International
Young Naturefriends

ONLINE TRAINING COURSE

YOUTH LEADER QUALIFICATION

MANUAL

EYF
european youth foundation
fonds européen pour la jeunesse

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

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Introduction

What is the most important part of International Young Naturefriends activities? Hm, values are important, so are goals or a topic of each activity, but all this could not exist without passionate and talented young people. Young people are what makes our activities amazing and inspiring.

Young people attend many educational activities, camps, volunteering activities and so on. Besides trainers who are able to educate them, this world also needs youth leaders that are capable of coordinating young people. It can be your first experience at youth camp, or you can be a coordinator in a summer school etc. It's really important that you are prepared for this. There is a lot of knowledge, research and methods that can help you with that.

In April and May 2020 we decided to organize an intensive course focused on youth leadership. It was in times when physical activities were limited, therefore this was a really good opportunity to use our time to improve our skills and knowledge online. We were lucky enough to have a great group of young people from all over the world who had joined our 5 weeks long course and were willing to become a youth leader. We worked together on their skills and abilities so if they one day decide to take the first step and lead a group of young people they will be ready.

The whole training course was divided into 10 different sessions where we covered different topics, from basics to more advanced knowledge. We used many non-formal methods and tried to create an open space for discussions and cooperation with the group. It was lots of fun after all and a great chance to meet interesting people. We wish that we will meet again in future and also hope that they will use this experience in their youth leader roles.

This publication is trying to bring you closer to the important topics we have focused on. We would be delighted if this can also be a beneficial text for you and your youth leader aspiration.

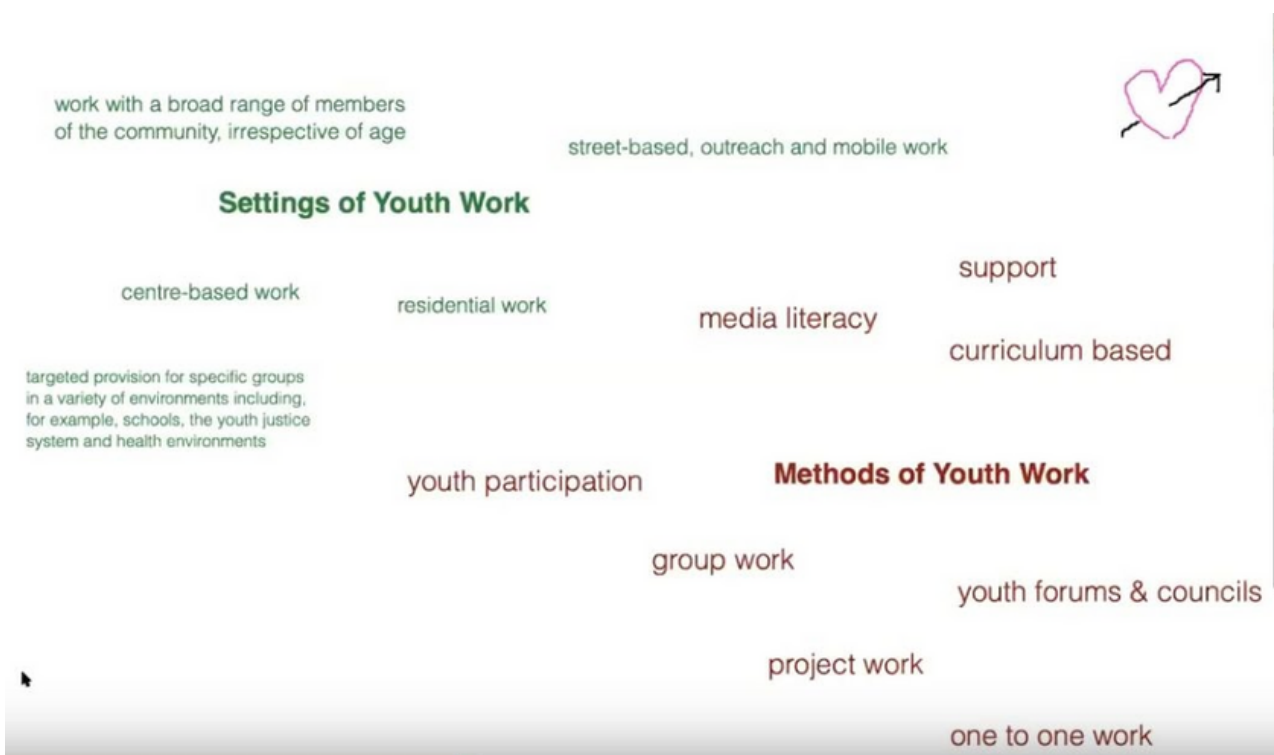Your IYNF team

International
Young Naturefriends

Youth Work

Youth work is the work with and for young people. If we speak about Youth work in this manual we are focusing on youth work that takes place in the leisure time of young people and can have various forms.

Youth work is mostly carried out by youth or other organizations, but even the citycan be an open space for young people to be shaped by non-formal learning processes.. Especially, in youth organisations peer education approaches are of most importance, and here youth leaders have one of their main fields. They accompany younger people or even people of the same age during camps, events, educational processes, in youth groups, or other formats. Activities can be completely carried out by youth leaders or they can be supported by pedagogical professionals to give them securance and offer support during the event.

What are the areas of youth work?

We have discussed this with our participants in the Youth Leader Qualification and they came up with the following brainstorming ideas. Already a lot which shows that youth work is a really broad field and also includes work within structures and curricular youth work as in residential work or schools.

work with a broad range of members of the community, irrespective of age

street-based, outreach and mobile work

Settings of Youth Work

centre-based work

residential work

support

media literacy

curriculum based

targeted provision for specific groups in a variety of environments including, for example, schools, the youth justice system and health environments

youth participation

Methods of Youth Work

group work

youth forums & councils

project work

one to one work

Youth leaders are working in the following areas of youth work in our previously mentioned understanding:

- Youth clubs
- Youth groups
- Youth organisations
- Youth forums and councils
- Summer camps
- Project work
- Youth exchanges
- Community and intergenerational work

What is the perfect place to carry out youth work? Well, it doesn't really exist and youth work can take place basically everywhere, it is up to you, as a youth leader what you make out of it.

Depending on the carrier of youth work it can be shaped by different values or topics. IYNF and the Naturefriends movement have a specific focus when it comes to the topic, approaches and values they want to convey to young people. Are you already curious what this could be? Then keep reading.

Youth Leader

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The perfect youth leader

Is there such a person? The answer is no, as every human being has strengths and weaknesses which is normal. So don't be scared of becoming a youth leader as we believe you can do it. Especially after you carried out your first group meeting, summer camp, youth exchange etc. you will see that you can be a good youth leader. With time you will gain more experience, and start to see situations differently than before.

With the practical experience you will get more aware of group dynamics, processes and the needs of a group as well as learning how to react to those situations in an appropriate way.

Don't worry, most of the time you will work in a team and won't be alone. Together you can support each other and give feedback for further development.

Why shall I gain theoretical knowledge?

Part of your journey to become a youth leader is having theoretical knowledge. After gaining this knowledge, it is up to you and the team you will be working with to implement this. With the knowledge gained in training and the support of this manual you will be able to read group processes and react to them. You will understand how a group works and what is needed to bring them to their peak of performance.

So, there are no requirements for becoming a youth leader?

Well, that's not entirely true. The main requirement is at least in many European countries to have a clean criminal report. In general, we think a youth leader should bring the following characteristics with them:

- Motivation to work with young people
- Readiness to meet young people on eye-level
- Showing empathy for young people in different life situations
- Ready to take over responsibility for young people
- Ability to work in a team

- Open-minded (young people have a lot of great ideas, just be open for them)
- Participatory approach (young people have a right of participation, so take it seriously)

Anything else?

Yes, of course there is a lot more but you will be guided through it with this manual. What already can be mentioned is that youth leaders also have to take over responsibility for the group, especially if you are planning to work with minors.

Naturefriends Movement

The Naturefriends movement was founded in 1895 and ranks amongst the largest non-governmental organisations around the globe. Our 350,000 members are active in local groups/sections and are represented by regional, federal and national associations. Naturefriends are a democratically organised movement that is committed to ecological and sociopolitical causes. The aim of our activities is the sustainable development of the environment and the society at the regional, national and global level.

Naturefriends International (NFI)

Naturefriends International (NFI) is the umbrella organisation of approximately 45 national member organisations and is itself member of the Green 10, a platform of the ten largest European environmental NGOs.

International Young Naturefriends (IYNF)

IYNF is an international organisation bringing together Young Naturefriends and their organisations across Europe. It was established in 1975 and currently has 18 member and 14 partner organisations. With more than 120.000 young members organised in over a thousand local groups, it is one of the major European youth organisations.

IYNF is an international network to connect and inspire Young Naturefriends for living values of respect, solidarity, equality, sustainability and love and care for nature.

Timeline:

1895 Naturefriends are founded in Austria

1905 First local groups outside of Austria

1907 First Naturefriends house is opened in the Alps

1932 The organisation has 214,924 members and 428 houses

1933-1943 Naturefriends organisations all over the world are prohibited by the

Nazis, only Switzerland and America remain active

1945 Naturefriends from America start to rebuild the movement in Europe

1975 IYNF is founded as the independent youth branch of NFI

2003 IYNF office moves to Prague

2020 Naturefriends celebrate 125 Years

Values of IYNF:

IYNF has divided its fundamental values into three, color groups.

The **red colour** stands for values of solidarity, justice, democracy, peace and internationalism. We might call it democratic socialism, however this very term continues to be discussed within the movement. The red colour is also a link back to the roots of the Naturefriends in the working class movement.

The **green colour** stands for values of love and care for nature, direct environmental experience, sustainability and environmental education.

Blue, the most recent of our colours, dates back to early seventies when youth work happened to be an inherent part of Naturefriends life. Blue stands for youth participation, personal development, non-formal and experiential education.

Getting to know each Other **5**

It is very likely that every time you do an activity there will be a newly scrambled group of participants. Even if lots of the participants already know each other it is important to get to know everyone in the group so no one is left out. If you incorporate all the tips below the participants will bond and get to know each other quickly.

Breaking the ice and Getting to know each other

One key element of creating a cozy and friendly atmosphere is using people's names. If you call people by their names they feel respected and cared for. [1]

In the Naturefriend movement we usually call each other by the first name. Let the participants introduce themselves with the name they want to be called with like only using the first or second name or calling them a shorter version of the name (e.g "Ben" instead of "Benjamin").

Try to use to call the participant by name as often so you and the group remember it quickly. [1]

You can also think about name tags. You can let participants make their own stylish-looking button as part of a workshop or just use tape, both will do the job. With name tags you can have a glance at the person's name first before you approach them. For some, name tags feel formal so if you have the feeling most of the people know the names by heart you can drop them. This usually takes two or three days depending on the size of the group.

The below described methods are also called Icebreaker games. This term describes activities that break the imaginary ice between the people in the group. They lighten the mood and bring people to laugh. After an icebreaker people should feel more comfortable interacting with group members and the group members know each other better. Icebreakers can often overlap with team building activities or Energisers (check out chapter 7).

Methods and Games

A good way to integrate the getting to know each other are games. Here we list a few.

Name and introduction games

Make sure that especially name games are not competitive. They are not about bragging who can remember the most or who already knows the most people, it is about getting to know other people.

The Interview

Each Participant looks for a partner whom he does not know, now each person has five minutes to interview their partner. After both interviews are over the partners introduce each other to the whole group. As a trainer, you can prepare questions beforehand or you can let the participant choose their own.

Name and Gesture Round

The group stands in a circle. The person who starts has to say "My name is ..." and make a gesture at the same time. The whole group repeats the gesture and says "This is ..." at the same time. Then it is the next person's turn.

Throw the ball around

The group stands in a circle. One person has a ball. This person says "My name is ... and I throw the ball to ...". The ball is thrown and the next person continues. The only rule is you can only throw the ball to the person who did not have the ball yet. If the first person has the ball again and the cycle is closed the second phase begins. In this phase you throw the ball to the person who got it from in the first round. If this works you can play it with two or three balls at the same time. This can get very chaotic and fun.

Everyone who ...

Everyone sits on chairs in a circle. The only person who has not a chair is in the middle. Their aim is to get their own chair. To do that, the person in the middle has to tell a fact about themselves. For example "Everyone who plays an instrument". Then, all people who play an instrument have to get up and try to sit down in a different chair. Meanwhile the person in the middle tries to get a chair on their own. The person who did not get so lucky has to stay in the middle and continue with the facts.

Speed dating

Divide the participant into two equal sized groups. One group will form two circles one inner one, one outer one so the participants face each other so everyone has one partner. Now they have one minute to introduce themselves and talk about everything they like. After the time is over the inner circle moves one person to the right so everyone has a new partner. They start to introduce themselves again until the one minute is over. And so on and so on.

The Atom Game

Music plays and the participants walk or dance though the room. Then the music stops and the trainers calls out a number like "Three". Now the participants have to make groups out of three with the people nearest to them. After everyone has a group the trainer asks a question. This question is discussed in the groups. When the music starts again everyone starts to dance/walk again and a new round begins.

Where are you at home?

The trainer creates an imaginary map in the room. For example "The corner next to the door is the South-Western tip of Portugal. The middle of the room is Frankfurt and the corner opposite to the door is Northern tip or Norway". Then the participants place themselves accordingly where they feel at home. When everyone has settled, you go one by one. Each participant tells where they stand and why they feel at home there.

Rules

To get everyone on the same page introduce rules or guidelines to your activity early on. Like:
Rules of the accommodation (no smoking in buildings, etc.)
Times (start of the training, lunch time, etc.)

Sources

[1] https://www.washingtonpost.com/business/capitalbusiness/career-coach-the-power-of-using-a-name/2014/01/10/8ca03da0-787e-11e3-8963-b4b654bcc9b2_story.html

Group Building

A group can be compared with a puzzle. In a puzzle each piece has a different size, shape and general appearance but each piece is necessary to create a whole picture out of the puzzle. The same applies for groups, every person is unique as they have different abilities, characteristics and appearances but everyone can contribute in their own way to the group and is an important part of it.

Group building has the aim to support the group in finding out the different abilities and characteristics each group member has. Therefore, it provides an initiated and structured platform to exchange with the other group members. This process is marked by games and exercises that bring challenges with it that can be just solved by working together and using the different abilities of each group member. Group building is a basic need for groups and enables the group to function. The group will go through different phases and the task of the Youth Leader is it to accompany these group processes with suitable methods. There are a range of different games, but in this chapter we will show you just a few examples.

In general, the group should not be given a task that it cannot deal with. We do not want to contribute to their failure. We need patience for the games and exercises that we use. Youth leaders using group building games have a strong tool in their hands that helps them influence the social processes and the quality of experience of a group. It would be a pity to use these games only as a recreational tool (for example, as a simple timed race).

Some examples:

Big hand

Cooperation, movement, fun

Number:4-6   Age:8   Time:15

Equipment: for a group of four: a ball and a sheet or blanket, anything where we can score a basket or goal

Description: A group of four is holding corners of a sheet and is trying to score into a basket(a goal...). They change balls and the heights they try to reach.

Variations:
– We aim for a basket, a goal or try to throw the ball as far as we can.
– The groups throw the balls to one another and catch them.
– We can have a competition for the highest score.

Pyramid

Cooperation, problem solving, physical contact

Number:12 – 16 people   Age:15 and older   Time:10minutes

Equipment: none

Place: soft,flat surface in front of a 4-5m wall, heap of straw, etc.

Description: Imagine you are in the lower deck of a big ship. The ship crashes into a cliff, creating a hole in the side and water is streaming in. The hole is located more than 4. 5m above us. We don't have any equipment and must act quickly. Make a human pyramid to reach and stuff the hole in order to save the crew and the load.

Variations:
– A physically fit group has to deal with the task with no more than 10 people. The person on the top of the pyramid must hold a cup full of water for at least 10 seconds.

Safety: The height of the hole should correspond with the abilities of the group. Leave 2-3 people to be the rescuers. This game is not suitable for people suffering from back-ache and dizziness. [1]

Sources

[1] Education and learning through outdoor activities (Jan Neuman, Petr Ďoubalík 2004)

Energizers

An energizer is a brief activity that is intended to increase energy in a group by engaging them in physical activity, laughter, or in ways that engage the members cognitively (problem-solving). They can be used with any group, including during training. [1] The Energizer is an activity that can be run to warm up the team and promote group interaction. It is a good meeting starter for any team meeting. [2] As stated before, energizers can also function as icebreakers, They are also great for international youth activities and can be implemented at the spot or even online. IYNF is a big fan of energizers and they are present at basically every activity. Further, there will be some examples of energizers.

Fun Fact

Fun Fact is a simple and great energizer to get to know more about each other. Basically people will anonymously write fun facts, then the group will try to match people and their fun facts. This is a fast and fun activity. It is great to foster conversations and break the ice, so people get to know a little more about each other. A few examples: "I played in a punk-rock band", "I was a yoga teacher", " was born with three kidneys", "I can juggle".

Running the activity

- Ask each participant to think about a fun fact about themself
- Instruct the participants to write it on a note, anonymously (same post-it color and same sharpie colour)
- Make all the fun facts visible to everyone
- Going one by one, let the group guess who is the person for each fun fact
- Write the name of the person next to the fun fact

Isn't that crazy?

The "Isn't that crazy" energizer is amazing for getting people talking and collaboratively creating a story (usually a funny one). It fosters engagement and everyone's participation while being very easy to deliver as it is done verbally. This is a really fun and simple activity. Another variation is to start with "Once upon a time" and ask each person to add four words.

Running the activity

- Instruct the participants to form a circle

- Identify the order in which the communication will flow (e.g. clockwise).
- One person starts by saying "isn't that crazy?"
- The next person has to continue the story by adding 3 words
- Then the next and so forth until the story ends.

An example of how the energizer could look like: "Isn't that crazy?", "That birds fly", "But I know", "a flying cat", "That has superpowers", "And laser eyes", "Freezes mobile apps", "but not ours", "Because of kryptonite".

Collaborative Face Drawing

The collaborative face drawing is a fun interactive activity that helps with name memorization.

Running the activity

- Give each participant an A4 paper and a pen.
- Instruct the participants to write their name on the bottom of the paper
- Ask everyone to walk randomly in the room until you say the word stop.
- Each person should pair up with someone nearby
- Instruct the pair to exchange the papers
- Everyone should draw the other person eyes
- Instruct the pairs to exchange the papers again (now each person should have the paper with their name again)
- Repeat steps 3 to 8 for all face parts (eyes, noise, ears, chin, hair, facial hair and accessories).

Find your pair

Find your pair is a really funny energizer to get everyone moving and laughing.

Running the activity

- Count the number of participants (even number is required, so decide to include yourself or not based on it).
- Divide the number of participants by two to decide how many animals will exist (say 20 participants, so there will exist 10 different animals).
- For each animal, write its name on two post-its.
- Distribute the post-its to the participants asking them to not show it to anyone.
- Ask everyone to move around the room.
- Instruct everyone to cover their eyes with their hands, make the animal noise and try to find their pair.

Back to back

Back to back is a fun energetic activity with a strong and simple message about collaborative work. This activity is really fun. People will laugh. Typically a few pairs will be able to stand up fast while others have a hard time. Consider not running this activity if you feel some participant is not capable of standing up, or they will feel bad by sitting on the floor.

Running the activity

- Instruct the participants to find a partner of similar size and weight
- Ask everyone to sit on the floor, back to back with their pair
- Ask the pairs to hold their arms while keeping their backs together
- Tell everyone their goal is to stand up, while keeping the arms and backs together.

Gordian knot game

The Gordian knot game is a great energizer to get people moving. It has a very interesting message on finding your way out of a tangled situation. The group will jump hands, switch around and find a way out, either forming one or more circles. For the whole duration of the game the hands have to stick together.

Group size: larger than 6 people, up to any number. For very large groups, break into smaller groups of approximately 12 people. Timing: 3-5 minutes.

Running the activity

- Ask the group to form a circle.
- Ask everyone to put their hands up.
- Ask them to close their eyes and put their arms straight in front of them.
- Now, tell them to move further into the circle and grab with each of their hands someone else's hand.
- Check that everyone has another hand and ask them to open up their eyes.
- Ask the group to untangle themselves without letting the hands go, and try to form a circle. [3]

Supermodel Exercise

Running the activity

- Arrange participants in the circle

- Arrange participants in the circle
- Instruct participants that they have to act out of your instructions when pointed to and given the following commands: (1) supermodel - Participants should immediately pose as a fashion model. The two participants alongside the participant acting as a supermodel (on the left and the right) take the role of photographers and mimic gestures of taking a photo. (2) Elephant - Participant poses as an elephant by immediately thrusting two hands held together in front to represent the elephant's trunk. The two participants alongside form a circle with their hands and place them on the side of the participant pointed to serve as "ears" of the elephant. (3) Jello - Participant shakes his or her body like jello continuously. The two participants alongside hold each other's hands and form a circle around the target participant. The idea is to form a "glass" around the jello.
- If a person makes the wrong impression they have to go into the middle and give instructions
- Later in the game you can add more and more figures to impersonate to ramp up the difficulty

The Post Office

Running the activity

- The participants should sit in a circle, each having their own chair. The facilitator takes one chair away and the participant who is left standing, stands in the center of the circle and begins the activity. The activity can continue as long as the group is interested and enthusiastic, but no longer than 10 minutes.
- The participant in the center of the circle says something like: "I bring a letter for all of my colleagues who have brown hair." All of the participants who have the characteristic stated (e.g., brown hair) and the person in the center of the circle changes places. Whoever ends up without a chair to sit on, stands in the center of the circle and again states that s/he is bringing a letter, but for people with a different characteristic, such as: "I bring a letter for all of my colleagues who are wearing black shoes." "I bring a letter for all of my colleagues who have never drunk black coffee." [4]

Pink toe

The youth leader calls out a colour and a body part. Participants must find an object in the room that has that colour and then touch the object with the selected body part.

Running the activity

- For example, if the leader calls out "red nose", participants need to find an object that is red and touch it with their nose. The leader continues calling colours and body parts. To make the energizer more active, you can add an element of competition to this game. Participants that are too slow in completing the task can be asked to sit down. The last remaining participant is the winner.

Energizers Sources

[1] The Training & Development World. The Place for Trainers, Facilitators, and Organization DevelopmentPractitioners.Energizers. In:http://thetrainingworld.com/resources/Training_Methods_and_Activities/Energizers/

[2] FunRetrospectives. Energizers. In: https://www.funretrospectives.com/category/energizer/

[3] These energizers have been taken from FunRetrospectives.com. https://www.funretrospectives.com/category/energizer/

[4] Both energizers have been taken from Warmups and Energizers http://reprolineplus.org/system/files/resources/icebreak3.pdf

Group Processes

Group Phases and Group Roles

The most used model explaining which phases we go through is the one by Bruce Tuckman. We refer to it as Tuckman's stages of group development. Once you get to know more about it, you realise it really applies to all of us and that this process was present in your groups, youth camps, trainings and so on. It's natural, and we need to go through these steps to form a group. A group that is able to work on something together and create great things. This is something we always want to achieve during our Naturefriends activities! :) Therefore it is also important for you as a youth leader.

So what are the actual stages?

1. In the first phase of the **Forming**, the group members get to know the other people and look for their role within the group. The facilitator's role here is to provide orientation and set goals and tasks.

2. In the **Storming** phase, discussions are held on the distribution of tasks and roles. Conflicts between Group members or between the group and the facilitator may occur. At this stage the facilitator must contribute to conflict resolution, act as a mediator and emphasize the unifying factors.

3. The subsequent **Norming** phase is characterised by the agreement of common standards for teamwork, in that compromises are made. The facilitator's role is increasingly becoming a moderating one.

4. In the subsequent **Performing** phase, the group members work based on the agreed standards,to achieve the common goal. The conflicts are overcome, the group sees itself as a team and can focus on the tasks to be done. And the facilitator can now withdraw and under certain circumstances development of individual team members.

5. The final stage of the group process is the **Adjourning** phase. In this phase the facilitator rings the farewell of the individual group members to the group. If the performing phase was very successful, the group can mourning now appears among the group members

The length of the different phases is not fixed and depends on the group. It could be even possible that a group skips one of these phases.
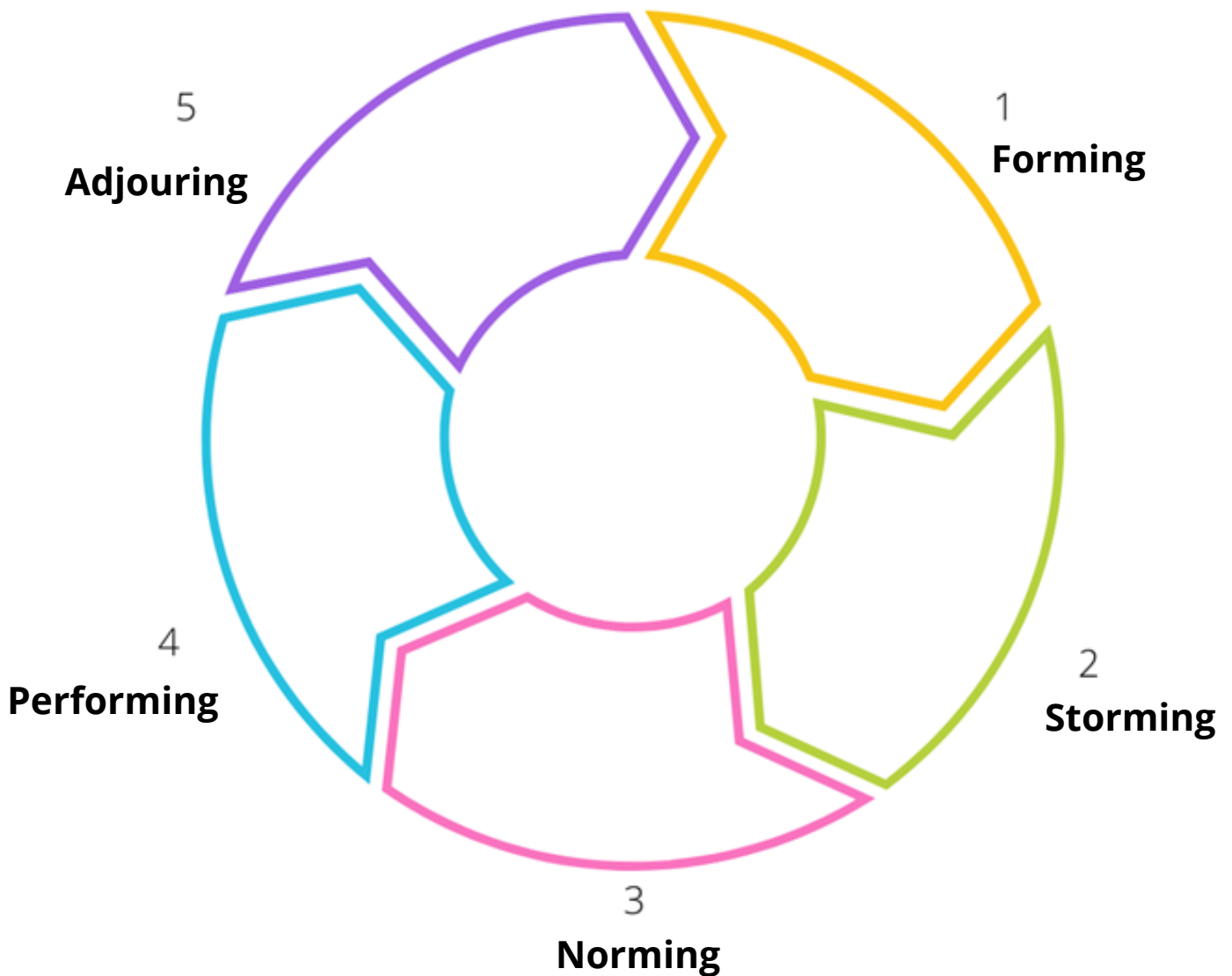
And what about our roles in groups? Have you ever thought if you have one? Or do they change? The roles are noticeable, and we have experienced all of them.

Group Roles

Role:

The Quarrelsome Person
Primary drama position: Perpetrator. Emotion: Aggression.
The quarrelsome person perceives the content conveyed in the group as an attack on his personal values. His quarrelsomeness can be directed against the Alpha (the

speaker or straight speaker) but also against any other member of the group. According to the drama dynamics, this role can only be better integrated if the values are recognized and communicated.

The advantage is that this person always reminds you that everyone in the group has different values. Often represents the values of the group and thus supports the process of forming in the seminar.The ALPHA must ensure that the disputants are reported at the value level to avoid escalation.

The Positive
Primary drama position: Muse. Emotion: Relaxation
The positive is a great support for the group. He says YES to everything and always finds something good in the contents/exercises/talk of others. This person is happy about the occasional nodding or confirmation and smile of the speaker. The positive is a great resource when answering participants' questions, as it builds up and encourages people.

The Know-It-All
Primary drama position: mentor. Emotion: Clarity
The know-it-all has a sharp mind and wants to support the group with his knowledge. Compared to the critic, however, he does not attack the lecturer, but tries to make a positive impression and to learn and grow himself. Knowledge is a high value for him. Sometimes other participants react to him with rejection if he speaks too often. The ALPHA should make sure that the know-it-all is able to give the rest of the group enough space.

Leave room to participate yourself, otherwise it could develop into a dyad between ALPHA and the omniscient and you would lose your rapport with the rest of the group.

The talkative one
Primary drama position: Diva. Emotion: seeks connection
The loquacious person looks for harmony, connection and confirmation. He tells from his life and finds a personal story for each topic that fits to it. This supports the group, as some of his metaphors promote learning success, but can also be boring and exhausting.The ALPHA has to interrupt this person sometimes, but again and again with a "YES, THANKS AND THAT REMINDS ME..." interrupt to regain the attention of the group.

Through the talkativeness, however, one gets very well to a more personal level in the seminar (if that is desired).

The Shy One
Primary drama position: Sacrifice. Emotion: Fear of failure
The shy one is calm, quiet and reacts to instructions slower than others. He looks around questioningly and sometimes refuses to do the exercises. He seeks a rescuer in the group, to whom he attaches himself and whose values and attitudes he adopts. Ideally, the shy person should be paired with the talkative or the positive, because he or she thaws faster.

He also needs an appreciative nod or touch in between. This person also often brings a little gentleness to the group.

The Refuser
Primary drama position: Savior. Emotion: Uncomfort / Concern
Actually, he is concerned about the values and emotions of others. He generally rejects everything at first to protect himself and his map from change. He needs security and stability. To get this person on board, you just have to get him to reject rejection himself. Often the group will bring him back and he will find his position.

Through these people you are reminded to look at both sides of a coin and to offer the group an added value. They often find alleged mistakes in the content (the icing on the cake), encouraging the speaker to be even more responsive to the audience.

The Thick-Furred One
Primary drama position: Doer. Emotion: absolute trust
This person can take anything. No matter how strenuous the exercise is or which emotions are brought into the group by others, he is the rock in the surf. This person does not take anything personally, but has one goal in mind and that is to feel good and learn a lot. Thick skinned people are not always very reflective. They tend to be a little slower when it comes to personal insights, because they dissociate themselves from negative emotions.

This person brings calm and stamina to the group.

The Exalted One
Primary drama position: mentor. Emotion: Self-confident
The sublime is often in a meta position. He sees things from a higher perspective and is sure that he could hold the seminar himself. He identifies himself with the ALPHA and can be very supportive and resolve conflicts. The only challenge is that he does not integrate himself into the group.

The questioner
Primary drama position: nagger. Emotion: Insecurity
"and what if...?" "and why can't...?" He asks and questions about everything and everyone.

If it is negative or if it goes too much into the personal level of the ALPHAS, then it becomes disturbing. If it is positive, he brings diversity and fun into the group. The ALPHA should make him laugh or induce emotions of joy in life, then he is a great support.

People sometimes change their positions during the seminar and you can also ask yourself: What position did I play in school? Which is my job or in training?Each has positive and negative sides. It is only important that ALPHA is aware of them and acts accordingly.

Rank Dynamics

Not only do groups go through different phases of development (see "group phases" according to Bruce Tuckman), they also develop roles and rank dynamics which have a decisive effect on the behavior of individual group members. Once the different roles in a group are established, this hierarchy allows the group to function in relative stability. Roughly simplified, these roles are: "leader", "expert", "member" and "whipping boy".

Raoul Schindler, Austrian psychotherapist and developer of the "rank dynamic position model", called these roles "Alpha", "Beta", "Gamma" and "Omega".

Alpha - offers the group the "most attractive confrontation" with the "external enemy". This "external opponent" can be another team in sports as well as another group or person, but also a specific task or challenge. The leadership role of α is fed by special skills, experience and/or resources that appear useful in overcoming the particular challenge and are accepted by the group. The central task of the Alphas is to represent the group to the outside world and to assume management responsibilities within the group.

Attention: these attributions are not static, but can change depending on the situation!

Beta - the "experts" recognize the leadership roles and qualities of the Alphas and actively support them in this process; as experts and advisors, they are closest to the Alphas and thus occupy a special position, also in relation to the other members of the group, the Gammas. In contrast to alphas, betas do not legitimize themselves out of themselves, but through their performance and their work. Often they stand on the edge of the group and thus develop a feeling for how the group is perceived from "outside".

But they also develop a fine sensorium for the internal processes in the group. Within the group, they are therefore usually the first point of contact for problems.

When an Alpha gives up his role or is not there at the moment, they take over the leadership role.In case of "leadership failure" they can also try to "dethrone" Alpha.

Gamma - the actual group members and employees. In fact, they bear the main burden by producing results in the form of work performance. In fulfilling their tasks, gamma's can also take a step back and thus slip into the role of anonymity for a certain time. Gammas bring the manifest performance of the group, but are not burdened with the will to do so.

Omega - they fulfil a special function for group dynamics, in that they represent in a certain way the "external enemy" within.

Within the group, Omegas therefore often find themselves in the role of "outsiders" or "scapegoats". Omegas are created on the fine line between being overchallenged and underchallenged and are recruited from former betas or gammas.

In their behaviour Omegas turn against the leading role of the Alphas, from whom they feel presumed pressure or even aggression against themselves. However, this behaviour usually triggers actual pressure or aggression from the group against the Omegas themselves. Even if these descriptions may sound negative, Omegas in groups are a completely normal phenomenon, even more, they have an important function.

This is because they show through their behaviour that there is potential for improvement within the group. They often turn to betas and gammas for help, seeking approval and support.

If these signals are not taken seriously, Omegas will become a real threat to both the Alphas and the success of the group. Rebellion, including change of leadership and reorientation, voluntary withdrawal or exclusion from the group are then the result.

About handling Omegas:

As long as the criticism is objective and the behavior is not already destructive, Omegas provide the group with valuable clues as to which wheels need to be turned to keep the group running or get it running again as productively as possible. In order to maintain a good mood, work ethic and ability to work, it is therefore advisable to try to reintegrate Omegas into the group at an early stage.

Alphas have two options for this:

1. Alphas take the criticism or behavior as useful hints benevolently and try to support the Omegas to become Gammas again. What does Omega need? What is important to them, what would be helpful?

2. If the trolley is already very busy, alphas can slip into the Omega role themselves for a short time. In this way, they critically question the previous work themselves, in order to present a solution at the same time. On the one hand, this takes the wind out of Omegas' sails, while on the other hand, Alphas retain the ability to act and lead.

In principle, this division of roles occurs in all groups. However, the roles are not static, but can change depending on the situation or context. Which role a person takes on in a particular situation depends on a wide range of external and internal influences and factors. Certainly, every person has a certain tendency to take on a certain role in one situation or another according to the ranking dynamics in groups. In most cases, however, these roles are not consciously assumed and perceived.

For example, a person can take on the alpha role in his private life among friends and acquaintances, while in his professional life he can be quite content in his role as Gamma and at the same time fall more and more into the omega role politically.
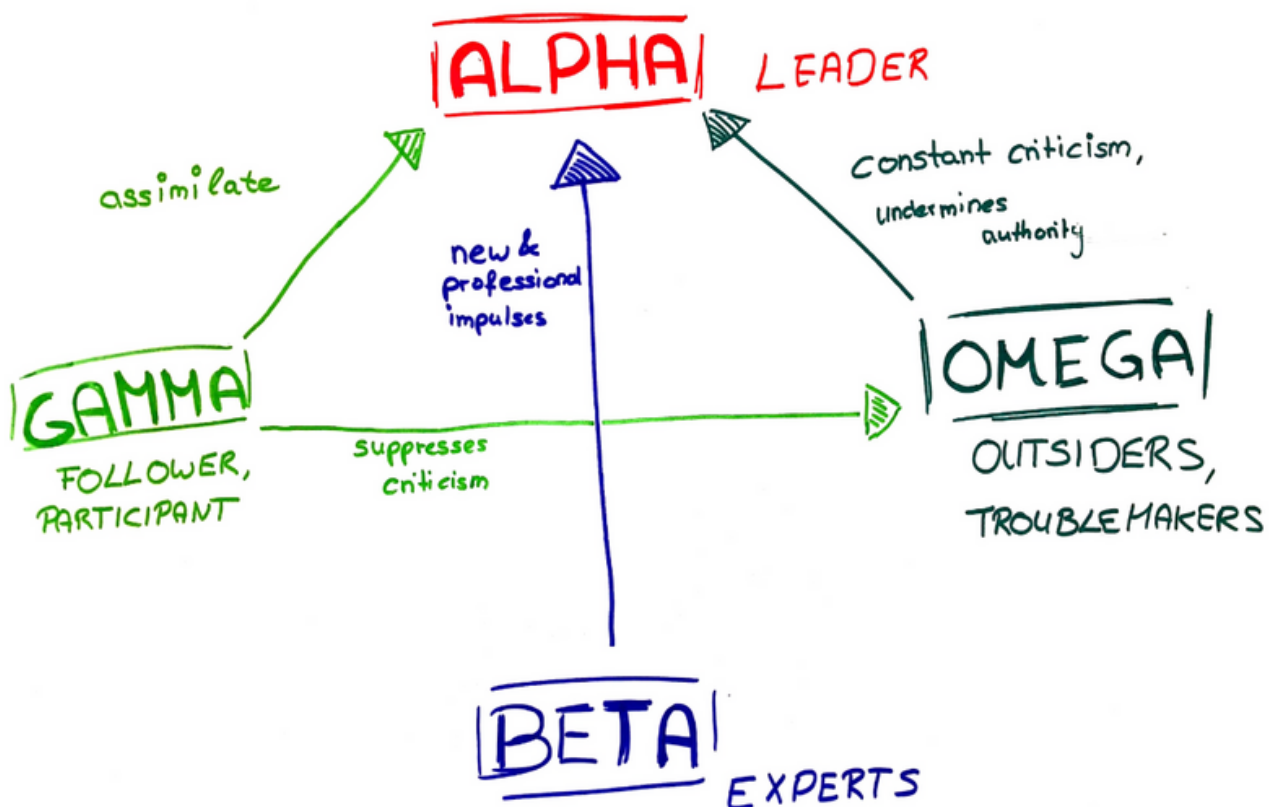
Leadership Skills and Styles

A team leader can make or break an activity. Leaders should be able to motivate their team, keep a good atmosphere and be able to give clear and confident instruction for moments of crisis. The most important tool of a leader is communication.

Leadership skills

Although this is not tailored directly for activity management, "Leadership That Gets Results" by Daniel Golem has a great overview about different leadership skills. Here is an excerpt from the introduction:

Many managers mistakenly assume that leadership style is a function of personality rather than strategic choice. Instead of choosing the one style that suits their temperament, they should ask which style best addresses the demands of a particular situation.

"Research has shown that the most successful leaders have strengths in the following emotional intelligence competencies: **self-awareness, self-regulation, motivation, empathy, and social skill**. There are six basic styles of leadership; each makes use of the key components of emotional intelligence in different combinations. The best leaders don't know just one style of leadership - they're skilled at several, and have the flexibility to switch between styles as the circumstances dictate."

The Six Leadership Styles (Goleman)

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientious-ness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results form a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Goleman, Daniel, "Leadership that Gets Results" Harvard Business Review. March-April 2000 p. 82-83.

Here is a word cloud of good and bad leadership skills from the YLQ online training:

Good: Calm, patient, good listener, proactive, supporter, optimist, respectful, enthusiastic, humble, tolerant, friendly, inclusive.

Bad: Immature, bossy, know-it-all, gossiper, exclusive, control freak, violent, unfocused, ignorant, biased.

Communication ⑩

Communication is the key to any healthy relationship. Whether it's a friend, significant other, parent, professor, etc., it's necessary to have good communication, and that will lead to healthy boundaries, happiness, and overall, a mutual understanding. [1] The ability to communicate well is the way for, either peace or the welfare of the humankind. Being able to listen to others, this means not only listening with your ears but also being able to comprehend what the person is saying, having empathy, encouraging others by praising and offering words of encouragement, being aware of others and their emotions, and understanding body language are the basis of good communication.

There are a wide range of ways in which we communicate and more than one may be occurring at any given time. According to the Macmillian dictionary, communication is "the process of giving information or of making emotions or ideas known to someone; the process of speaking or writing to someone to exchange information or ideas."

A communication therefore has three parts: the sender, the message, and the recipient. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. Effective communication is always about understanding the other person, not about winning an argument or forcing your opinions on others. First, recognize the other person's situation or feelings, then state your needs or opinion.

The sender 'encodes' the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient 'decodes' it.

The four side model tries to break it down like this

In this model you have a speaker/sender who sends out the message and a listener/receiver who receives the message.

A message consists of four different aspects: a factual information, a self-revelation (about the speaker), relationship (between the speaker and listener), an appeal.

Even though we mostly only convey one aspect consciously, all four aspects are always present subconsciously (as a layer).
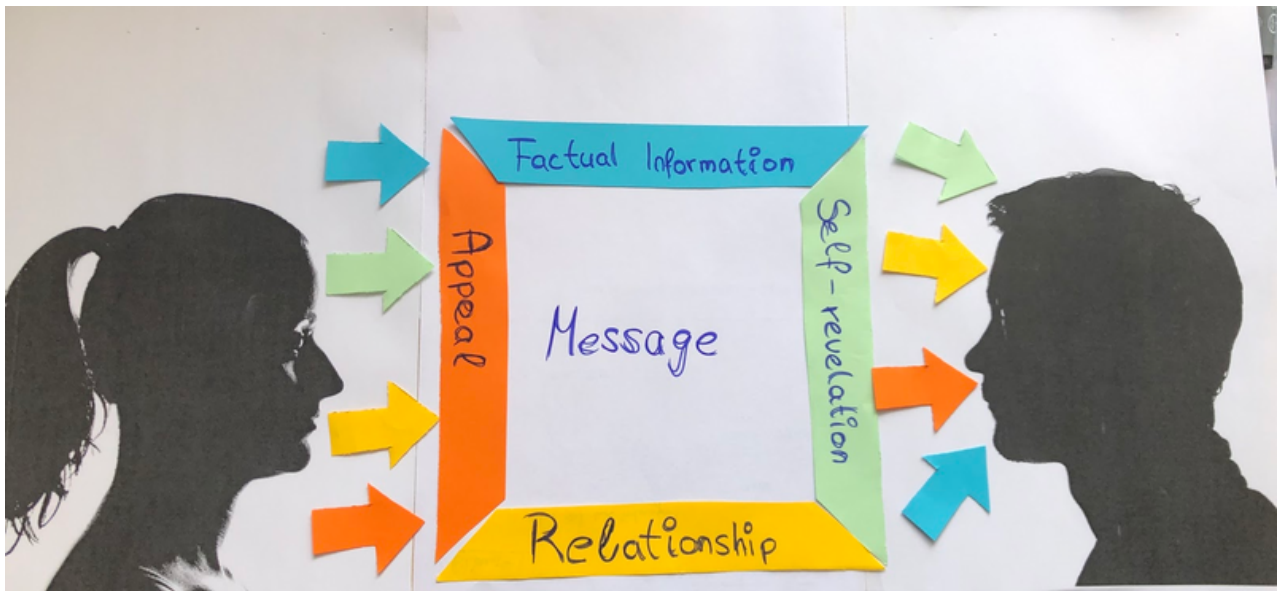
Here is an example: Tim and this girlfriend Sandra are sitting in the living room.

Tim says: "The window is open."

Factual information: *The window is open*

Appeal layer: *Close the window*

Self revelation layer (about the speaker): *I don't want to do it. I am tired today.*

Relationship layer: *My girlfriend likes to help me, she knows that I am stressed out.*

Sandra receives.

Factual information: *The window is open*

Appeal layer: *Close the window*

Self revelation (about the speaker) layer: *I am lazy.*

Relationship layer: *My girlfriend is my servant.*

Here you can see that the factual information is the same but because of the different interpretation it could lead to a fight. Even though Tim did not intend this . [2]

Of course, there may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very different things into the choice of words and/or body language. It is also possible that neither of them will have quite the same understanding as the sender.

There are different ways of communicating, spoken or Verbal Communication, which includes face-to-face, telephone or other media.

Non-Verbal Communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

Written Communication, which includes letters, e-mails, social media, books, magazines, the Internet and other media. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

Visualizations, graphs and charts, maps, logos and other visualizations can all communicate messages.

The desired outcome or goal of any communication process is mutual understanding. Misunderstanding can occur at any stage of the communication process. Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.

There are multiple communication channels available to us today. These include face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports. Communication channels is the term given to the way in which we communicate. It is therefore the method used to transmit our message to a recipient, or to receive a message from someone else.

Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses.

Being able to communicate effectively is the most important of all life skills. [3]

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Conflicts and Resolution

Conflicts are like Icebergs

You can break down a conflict into things you see and things you don't. There are a lot of aspects that play into why a conflict erupts. If one erupts, if you see the conflict, you only see the "tip of the iceberg".
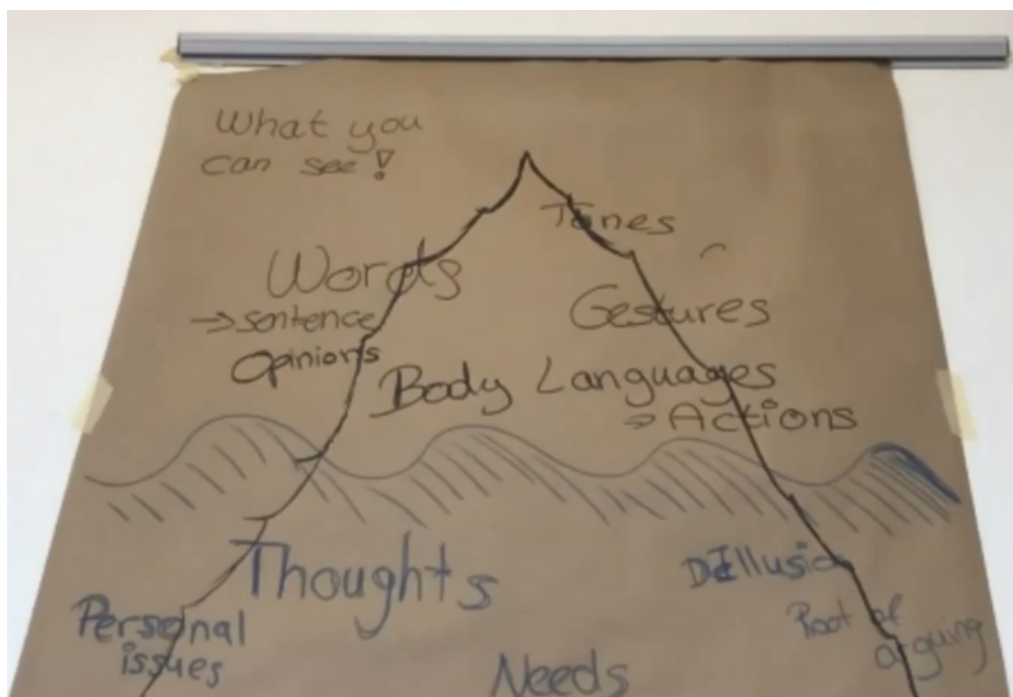
The things under the water are the cause of the underlying problem. The conflict itself is triggered by an event. The problems of the conflict are there long before you can actually see it.

What you can see:

Word, tones, gestures, body language, action.

What you can't see:

Thoughts, personal issues, delusions, needs, socialization, cultural background, emotions.

Non-violent communication

Non-violent communication (NVC) is a form of communication that tries to prevent and resolve conflict by focusing on being unconscious of what you say.

The four steps of Nonviolent Communication

To communicate in a non-violent way you should :

> **1st** Say what happened
>
> **2nd** How it made you feel
>
> **3rd** Express your needs
>
> **4th** Formulate your requested

Here is explained what is meant by that.

1) Observations

- What happened?
- What did someone specifically do or say?

In this step, we pay attention to **facts** and **observations**. We notice **what the camera would record** and what everyone can agree with. For example "This is the third time this week you come to our meeting 15 minutes later than we agreed."

Remember that the opposite of observations are **interpretations** and **judgments** that may "invite" the other person to hear blame and criticism, for example: "You are always late, I cannot rely on you!".

2) Feelings

- What did I feel then? What could the other person feel?

Feelings are emotions separated from thoughts. For example "I'm sad."

In NVC, words that express feelings are distinguished from words and sentences which contain the interpretation of other people's behaviour and the description of our thoughts. For example sentences like "I feel that you do not take me seriously" or "I feel disrespected" tell nothing about our feelings. Instead, we try to make others responsible for our well-being and that can create resistance. On the other hand, by connecting feelings to our needs we take full responsibility for them and other people don't need to

defend themselves. It is also easier to get in contact with each other.

3) Needs

- Which of my needs is unfulfilled/fulfilled?
- What is important? What do I want?

In this step, we pay attention to **the needs that are behind our feelings**. I express what is important to me at this moment. Continuing the example of a friend who is late: "Respect and keeping promises is important to me."

It is important to **distinguish needs from the strategies** that we choose to satisfy our needs. For example, arriving on time or sending an SMS that he/she will be late, is not my need. These are activities that can satisfy my need and I can ask for it in the next, fourth step.

4) Requests

- Is there anything I would like to ask someone now?
- Maybe I want to ask myself?

In order for a request to be a request, it is worth expressing it in a **clear** and **specific** way (what, where and when) and assuming the possibility of a "No!". If you ask someone for something and start to get nervous when the person does not meet this request, it means that it was **a demand**. In our example, the request could be "Can we agree now that next time you will inform me that you are going to come later as soon as you know it?".

In summary, the **whole message** in a situation with a friend who is late **may sound like:**

„Normal" communication

"I've been waiting for you so long. You are always late, I cannot rely on you! I feel that you do not take me seriously. I need you to be punctual next time, okay? "

or Nonviolent Communication

"This is the third time this week you have come to our meeting 15 minutes later than we agreed. I am sad because respect and keeping promises is important to me. Can we agree now that next time you will inform me that you are going to come later as soon as you know it?".

Which statement would you like to hear from a friend or colleague? **Do you notice the difference?**[1]

Source

[1] https://www.empathiceurope.com/nonviolent-communication-basic-information/

Socialization

Socialization is a process that introduces people to social norms and customs. This process helps individuals function well in society, and, in turn, helps society run smoothly. Family members, teachers, religious leaders, and peers all play roles in a person's socialization. Socialization generally refers to the process of social influence through which a person acquires the culture or subculture of their group, and in the course of acquiring these cultural elements the individual's self and personality are shaped. [1]

Socialization refers to the preparation of newcomers to become members of an existing group and to think, feel, and act in ways the group considers appropriate. Viewed from the group's point of view, it is a process of member replacement. Such widely diverse situations as child rearing, teaching someone a new game, orienting a new member of an organization, preparing someone who has been in sales work to become a manager, or acquainting an immigrant with the life and culture of a new society are all instances of socialization.

Socialization is a central process in social life.[2]

This process typically occurs in two stages: Primary socialization takes place from birth through adolescence, and secondary socialization continues throughout one's life. Adult socialization may occur whenever people find themselves in new circumstances, especially those in which they interact with individuals whose norms or customs differ from theirs.

During socialization, a person learns to become a member of a group, community, or society. This process not only accustoms people to social groups but also results in such groups sustaining themselves.

Socialization teaches people what is expected of them in a particular group or situation; it is a form of social control.

Socialization involves both **social structure** and interpersonal relations. It contains three key parts: context, content and process, and results.

Context, perhaps, defines socialization the most, as it refers to culture, language, social structures and one's rank within them.

The **content and process** constitute the work of this undertaking.

Results are the outcome of socialization and refer to the way a person thinks and behaves after undergoing this process.

Secondary socialization occurs throughout our lives as we encounter groups and situations that were not part of our primary socialization experience. This might include a college experience, where many people interact with members of different populations and learn new norms, values, and behaviors. Secondary socialization also takes place in the workplace or while traveling somewhere new.

Group socialization occurs throughout all stages of life.

Organizational socialization occurs within an institution or organization to familiarize a person with its norms, values, and practices. This process often unfolds in nonprofits and companies. New employees in a workplace have to learn how to collaborate, meet management's goals, and take breaks in a manner suitable for the company. At a nonprofit, individuals may learn how to speak about social causes in a way that reflects the organization's mission.

Many people also experience **anticipatory socialization** at some point. This form of socialization is largely self-directed and refers to the steps one takes to prepare for a new role, position, or occupation.

Finally, **forced socialization** takes place in institutions such as prisons, mental hospitals, military units, and some boarding schools. In these settings, coercion is used to re-socialize people into individuals who behave in a manner fitting of the norms, values, and customs of the institution.

While socialization is necessary, it's important to recognize the values, norms, and behaviors this process reproduces. As society's ideas about race, class, and gender evolve, so will the forms of socialization that involve these identity markers.

Development stages

The above mentioned socialization process also plays a role in the development of a child as the different influences and experiences a child or young person makes influences their development in different ways. This leads to individual development of each young person. Nevertheless there are some key stages for the development of a child that usually every child reaches. They are used as an indicator for the development of a child and they show with some variety if the development is delayed in certain areas. Some children develop some skills earlier than others but have some delay in other skills. This is a usual development process and part of the diversity in development. As a

youth leader, especially when working with children, it is important to get an understanding of what they are capable of and what would be overwhelming for them. Therefore, youth leaders can use the table below as an indicator when planning their activities or games. While doing this, the youth leader shouldn't forget that each group is special and for some groups the chosen task even if based on the table below, could be too challenging or too easy. [4]

Child Development, Parenting Strategies, and Causes for Concern, 0–18 years (Continued)

| Age | Child | | Parent | |
	Developmentally appropriate behavior	Causes for concern	Parenting strategies	Causes for concern
3 years	• Uses four- to five-word sentences • Follows two- or three-part instructions • Recognizes and identifies most common objects • Draws simple straight or circular lines • Climbs well, walks up and down stairs, runs	• No two-word spontaneous phrases • Has trouble expressing emotions • Often refuses to do simple tasks • Seems overly fearful, even in safe situations	*Continued from previous page* • Be a safe, reliable base as the child explores the world around him • Tell stories and talk with the child about what they see, hear, and do • Listen and try to understand what the child is saying • Take the child's emotions seriously and help him make sense of them • Support interaction with peers; provide structure but otherwise let him negotiate playtime on his own	*Continued from previous page* • Frequently yells at the child or punishes accidents harshly • Describes the child as having hostile intentions, i.e., "He doesn't like me" or "He knows better" • Pushes the child too hard to do too many activities and/or finds it hard to let the child try things by himself • Has trouble setting consistent rules and safe limits
4 years	• Uses five- to six-word sentences, tells stories • Understands counting and may know some numbers • Identifies four or more colors • Copies or draws simple shapes • Walks/runs forward and backward with balance	• Is unable to run, jump, or climb easily • Is extremely aggressive and hostile toward peers • Clings and gets very upset when parent leaves		

	Child		Parent	
Age	**Developmentally appropriate behavior**	**Causes for concern**	**Parenting strategies**	**Causes for concern**
5 years	• Speaks in full sentences, tells longer stories • Draws circles and squares, begins to copy letters • Climbs, hops, swings, and may skip • Tries to solve problems from a single point of view and identify solutions to conflicts • More likely to agree to rules	• Does not speak full sentences or speak clearly enough for strangers to understand • Seems shy and very fearful with other children • Never shares or takes turns • Regularly has difficulty caring for own toilet needs	• Help child take on new responsibilities • Teach reasonable risks and safe limits • Handle anger constructively • Create a safe environment where your child can feel comfortable talking about a wide range of issues and emotions • Share feelings and stories about how to deal with problems and face fears • Support healthy friendships and encourage appropriate social activities	• Regularly finds the child's behavior unmanageable • Does not see the need for the child to socialize with others • Thinks the child is too aggressive or too dependent • Often criticizes or blames the child • Seems excessively anxious about the responsibilities of being a parent • Leaves the child alone for extended periods of time • Is not involved with school or with other parents of children the same age
6–7 years	• Reads short words and sentences • Draws person or animal • Takes pride and pleasure in mastering new skills • Has more internal control over emotions and behaviors • Shows growing awareness of good and bad	• Is frequently sad, worried, afraid, or withdrawn • Is easily hurt by peers • Bullies other children • Develops unrealistic fears (phobias)		

	Child		Parent	
Age	**Developmentally appropriate behavior**	**Causes for concern**	**Parenting strategies**	**Causes for concern**
8–10 years	• Reads well • Multiplies numbers • Expresses a unique personality when relating to others • Solves conflicts by talking, not fighting • Is able to "bounce back" from most disappointments	• Returns to baby-like or silly behaviors • Is preoccupied with violent movies, TV, video games • Is fearful with familiar adults, or too friendly with strangers	*Continued from previous page*	*Continued from previous page*
11–14 years	• May have frequent mood swings or changes in feelings • Gradually develops own taste, sense of style, and identity • Has a hobby, sport, or activity • Learns to accept disappointments and overcome failures • Has one or more "best" friends and positive relationships with others the same age	• Eats or sleeps less (or more) than before • Has strong negative thoughts or opinions of himself • Has an extreme need for approval and social support • Has highly conflicted relationships or regularly causes family conflicts • Is alone most of the time and seems happier alone than with others	• Establish fair and consistent rules • Provide opportunities for new, challenging experiences • Address the potential consequences of risky behaviors • Help teens resolve conflicts, solve problems, and understand changing emotions • Encourage goals for the future and help create systems for time and task management • Discuss the physical changes in puberty that affect height, weight, and body shape	• Worries that the child is maturing very early or very late • Doesn't set reasonable limits for the child's behavior • Is uninterested in helping the child address overwhelming emotions or situations • Expects the child to adhere to strict rules and severely punishes mistakes • Often has conflicts and loses temper with the child • Frequently criticizes, nags, or judges the child

Child Development, Parenting Strategies, and Causes for Concern, 0–18 years (Continued)

Age	Child		Parent	
	Developmentally appropriate behavior	Causes for concern	Parenting strategies	Causes for concern
15–18 years	• Begins to develop an identity and self-worth beyond body image and physical appearance • Is able to calm down and handle anger • Sets goals and works toward achieving them • Accepts family rules, completes chores and other responsibilities • Needs time for emotions and reasoning skills to catch up with rapid physical changes	• Feels hopeless, unable to make things better • Withdraws from family or friends • Often gives in to negative peer pressure • Becomes violent or abusive • Drives aggressively, speeds, drinks and drives • Has a favorable attitude toward drug use • Diets excessively, even when not overweight	*Continued from previous page* • Be available for help and advice when needed • Tolerate (within reason) teen's developing likes and dislikes in clothes, hairstyles, and music	*Continued from previous page* • Doesn't provide the child any privacy and finds it overly difficult to "let go" as he becomes more independent

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Diversity

13

Diversity is any dimension that can be used to differentiate groups and people from one another. The diversity definition refers to the existence of variations of different characteristics in a group of people. These characteristics could be everything that makes us unique, such as our cognitive skills and personality traits, along with the things that shape our identity. In a nutshell, it's about empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Diversity allows for the exploration of these differences in a safe, positive, and nurturing environment. It means understanding one another by surpassing simple tolerance to ensure people truly value their differences. This allows us both to embrace and also to celebrate the rich dimensions of diversity contained within each individual and place positive value on diversity in the community and in the workforce.

Each individual in an organisation brings with them a diverse set of perspectives, work and life experiences, as well as religious and cultural differences. Each of the individuals has special experiences, talents, skills, opinions, personalities. The power of diversity can only be unleashed and its benefits reaped when we recognise these differences and learn to respect and value each individual regardless of their background. At Global Diversity Practice, we help organisations to implement diversity policies that will help instil inclusion, respect and appreciation across the entire workforce.

Building a diverse company means that you don't discriminate against protected characteristics and that you're an equal opportunity employer.

These differences, for example employees' talents, are less obvious and require the organization's effort and proactiveness to shine.[1]

Sources

[1] https://resources.workable.com/hr-terms/diversity-definition#

Youth Participation

Youth participation refers to how young people can be involved in processes, institutions and decisions that affect their lives – and this can be active or passive. It is often used as a shorthand for youth participation in many forms, including decision-making, schools, sports, government, community development, economy and any activity where young people are not historically engaged.

Active youth participation means you are engaging or are ready to engage.[1] **Passive youth participation** means you are willing to allow whatever happens to happen, and you are not changing or controlling the situation.

Participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in many other Conventions and Declarations. [2]

In 1975, the National Commission on Resources for Youth in the United States defined youth participation as: [3]

...Youth participation is the involving of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others— i.e., outside or beyond the youth participants themselves. Other desirable features of youth participation are provision for critical reflection on the participatory activity and the opportunity for group effort toward a common goal.

In 1995, the Canadian Mental Health Association (CMHA) established a definition of meaningful youth participation as:

Meaningful youth participation involves recognizing and nurturing the strengths, interests, and abilities of young people through the provision of real opportunities for youth to become involved in decisions that affect them at individual and systemic levels.

In 2006 the Commonwealth Youth Programme and UNICEF remarked: "As there are many types of developmental processes, cultures and unique individuals in the world, participation is not any one phenomenon. There are various definitions of participation. A basic concept of participation however, is that people are free to involve themselves in

social and developmental processes and that self-involvement is active, voluntary and informed."

Marc Jans and Kurt De Backer present the Triangle of Youth Participation. This suggests that young people will actively engage with society when presented with three specific dimensions; firstly they must have something to challenge. Following this, they must feel they have the capacity to make a difference and finally must be able to connect with others in order to tackle the issue effectively.

Almost 30 years ago, Roger Hart developed a model to describe the different forms of youth participation. He argued that participation was the process of sharing decisions that affect people's lives and the communities they live in. He believed that participation is the fundamental right of citizenship and an integral part of democracy.

At the centre of Hart's definition is **decision-making**. He describes participation as a ladder, with levels of youth involvement ranging from non-participation to full participation. This ladder is a useful way of looking at participation – it can help you to reflect on what your engagement is with an issue and what you want your participation to be like.

The ladder has eight steps.

The first three steps represent non-participation, where young people have no real understanding of the issues but are engaged with in a very basic way to show they were involved. The next five steps represent genuine participation, where young people participate meaningfully by thoroughly understanding the issue and being directly involved in the decision-making process. The final step represents the highest level of participation, where young people design and manage their own initiatives and share these decisions with adults. This represents a level of empowerment where young people are using their full capacity to engage meaningfully in decision-making about important issues.

Youth participation often requires some measure of student voice or youth voice, as well as youth/adult partnerships. Results are often measured by youth development goals, academic outcomes or returns on social capital. They may take the form of civic engagement, youth rights or intergenerational equity.

Working on behalf of UNICEF, in 1992 sociologist Roger Hart created a model for thinking about youth participation as a continuum of activities. Entitled the "Ladder of Participation," this spectrum identifies eight types of youth participation ranging from tokenism and manipulation to engaging youth as partners. Adam Fletcher of the Freechild Project has identified a range of youth participation in social change through his "Cycle of Engagement". David Driskell, another UN-affiliated researcher, has identified

several "steps" towards youth participation, while Daniel Ho-Sang has analyzed models according to a horizontal continuum.

A report in 2010, commissioned by the Local Government Group and the National Youth Agency (NYA) in the UK, showed the contribution that youth engagement makes to strengthening democracy and delivering many outcomes that communities and councils seek. It focuses on three aspects of youth engagement. The first was Public participation: typically through involvement in youth forums or councils, participation in surveys and consultations or through activities linked to quality assurance and improvement of services such as inspection, mystery shopping and involvement in recruitment. The second was Social participation: defined as group activities that young people are involved in. These include many examples of social action projects, where young people are motivated to improve their local area; volunteering, as both a one-off and an on-going activity; activities such as group fund-raising and support for charities or good causes; and participating in more generic social groups and positive activities. The final one is Individual participation: as a way of exploring the motivation and benefits for young people and the impact this has on strengthening democracy. These three aspects will attract different types of young people from the groups which were mentioned previously, however, moving forward in order to gain further engagement from the difficult to reach groups, we need to have more emphasis and development on individual participation where the choices and actions an individual takes as statements of the kind of society they want to live in are harnessed. [4]

Sources

[1] https://www.voicesofyouth.org/understanding-youth-participation

[2] https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf

[3]https://www.voicesofyouth.org/understanding-youth-participation

[4] https://www.ymcaeurope.com/data/files/liam-speech-205.pdf

Non-Formal Education

In this paragraph we would like to use the definition of non formal education created by UNESCO: "the defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programs contributing to adult and youth literacy and education for out-of-school children, as well as programs on life skills, work skills, and social or cultural development." [1]

Characteristics of Non-Formal Education [2]

- planned but takes place apart from the school system
- it is flexible (timetable and content can be adjusted)
- not only theoretical, there is
- a focus on practical learning
- there is no age limit
- learning of professional skills

Examples of Non-formal education methods
- peer to peer learning
- collaborative learning
- team games

- outdoor games
- roleplay
- learning by doing
- experiential learning

Sources

[1] https://globaldiversitypractice.com/what-is-diversity-inclusion/

[2] examplanning.com

Nature and Outdoor Education

Outdoor education

Outdoor education means simply doing planned education in the outdoors, thus using the environment for education. This can take shape in exploring and learning about nature, or incorporating the environment into team and trust building activities.

Outdoor education often encourages collaboration which results in building social competences and personal development. [1][2]

Nature education

Nature Education is a part of Outdoor education, with the difference that you focus on knowledge transfer about the animals, plants etc. around you.

The difference to traditional education is that you don't learn by sitting in a classroom but by going outside into nature. If you for example want to teach children about different trees and how to distinguish them you can go with them into a forest to collect different leaves.

In addition to just learning facts, people are experiencing nature and interacting with it. This makes people appreciate it more and lets them develop a love and care for nature. [1][2]

Outdoor games

The blind robot

The blind robot is a trust building exercise. The group has to divide into pairs. One person has to be the robot, the other one is the operator. The robot is blindfolded and has to traverse the terrain safely There is no talking allowed and the operator is responsible for the robot's safety. To achieve this the

operator has several commands. Tapping on the back with two hands means go/stop. Tapping on the left or right side of the back means move 45° to the left or right. After some time the robot and operator swap roles.

The only exception to talking is the safe word. When the robot does not feel safe the operator can fear that the robot is in danger, they can say the safe word and the game ends abruptly.

The Electric Fence

Tension a rope about 1,4m high. This is going to be the electric fence. The participants now have to try to find a way to get everyone over this fence to the other side. If anyone touches the rope the group loses and has to start over again.

Nature education examples

A great way to do nature education is equipping yourself with a book about trees, for example, and go outside with a group. On your walk you can tell everyone to collect leaves from the ground. When you do a break everyone can come together and you can categorize your findings.

Night hike

Taking a night hike can be a great way to learn more about night life in the forest. Key for this is that it must not be scary. You are doing this because people want to experience nature not to scare them. The best way is to be silent and have the minimum light possible. This way you don't scare animals away. Depending on where you are you could see bats or hear owls.

Sources

[1] http://www.ardroy-oec.co.uk/schools-outdooreducation.asp

[2] https://www.ericdigests.org/pre-923/outdoor.htm

Reflections

Reflection is an assessment of your or someone else's work with the aim of improving it. To make the next activity better than the previous it is important that you reflect in the team but also ask your participants for feedback.

This is how teachers see reflection:

Challenging your own beliefs and values in order to see their validity. Be open to reflect and evaluate on how accurate those beliefs are. And to change in order to improve your professional development.

Thinking about your own work - how you are doing it, and how you can make it better. [1]

Evaluation

After you finish an activity you evaluate it together with your team. This will help you to figure out what you have to change next time to create a better activity. The evaluation is an important part of the activity and should not be forgotten.

Feedback methods

Reflection groups

The participants are split into small reflection groups of 3 to 6 people. The groups get leading questions to reflect on what happened that day/ in this activity.

Five finger feedback

The participants gave feedback by giving a statement to each of their five fingers. Thumb "What was good"; Index Finger "I would like to point out …", Middle Finger "Something that was bad", Ring Finger "My treasure was…", Pinky "This was too short".

Spider web feedback

Draw a spiderweb on a flipchart. Now divide the spider web into different slices, like a cake for each topic/day you want to have feedback on. Now the participants get one glue dot for each slice. If the topic was good that they have to put their glue dots

close to the center. If it wasn't great then the glue point should be closer to the edge.

Treasure and Bin

The participants get two pieces of paper. On is their treasure. Here you write down what you liked and want to "take" with you in the future. The other piece of paper is for the bin. On this you write down things you did not like and want to forget. If you want, you can throw the bin paper into the trash.

Traffic Light Feedback

Draw a traffic light on the flipchart. The red light stands for "I would like to change...", " the yellow one for "For the next time I wish..." and the green light for " Today I learned...". Now the participants get sticky notes to complete the sentences and pin it on the flipchart.

Feedback box

Just set up a box a few days before the end of the activity. Now people can write their feedback on a piece of paper and put it into the box.

Sources

[1] https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

Finances

Imagine yourself being a youth leader of a youth group. The group has a big wish, which is the organisation of an international youth exchange. After you checked what is necessary for a youth exchange it comes to a really important question.How much money do I need?

Before you think about the way to finance it, you start to calculate how much money you would need for food, accommodation, travel costs, insurances and activities on the spot. In case this is the first time you are doing this, we recommend you asking for help or letting someone else have a look at it.

How to finance it?

There are several ways to finance a youth exchange or other activities your youth group or organisation is planning. Here are some ideas:

- Participation fee (so can cover all costs by letting the participants paying for it but think about the fact that not every family or student will be able to pay this and you could exclude some people by setting the fee to high)
- International funding (here are many possibilities: youth exchanges and trainings through Erasmus+, volunteering activities through European Solidarity Corps)
- National funding (most of the governments also have financial support offers for youth work in their country, so check out their offers)
- Foundations (there are a lot of foundations, find the one that suits your topic and is willing to support you, once you start to do research you will be surprised how many well known companies and organizations have foundations)
- Local funding (even your city might offer funding and support for youth work, don't hesitate to ask them)
- Fundraising platforms (just try it, maybe people like your idea and are keen to support it)

For all the fundings, always read the terms and conditions before starting to write the applications to not waste energy and time for something that cannot work.

- individual donors
- philanthropic foundations
- EU grants
- transnational grants
- funding from Government Scheme – state funding
- local funding/grants
- membership fees
- sales of goods
- fundraising
- crowdfunding

RESTRICTED FUNDS

Can only be used for specific purposes that have been agreed with the donor. The restrictions may be very tight (eg to pay for a new photocopier) or rather general (eg to help fight HIV/AIDS). Project-based funding from external donors is nearly always restricted.

UNRESTRICTED FUNDS

Can be used for any purpose that helps your NGO achieve its mission.

- Education, training, youth and sport (Erasmus+)
- Combatting youth unemployment
- Research and innovation
- Young entrepreneurs
- European Solidarity Corps
- Agriculture

WHAT KINDS?

- operating
- structural
- project grants

SOME OF THEM

- Erasmus+ (KA 1-3)
- EACEA grants
- European Youth Foundation grants
- European Solidarity Corps
- LIFE grant

Law Regulations

After you got to know the group dynamics, roles and some responsibilities for a youth leader we come to the regulations according to the law. The law is also connected to the responsibilities of the youth leader as it describes the legal situation of youth work and the necessity of supervision for minors and people that are not able to take care of their own. Furthermore, it describes the liability of the person who failed to fulfill the responsibilities and duties set by the law.

The laws vary from country to country therefore it is your responsibility as a youth leader to familiarize yourself with the law that applies to you. Unfortunately, getting familiar with the law once is not enough. Law is changing as society does, except for some basic laws defined by the respective law. Therefore, you have the duty to keep yourself informed about changes and check the laws regularly.

Some of the basic law regulations like the UN declaration on human rights and the UN declaration on children rights apply to all countries and have to be followed.

Please don't be shocked about the law and the connected duties and responsibilities you might have. Sometimes things that happen you just cannot avoid but if you act according to your best knowledge and fulfill the duties, you are fine. Supervision is a good example and is connected to the age and development of a child therefore it is usually not exactly specified how to carry out supervision but it is clear that the child needs to be protected from dangerous situations that can harm their development, mental or physical abilities. To be sure that a minor is entitled to join your activity and take care of them, get a declaration of consent that the young person is allowed to take part in your activity. Use this declaration to also ask for more information about the child's specialties e.g. dietary needs, medication, other special needs as well as for the GDPR consent.

GDPR?

Once you are on youth exchange, you become really keen to make pictures with the young people and post them on social media to show visibility. In case you are living in Europe this is not possible without getting the permission of the person itself or in case the person is a minor of the parents. In case the parents allow this but the young person doesn't want it please take this concern seriously. The EU developed a General Data Protection Regulation (GDPR) to protect personal information of people to avoid misuse.

Before posting, using data etc. check the GDPR regulations and make sure that you comply with them.

The best way to handle all these responsibilities is to talk to people with experience and gain some on your own. Also your team members can support you with this and you can think about it together. You will see that it is not as complicated as it sounds and that being a youth leader is actually fun.

International
Young Naturefriends