equipment, preferably of good quality

## NUMBER OF STREET WORKERS NEEDED:



\* Two street workers and preferably also (locally well known) rap artists who can serve as role models alongside the street workers.

## IMPACT (INDICATORS OF SUCCESS)

1. Participants are more interested in making music
2. Participants express themselves through music
3. Participants build confidence
4. Participants strengthen their critical thinking skills
5. Participants develop their creativity
6. Participants improve their social and communication skills
7. Participants learn about and practice making videos

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Not needed. Confidence grows throughout the activity.

## LEVEL OF PARTICIPATION

From adult-initiated (joined decision) to youth-initiated.

## DESCRIPTION

The workshop is a 12-lesson process that lasts 12 weeks from production to video clip. Various social themes will be tackled within this process. If possible, try to include a locally well-known artist who can act as a role model and inspiration for the participants.

### Basic steps:

1. During your contact work on the street or at school, speak with young people about their interests and what they are doing in terms of music, art, culture, lifestyle, social views, etc.
2. Invite them to make a music video as a group project together with a famous local rapper.
3. In the workshops, young people create their lyrics together, looking for good music to rap over; they practice their dance and create a script for the video.
4. Then they make the clip together with the rapper.

The contents and topics of the video should preferably address themes that relate to young people.

## SUITABLE ENVIRONMENT

A space with a creative working atmosphere where young people can work together with a rapper.

## COMMENTS, TIPS & TRICKS

The activity gives young people and teenagers on the street an opportunity to participate in rap workshops that often lead to behavioral change.

Rap music has gradually taken hold of a very large part of youth culture. As such it exerts a great influence which isn't always positive, often portraying women as objects of lust, glorifying criminality, and promoting unattainable designer clothes.

Some examples of music videos made in rap workshops in the Netherlands:

- So much more - Girls are too often portrayed as pleasure objects; girls have just as many rights as boys:

[https://youtu.be/WkuCW\\_X0e30](https://youtu.be/WkuCW_X0e30)

- Working - Many students and young people do not feel like working and are easily tempted to want to earn money quickly. You won't get there without the right work ethic: <https://youtu.be/84FNs6MQ18E>
- Bragging - Bragging culture isn't always cool, it excludes others and you don't necessarily have to wear designer clothes to be cool: <https://youtu.be/qvFqj8epV0w>
- Drill rap workshop about the dangers of increasing weapon and knife use among young people:  
<https://youtu.be/WyooUXy6nyk>



**APPROACH OR  
METHOD**

## PARTICIPANTS

Ages 12-27



## UNSPECIFIED

\* longer period of time, multiple sessions

## PREPARATION

Not needed

# JIMMY'S

## OBJECTIVES

- 1- Get to know each other.
- 2- Build trust with the youth, as well as among young people
- 3- Create a space for young people to express themselves
- 4- Encourage discussion

## TOPIC, KEYWORDS

Youth work, youth club, support

## MATERIALS NEEDED

/

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants improve their social and communication skills
2. Participants build trust and confidence in group work
3. Participants strengthen their relationships within the group.
4. Participants strengthen their ability to form and express opinions
5. Participants learn how to express their emotions and feelings
6. Participants contemplate and engage in an open dialogue about different aspects of their lives
7. Participants learn how to express something difficult.
8. Participants develop an increased sense of empathy
9. Participants gain confidence in dealing with their problems, fears, ideas, dreams
10. Participants improve their ability to find solutions to problems

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

Preferably young people-initiated.

## DESCRIPTION

Jimmy's is a place run by and for young people with questions and ideas, that is easily accessible. Make Jimmy's open to all young people's ideas, fun projects, workshops, and trainings.

Jimmy's is a method for young people to be there for each other, organize events together or search for the answers to all kinds of questions. It provides a space for talent development, early identity formation, and easy access to information and help. The youth worker coaches the participants while leaving ownership and responsibility to them.

The core values of Jimmy's are:

- Youth participation & peer support;
- A firm basis in the talents and powers of young people;
- Reliable information and direct referral of young people requesting help;
- Activation and promotion of entrepreneurship;
- A strong, broad, and reliable network;

## SUITABLE ENVIRONMENT

A place where young people can gather, preferably a facility.

## COMMENTS, TIPS & TRICKS

Take care that that the project idea will be implemented by young people and not by street workers.

Create a space where young people will feel safe asking any question or sharing a problem.

## PARTICIPANTS

The target group of this project are the pupils of vocational schools and schools for special care (ages 13-18).



## UNSPECIFIED

\* During the pilot at the d'Ampte school in the Netherlands, the youth work took place for 4 hours per week

## PREPARATION

Not needed

## OBJECTIVES

- 1- Detect the problematic areas of young people's lives early on
- 2- Encourage cooperation between systems (school, youth work, social work)
- 3- Convert negative behavior into positive behavior by responding to the wishes and needs of young people
- 4- Create a program in the field of talent development and awareness through sport, education (information), art, and culture

# YOUTH WORK IN THE SCHOOL. CONNECTION BETWEEN TWO WORLDS.

## TOPIC, KEYWORDS

School, collaborative approach

## MATERIALS NEEDED

/

## NUMBER OF STREET WORKERS NEEDED:



\* The NGO (or other organization) initially makes two street workers available who are also part of the social teams. The schools will be divided among these two street workers. This means that they act as the first contact person. They have the option of involving other street workers depending on the situation.

## IMPACT (INDICATORS OF SUCCESS)

1. Young people get all the necessary support.
2. Young people's wellbeing is improved.
3. Young people's school careers run as smoothly as possible with the least possible use of specialized care.
4. Tackling problems at school (system world) is linked with youth issues at the neighborhood level (living environment), in an integrated approach which is clear to young people and where professional hours are used efficiently.
5. A decline in groups that cause problems at school.
6. Street workers are working together with family support workers to ensure faster preventative care and to be able to scale up the care if necessary.

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Low

## LEVEL OF PARTICIPATION

Adult-initiated, shared decisions with the young people.

## DESCRIPTION

This activity was developed as a response to the school's concern regarding the leisure activities of many pupils outside of school and the behaviors they might lead to (think of substance abuse, excessive social media use, etc.). It was also clear from a number of cases that certain pupils who were a cause of major concern at school could be approached as participants in youth work, where we could form a different kind of relationship with them.

The street workers are present at school during the break at least twice a week. They work on the basis of the mobile youth work methodology with the purpose of building a connection with the pupils.

Directly supervising and addressing students for undesirable behavior is the responsibility of the teachers. Nevertheless, such behavior can come from an underlying problem or pattern, and the street workers' task is to recognize that and try to uncover and reverse the underlying pattern or problem. Experience has shown that this indirectly reduces problematic and escalating behavior in school, allowing more time and energy to be dedicated to education. Street workers can also act as mediators in conflicts between pupils themselves. They often know the personal situation and background of the pupils, making it easier to establish a positive and productive relationship. The above happens in coordination and consultation with the school and relevant partners within the school. The street worker is in direct contact with the youth and family support workers, and they assist where necessary with communication between parents, pupils, and the school. This can be important, for example, if parents are not involved (or involved to a very limited extent) in school matters.

The street worker can also mediate in the event of problems occurring between (groups of) pupils outside school (deployment of the network), so that escalations at school can be prevented.

If desired, the street workers can organize educational/informative workshops within the school. The topics are determined in consultation, for example: media literacy, sexting, substance (ab)use, or gaming. By approaching these topics from inside the world of young people (in terms of attitude and language), the street workers reach out to the pupils on equal terms. The hours deployed for this are not covered in the following plan.

### Steps:

1. Establish a connection with the school (schools are structured; approach the principal (headmaster), because

- he..she is responsible for everything going on in the school).
2. You can team up with the school's prevention worker to arrange formal visits to your youth club with the aim of informing the pupils about your service - this happens once a year with new pupils.
  3. Inform pupils and teachers about your street work at the school (e. g. arrange an info-board in the school where there's information about your work and how the pupils and teachers present on the school grounds can recognize you.)
  4. Establish how the cooperation will work (e.g. twice a year, issue a report to the headmaster with information about the number of visits to your activities, how many pupils you are in contact with, how many newcomers you informed about the service, and what were the problems that you dealt with each semester).
  5. Establish a suitable time frame for your visits (e.g. the lunch break that is an hour long and is the only free time the pupils can spend on school grounds).

### SUITABLE ENVIRONMENT

School.

### COMMENTS, TIPS & TRICKS

Meet most of the teachers and other school employees and professionals at least once a year (all of them, if you can). The staff changes a lot, and they also tend to forget.

Get some "contact tools" - bring something other than a leaflet to give to the pupils (e. g. use lighters with information about our work, or filters for joints as a part of harm reduction, or something easy and entertaining like cards).

Get to know the school, its programs and the studies available, as well as the laws on education. Sometimes you have to act as a guidance counselor because the pupils don't use the official one provided by the school. You might have to explain to them what teachers can and can't do, and what rights they have as pupils.

Learn group dynamics - observe the groups, cliques, and social circles and determine who the popular kids and opinion makers are. Get in with them first and the others will become interested as well, and you'll be able to form a connection with the whole group.

## PARTICIPANTS

Young people within the municipality between the ages of 12 and 18, who (are likely to) slip into crime (high-risk youth)

## PREPARATION

Not needed

## UNSPECIFIED

## OBJECTIVES

- 1- Tackle youth crime in the local area or municipality
- 2- Prevent young people from entering heavier care programs and/or ending up in detention
- 3- Establish clear working agreements between the municipality, the police, and youth care and youth work (e.g., who does what, and with what kind of approach, to prevent criminal behavior)

# YOUTH WORK WITHIN THE "TOP X" GROUP APPROACH

## TOPIC, KEYWORDS

Preventive, high-risk groups, criminal behavior

## MATERIALS NEEDED

7 step model  
Shortlist method (group analysis)

## NUMBER OF STREET WORKERS NEEDED:

\*per neighborhood



## IMPACT (INDICATORS OF SUCCESS)

1. So-called nuisance youth groups are prevented from deteriorating into criminal youth groups.
2. Young people's problems are identified early
3. Our partner's (i.e. the social neighborhood team's) caseload is lightened

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

Adult-initiated.

## DESCRIPTION

Street workers often have to deal with groups causing a nuisance within the neighborhoods. Nuisance behavior is based on both group and individual problems. To prevent such groups from sliding into criminality, a preventive approach with multiple organizations is desirable. This is to prevent criminalization and to be able to provide the right support on time.

Within the integrated approach to youth nuisance in the municipality, weekly or bi-weekly consultations take place at the neighborhood level with the partners involved, i.e. the neighborhood affairs department, safety department, police, law enforcement, and street workers.

At these interdisciplinary "Top X" consultations, the stakeholders compare their findings, share information, and jointly identify the most (e.g. top ten) vulnerable, problematic, or at-risk young people and youth groups in the neighborhood. They then develop an integrated intervention approach for these youths, dividing the tasks among the organizations according to their specific skills, resources, and strengths.

Youth work plays the following role within the group approach:

1. Mapping the group (e. g. consider distinguishing between leaders and followers, connections with other groups, etc.)
2. Taking stock of individual requests for help (e. g. think of education, work, leisure activities, income, home/living situation, etc.)
3. Involving the social network of the group (e. g. think of family ties, living environment, cultural background etc.).
4. Refer individual participants to the municipal preventive services.
5. Refer participants to a social neighborhood team and support them in offering suitable care.

## SUITABLE ENVIRONMENT

/

## COMMENTS, TIPS & TRICKS

When implementing this activity, take into consideration the specifics of the country and local environment.

## PARTICIPANTS

Young people from 12 to 29 years old.  
Individual work



UNSPECIFIED

## PREPARATION

Not needed

# YOUTH COACHING



## OBJECTIVES

- 1- Empower young people to build relationships based on trust.
- 2- Ensure that young people have access to support oriented towards them and their needs
- 3- Enable young people to form and express opinions on important topics (e.g. education, environment, prevention)
- 4- Increase young people's interest in important topics (e.g. education, environment, prevention)
- 5- Support young people in gaining and strengthening necessary competencies.

## TOPIC, KEYWORDS

Individual support,  
empowerment

MATERIALS NEEDED

/

NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants gain self-confidence
2. Participants find answers to their questions or/and solutions to problems
3. Participants are equipped to build relationships
4. Participants become more involved in society
5. Participants are empowered to ask for support

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

High

## LEVEL OF PARTICIPATION

Adult-initiated.

## DESCRIPTION

The street worker coaches young individuals and offers them an alternative to existing authorities and services on an individual level, so that young people can tackle their problems themselves. Throughout this process, the young person will also learn to reflect on their problematic behavior. The assignments help the young person structure their thoughts and actions, and gradually develop the tools to tackle their problem.

Street workers often point out that in any given group of young people, there will always be individuals with more or less problematic backgrounds or in more or less problematic situations. This can be related to different areas of their life, e.g.: nightlife, at home, in their sports club, in school, on the street. These young people often do not receive assistance, or receive it too late, or do not accept help when it is offered, and then ultimately qualify for help provided by the judicial authorities—i.e. punishment.

This prompted outreach youth work organizations to start developing a youth coach/supervisor program.

### Steps of coaching:

1. Make contact

Make contact with higher-risk young people through street contacts, youth help services, schools, or the police.

2. Determine objectives

Explore and determine the objective(s) that young people want to work on.

3. Data collection

Once the objective has been determined, it is necessary to collect personal data from the young person. This can be done in various ways, for example through personality tests, SWOT analysis, or one-on-one conversations. You can also use any combination of methods.

### Personality tests:

A number of personality tests can be found on [www.123test.nl](http://www.123test.nl), such as: social orientation test, personal values test, self-confidence test, core typing test, professional personality test.

SWOT analysis is useful for determining one's personal skills:

- Strengths: what are your unique skills, where have you done well, what do others see as your strengths?
- Weaknesses: where do you need to improve, where have you been unsuccessful, which points do others see as your weaknesses?
- Opportunities: what opportunities lie ahead and which environmental factors you can take advantage of?
- Threats: what are some realistic threats to you and which environmental factors can be disadvantageous?

One-on-one conversation

By having a one on one conversation with a young person, you develop a bond with each other, which can lead to openness and honesty later in the process, and that is how most problems are addressed.

Some examples of things that are discussed in these conversations:

- Personality
- Home situation
- Social life
- Relationships (friendships, partnership)
- Nightlife (drugs or alcohol use)
- Needs

4. Further process:

When the young person gradually comes into contact with social work, debt counseling, or compulsory education, the coach will contact and coordinate further actions with the relevant partners. In the meantime, discussions will take place with parents, educational institutions, and social work organizations.

## SUITABLE ENVIRONMENT

Parks, public spaces, office.

## COMMENTS, TIPS & TRICKS

The preconditions are that we are actually able to achieve the objective we have in mind.

The coach can also play a guiding role for young people who have had previous experience with youth care and prevention services, with the aim of preventing a relapse into problematic behavior.

### Description of practice in the Czech Republic:

All clients have their cards in our registry, where we summarize all the relevant information about their situation and write up all the "talks" (interventions, counselling, etc.) that we do with them. These talks are formed in the context the client's individual plan.

Some Czech street workers use a method of individual planning called "here and now." We work with a huge population of teenagers whom we don't meet with regularly because they move a lot, and over the years of our practice this method has proven to be the most effective way of approaching our target group and changing their life situation. Other youth clubs in the Czech Republic use different approaches when it comes to individual planning, especially those working with children (5-12 years old) or with closed communities (small villages, socially excluded areas, etc.). After forming the contract, they usually write up (or use another equivalent form - pictures, etc.) what is called a long-term individual plan with the client. The contract is usually set up for a year, but it depends on the client's needs. In the long-term plan, the client formulates a goal that they want to achieve in the specified time period, and then they work on it with the street workers, revising it regularly to see if it's still what they want or if their goal has changed.

The "here and now" IP has two forms - one-time plan and a step-by-step plan.

### Example of a client's individual step-by-step plan:

*"The client set a goal in the contract to get help in dealing with his financial situation because he has unpaid fees on his health insurance. He said that he might have other debts with his phone company and with the company providing public transport. We agreed that this is something we can help him with. After a week or so we met him on the streets and he was saying that he got a letter from the insurance company that they are closing his bank account because*

of the debt. He didn't know what to do. During our intervention we focused on how he sees the situation and what he wants to do. He said that maybe he could start dealing with the debts. We agreed that it's a great idea, and he told us that he doesn't know where to start. We started planning out how to deal with his situation and formed a step-by-step plan. We distributed tasks among us and informed him that this is going to take a long time. The first step was finding out what he owes (it was the insurance, phone company, and public transport). The second step was to get all the loans together under one creditor. Then we formed a repayment schedule, and so on. We made a note of what happened during each step—some steps involved counselling, some of them were situational interventions, etc.—and wrote it up on his card in our registry. Each step in the plan has the same title and a number, so this plan was called Money He Owes and the steps were labeled Money He Owes 1, Money He Owes 2, etc. ”

The client can also have multiple step-by-step plans, depending on the situation they are dealing with. So in the example above, the client also had a step-by-step plan called Job, a step-by-step plan called Housing, and another one called Girlfriend. Each step in each plan is represented by a number. So in the registry it looks like this:

Money He Owes 7  
Girlfriend 14  
Job 5  
Housing 6

Example of a one-time plan:

*“The client comes to us and wants to know more about LSD. We give him the information. It's as simple as that. The one-time plans are mostly situational. Sometimes something that seems to start out as a one-time plan grows into a step-by-step plan. If we use the LSD example, it might happen that after the getting the information, some time passes and the client comes back with more questions, or they tried it and want to talk about their experience.”*

In general, both the one-time and the step-by-step plans entail a written goal (not the same as the one in the contract), a process, and revision.

Each intervention that we do is specified for our field of work by the Ministry of Labour and Social Affairs. For a few of them, only the process is specified—this goes for situational interventions and contact work (which means a further unspecified intervention on various topics or an intervention that serves a purpose in building trust/a relationship with the client). Other interventions are specified in more detail, including the goal, process, and revision. Examples of those are counselling, information service, and educational and preventive programmes.

If we go back to the LSD example, it might look like this in the writing:

Subject of the intervention: LSD

Goal: to get information about LSD

Process: Mark asked me if I know anything about a drug called LSD. He said that he had never heard about it before and he wants to know what it is and what it does. I gave him information about the drug, its form, its most common effects on people, and some harm reduction advice (how to be safe when using it). He was really interested in it and asked a few questions about its form, effects, and harm reduction. I asked why he wanted to know, he answered that some of his friends were talking about it and he didn't know what it was.

Revision: he knows what LSD is and what it does, and he got some information on how to be safe when taking it.

In conclusion, all the clients have a few step-by-step plans and a lot of one-time plans. Sometimes, the one-time plan can grow into a step-by-step plan. I will use an example from the text above. The Girlfriend step-by-step plan started out as a one-time plan. The client had a fight with his girlfriend and it seemed like an intervention would solve the problem: he needed to talk it out and find a way to resolve the conflict. A week later, he came and needed help in resolving another argument with the girlfriend. When the worker was writing it down, he noticed that there already was a similar one-time plan and he combined them, because he realised that it would be a long-term project.

The difference between the “here and now” and the other forms of IP (paper form, etc.) in our view is that the one we use is better for our target groups. They get the help they need and they don’t have to concern themselves with papers and regular meetings and stuff like that. It’s the social worker’s job to keep track of the client and what they are dealing with, and write it up.

It really depends on what is important to the client. All social services are required by law and by the Ministry of Social Affairs to provide individual planning, so this approach serves the official purpose and it is also a great way of fulfilling the client’s needs.

It may seem complicated when you see it in writing, but in practise it’s really easy. It allows you to work as you’re used to working, it just gets complicated when you want to write it down. The writing down part is what causes problems for all our new colleagues.

Handy methods of social work that we use:

Most social workers working with at-risk youth and other street-based target groups usually go for training in these two approaches. They are not included in the formal educational/training processes:

1. Motivational Interviewing, a method developed by two Irish psychologists and social workers, Muller and Rollnick, based on their experiences working with AIDS patients in Africa.
2. Crisis intervention. It’s also beneficial to go through some form of experience-based training. In our country it is required when you want to be a therapist, so a lot of them are based on different psychological approaches.
3. Follow the respectful approach based on the works of Carl Rogers.

## PARTICIPANTS

Young people from 17 to 27 years old



12 MONTHS

## PREPARATION

Not needed

## OBJECTIVES

- 1- Empower young people to build relationships based on trust
- 2- Ensure that young people have access to support oriented towards them and their needs
- 3- Enable support in relevant areas.
- 4- Enable young people to form and express opinions on important topics (e.g. education, environment, prevention)
- 5- Increase young people's interest in important topics (e.g. education, environment, prevention)
- 6- Support young people in gaining and strengthening necessary competencies

# YOUNG PEOPLE: OUT OF SIGHT, OUT OF MIND



## TOPIC, KEYWORDS

Early school leavers, job coaching, young people, future plans, youth care, NEET

MATERIALS NEEDED

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NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants recognize street work as a support mechanism for addressing their problems and needs
2. Participants are empowered to ask for support
3. Participants are able to take responsibility for their own actions
4. Participants gain self-confidence
5. Participants find answers to their questions and/or solutions to their problems
6. Participants are empowered to plan their future

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

High

## LEVEL OF PARTICIPATION

The initial participation level is different for every participant. Throughout the process, we gradually work towards increasing participation

## DESCRIPTION

The pilot project consists of four phases:

1. In the first phase, an overall analysis is done to get an overview of the young people who are not enrolled or taking part in any system (social, educational, employment, etc.). Non-governmental organizations and initiatives often have contact with these young people. Street workers know them and in many cases have connections with their wider networks which they can use to track down and reach out to participants. Municipal assistance files can also be helpful to look at for candidates that could benefit from participating in the pilot.
2. In the second phase, we prepare an appropriate and individualized plan of approach for (and possibly with) every participant. Customization is the core of the methodology for this phase.
3. The third phase lasts a maximum of 18 weeks. In this phase we take steps together with the participant, and the duration of the process depends on his/her personal circumstances. The process is described in the action plan.
4. In the fourth and final phase, the street worker ends their process with the young person when possible. That could be when the participant is redirected to the relevant employment service (WerkBedrijf in the Netherlands, for example), goes to a training course, or starts working. A necessary condition in the transfer or ending of the process is that the participant agrees to it and finds it suitable and appropriate.

Once phase four has been completed for a young person, the street worker can start a new with another young person.

## SUITABLE ENVIRONMENT

Parks, public spaces with some privacy, youth club or center.

## COMMENTS, TIPS & TRICKS

This approach has its origin in the Social Domain Implementation Plan of the Municipality of Druten, whose goal was to reach young people who are not in work or education and have fallen "out of sight." They are not in any local system or registry, they do not receive social benefits and are not registered as job seekers (NEET - not in education, employment, or training). A large part of these are young people who are able to learn or work but need

support in order to get ahead, the so-called “unable to work independently.”

The street worker needs to have essential coaching skills.

There are a number of other preconditions for a successful implementation:

- Street workers (in the role of coaches) have space and time to gain an insight into underlying problems (empathy map model), as well as an insight into the young person’s living environment.
- Street workers are competent to deliver customized solutions.
- An established network: good (pre)arrangements and efficient cooperation with partner organizations, educational institutions, and businesses. This is necessary for a seamless follow-up process.
- The municipality makes a budget available for each participant to cover small costs that could otherwise hinder the process.

## PARTICIPANTS

Young people in the age category of ± 10-18 who drop out and/or (threaten to) derail.



3 MONTHS OR MORE

## PREPARATION

Not needed

# A GOOD BUDDY FOR A YOUNGSTER WITH PROBLEMS



## OBJECTIVES

- 1- Empower young people to build relationships based on trust
- 2- Ensure that young people have access to support oriented towards them and their needs
- 3- Enable peer support in relevant areas

MATERIALS NEEDED

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NUMBER OF STREET WORKERS NEEDED:



## IMPACT (INDICATORS OF SUCCESS)

1. Participants strengthen their capacity to solve problems
2. Participants are empowered to deal with their problems
3. Participants have fast and easy access to high-quality care and support
4. Participants stay in contact with their Buddies, expanding and strengthening their social networks

## LEVEL OF TRUST NEEDED FOR THE IMPLEMENTATION

Medium

## LEVEL OF PARTICIPATION

The initial participation level is different for every participant. Throughout the process, we gradually work towards increasing participation.

## DESCRIPTION

- The street worker recruits young volunteers and involves them in the learning process to become Buddies.
- The street worker is the first point of contact for both the participants (the primary target group) and their Buddies.
- Every participant is assigned a Buddy—a young volunteer who acts as a contact person and confidant. These contacts are also available on weekends.
- The method and duration of working with a young person are adapted to their strengths and needs, and the availability of the Buddy. Some form of regular meetings between the participants and their Buddies is necessary.
- When necessary, we also include professionals in the process (local partners, youth care organizations, youth workers, ...).

## SUITABLE ENVIRONMENT

Parks, youth centers or clubs.

## COMMENTS, TIPS & TRICKS

The idea for this project was developed from a vision to support young people and enable them to grow up in a safe and healthy way. Its main purpose is to empower young people and give them more support by offering high-quality care that is nearby, available quickly, and isn't overburdened with administrative responsibility.

## List of organizations:

### Zavod Bob (Slovenia)



Web page: [www.zavod-bob.si](http://www.zavod-bob.si)

Mail: [info@zavod-bob.si](mailto:info@zavod-bob.si)

### CAI - Conversas Associação Internacional (Portugal)



Web page: [www.cai.org.pt](http://www.cai.org.pt)

Mail: [cai@cai.org.pt](mailto:cai@cai.org.pt)

### Beroepsvereniging Kinder - En Jongerenwerkers from (Netherlands)



Web page: [www.bvjong.nl](http://www.bvjong.nl)

Mail: [info@bvjong.nl](mailto:info@bvjong.nl)

### Ceska asociace streetwork, z.s. (Czech Republic)



Web page: [www.streetwork.cz](http://www.streetwork.cz)

Mail: [asociace@streetwork.cz](mailto:asociace@streetwork.cz)

### Udruga za mlade Alfa Albona (Croatia)



Web page: [www.alfa-albona.hr](http://www.alfa-albona.hr)

Mail: [alfa.albona@gmail.com](mailto:alfa.albona@gmail.com)

## Contributing organizations:

### **NK Likusák, Ratolest Brno, z.s. (Czech Republic)**

Web page: [ratolest.cz](http://ratolest.cz);      Mail: [jan.kopic@ratolest.cz](mailto:jan.kopic@ratolest.cz)

### **NZDM Pixla, Ponton, z.s., Plzeň (Czech Republic)**

Web page: [ponton.cz](http://ponton.cz);      Mail: [benes@ponton.cz](mailto:benes@ponton.cz)

### **Streetwork Beztize - Praha 2, Dům dětí a mládeže Praha 3 - Ulita (Czech Republic)**

Web page: [beztize.cz](http://beztize.cz);      Mail: [knapp@beztize.cz](mailto:knapp@beztize.cz)

### **Netwerk Hoorn (Netherlands)**

Web page: [www.netwerkhoorn.nl](http://www.netwerkhoorn.nl);      Mail: [c.verschoor@netwerkhoorn.nl](mailto:c.verschoor@netwerkhoorn.nl) or [j.lashley@netwerkhoorn.nl](mailto:j.lashley@netwerkhoorn.nl)

### **Vida Welzijn (Netherlands)**

Web page: [www.wijzijnjimmys.nl](http://www.wijzijnjimmys.nl);      Mail: [nicole@vida-welzijn.nl](mailto:nicole@vida-welzijn.nl)

### **Zorggroep Oude en Nieuwe Land - Urk (Netherlands)**

Web page: [www.zorggroep-onl.nl](http://www.zorggroep-onl.nl);      Mail: [p.tennapel@zorggroep-onl.nl](mailto:p.tennapel@zorggroep-onl.nl)

### **Meervoormekaar Druten (Netherlands)**

Web page: <https://www.meervoormekaar.nl/meerdoenertjes/>;      Mail: [info@meervoormekaar.nl](mailto:info@meervoormekaar.nl)

### **Centro Social de Paramos**

Web page: <https://www.centrosocialparamos.org/site/>;      Mail: [geral@centrosocialparamos.org](mailto:geral@centrosocialparamos.org)

### **Teach For Portugal (Portugal)**

Web page: <https://teachforportugal.org/>;      Mail: [teachforportugal@gmail.com](mailto:teachforportugal@gmail.com)

### **Espaço T / Cercar-te**

Web page: <https://www.espacot.pt/> & <https://www.facebook.com/espacot.cercarte>;

Mail: [jorge.oliveira@espacot.pt](mailto:jorge.oliveira@espacot.pt) or [cercarte.e8g@espacot.pt](mailto:cercarte.e8g@espacot.pt)

### **União Romani Portuguesa**

Web page: <https://www.facebook.com/uniaoromani.portuguesa/>;      Mail: [uniaoromaniportuguesaporto@gmail.com](mailto:uniaoromaniportuguesaporto@gmail.com)