



**S**(sociable)**A**(ambitious)**L**(learning)**U**(unique)**T**(trust)!2\*

Capacity building event – training for professionals, working with children and youth at-risk in Latvia and Lithuania

## SUMMARY

\* In the framework of the Project LLI-402 “Sports for Social Inclusion of At-risk Teenagers” (risk-free)

Auleja, 21.-22.03.2019

**Place:** Guest house “Mazais ronis” (Lejasmalas), Skipi, Aulejas pagasts, Krāslava district

**Participants:** 19 professionals (including social workers, representatives of children courts, manager of youth centre, sports coaches and referees, representatives from youth centres etc.), who work everyday with children and youth of social risk in Latvia and Lithuania

**Aim** - to improve skills of professionals working with children and youth and set up network of professionals for exchanging information and good practices.

**Themes:**

- personal and professional development within the context of training
- stereotypes and prejudice, their role working with children and youth at risk
- positive discipline – effective instrument working with children and youth at risk
- physical and sport activities as supportive tool working with children and youth at risk

**!!!** Capacity building event – training is based on approach, principles and methods of non-formal education

## Creation of safe working environment. Personal and professional development of participants within the training context.

### Activity.

Participants throw to each other “string ball”, holding string to him/herself. Participant, who catches “the string ball”:

- Tells his/her name;
- Tells about his/her the most important impact from experience in Krāslava;
- Makes a special wish to all participants for the following training days.

As the result of activity there is created “spider web”, which reflects, how important is each participant in the training process. Each takes little piece of the string to himself as identity sign. Rest of the string from the spider web is being used for facilitating group reflections during training process (as a microphone).

### Activity.

Each participant gets one pencil. The task is to hold it between two fingers and move it around. Later participants do the same task into pairs, then in groups of 4/5, then groups of 10 and then all group together.

Task is completed, if none of pencils falls down on the ground, while group together is moving around for two minutes.

### Activity.

Each participant gets special size paper sheet and they are being invited to reflect about their personal and professional development within the training context. On one side of the paper sheet there is being written:

1. 7 things, which moves me forward as professional working with children and youth at risk;
2. 5 things, which are fundamental for me, so I am able to work with children and youth at risk;
3. 3 things, which I need to improve and develop to implement quality work with children and youth at risk;
4. Motto of my professional work.

On the other side of paper sheet using paints every participant paints his/her feelings and emotions of present moment..

**Creation of safe working environment. Personal and professional development of participants within the training context.**



## Stereotypes and prejudice, their role working with children and youth at risk.

### Activity– role game.

Group is being divided into two parts – 10 youth workers and 10 young people of different profile (visually impaired young person, who wants to communicate with others and wants to be active; deaf young person, who spends time with the same kind of people; young person with physical disabilities; young person, who can't move around independently; young person, who works at sawmill and is active in social life – dances, plays theatre etc.; young person with good education, who can't find job for the long time; addicted young person talented in arts; responsible young person, who is strange in communication with others; 19 years old pregnant girl, who has two small children and who wants to change her routine; young person with strong leadership skills;

In different rooms youth workers are being introduced with their task – to involve young person in physical activity, at the same time task for “young people” is to find their role and identity and act according to it, when meeting and communicating with youth worker.

### The most important reflections about getting young people involved in the activities:

- to trust and the trust. Relationship, which is based on trust, develops step by step and is time consuming long-term process;
- focus on what young person CAN do;
- believe in personal resources of young person – attitude from youth worker “You can do it!” supports personal growth and self- confidence. It is important to explore, find out and get to know inner resources of young person.
- developing sense of belonging to the process and environment. Finding important and useful role for young person, which makes him feel needed and helpful.
- Acknowledgement that fast results are not going to happen;
- Support or help?



## Stereotypes and prejudice, their role working with children and youth at risk.

### Activity. Transit train.

Participants divide themselves into four groups (5 persons in each group) and being introduced with the task “Transit train”.

You are a passenger of European’s transit train, traveling from Lisbon to Moscow. The train will travel for one week on a journey across Europe. You are living in a quadruple coupe this week. You must choose from the following people 3 road mates, with whom you would like to have in same coupe. It is also worth mentioning 3 people with whom you do not want to be in the same coupe.

Serbian soldier from Bosnia; A very fat Swedish financial broker; An Italian DJ, who could be full of pocket money; African woman selling leather goods; New artist, HIV positive; A gypsy living in Hungary, just released from prison; Basque separatist, who regularly travels to Russia; Blind accordion player from Australia; Rep musician from Germany, who lives alternative way of life; Latvian pensioner; Ukrainian student, who does not want to return home; Romanian woman in the middle years, who has a baby on hands and does not have visa; Aggressive feminist from Russia; The wrestler from Ireland - looks like he is going to another football game; Swedish shaved headed man, who is constantly drunk; A French farmer, who only speaks French and has a cart with French cheese; Kurdish refugee living in Germany. **IMPORTANT!!! To complete task, each stage has concrete time limit: 10, 5 un 5 minutes. All members of the group must agree on a common view. No vote should be taken. Everyone has the right to express their views. A presentation should be prepared and the group's opinion justified.**

When participants in the small groups have agreed on their choices, they create two groups (10 persons in each group) and again agree on common choice.

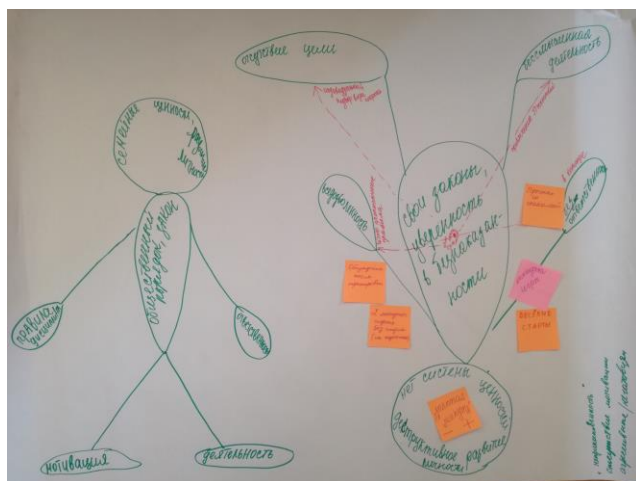
In the end of the task the whole group (20 people) has to agree on its common choice.

## Activity. Iceberg model.

Taking into consideration experience in professional field, participants are invited to write down aspects, which are not immediately visible when working with youth at-risk and which demand time and professional competences to be explored.



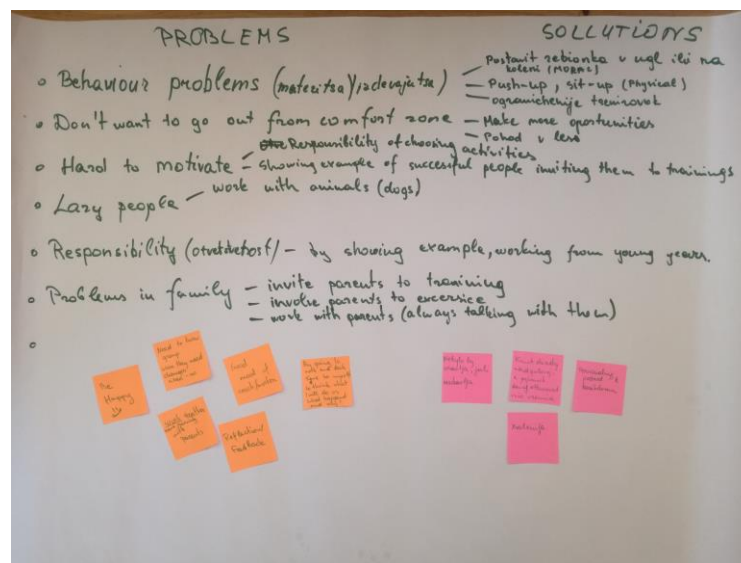
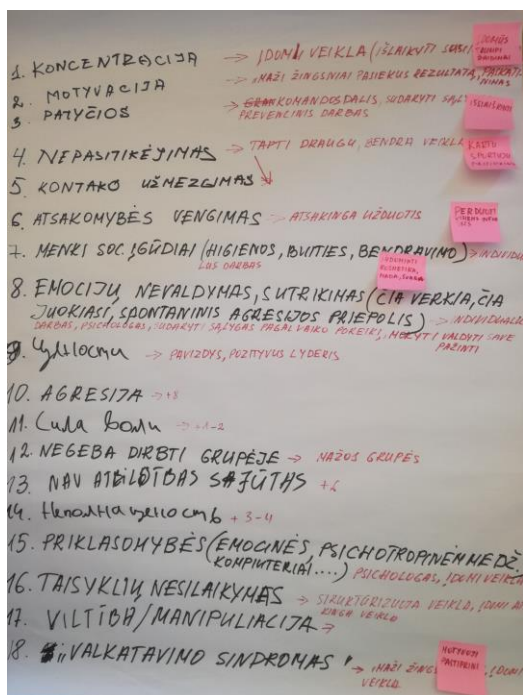
## Challenges working with children and youth at risk. Available support instruments and approaches. Positive discipline.



### Activity:

Participants divide themselves in four groups. Each of them (step by step) gets following tasks:

1. Through sharing in the group, recognize personal and professional challenges working with children and youth at-risk.
2. Find possible available solutions to overcome challenges mentioned before.
3. Find out elements of positive discipline, which can be used working with children and youth at risk.





## My individual working plan with young person at-risk, using physical activity.

1. Choose young person at-risk you work with?

5. What elements of positive discipline will you use?

2. What do you know about him/her? (background, needs etc.)

3. What would you still need to know?  
How will you do it?

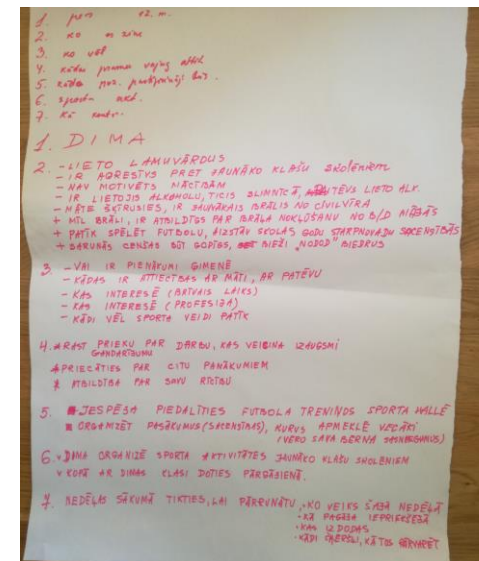
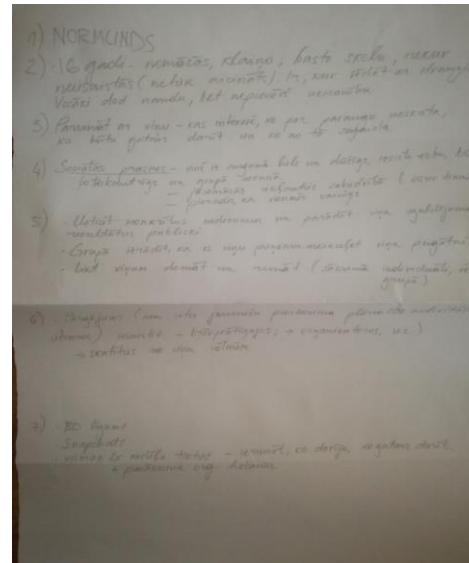
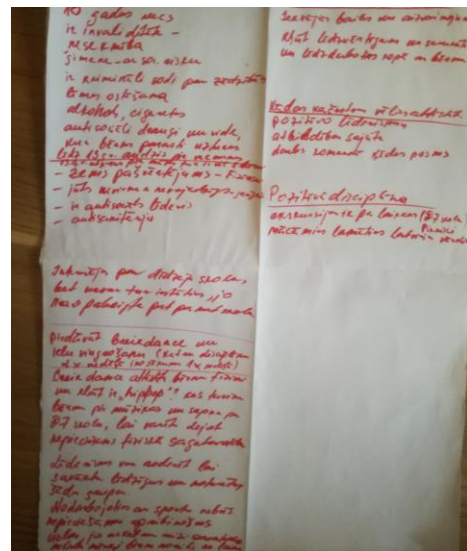
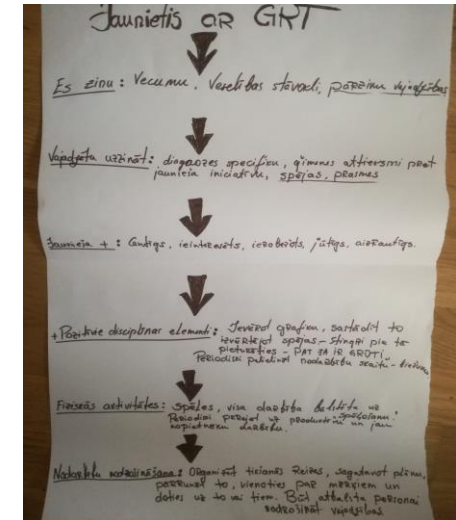
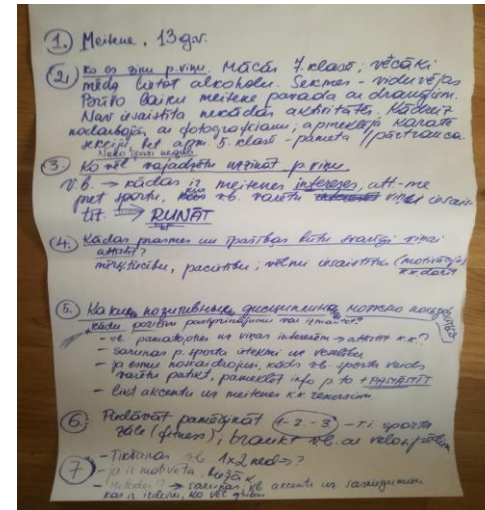
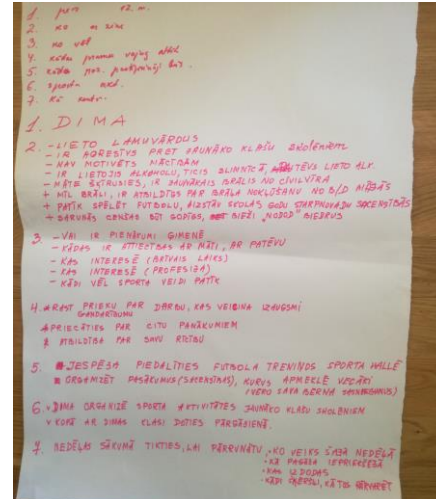
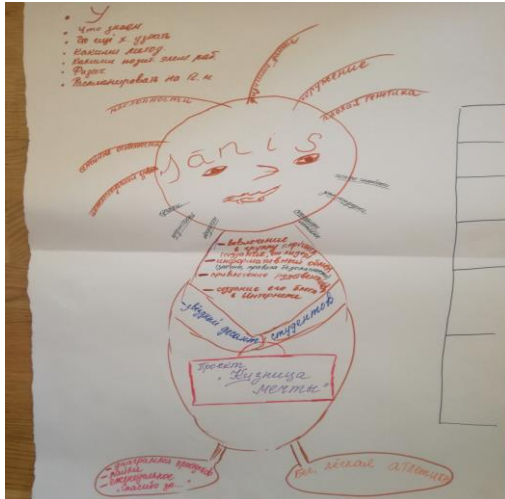


6. Which physical activity will you do?

7. How will you provide learning process for young person? (How often meet him, how will you do reflections, which methods you will use?)

4. What skills/qualities you feel are important for young person to develop?

# My individual working plan with young person at risk, using physical activity.



- 4) A. B.
- 5) Many CHILDREN IN FAMILY, PARENTS NOT INTERESTED, POOR, NO CLOTHES, VERY ACTIVE, ~~BOSS~~ TROUBLE ALWAYS FINDS HIM.
- 6) HELP WITH INVENTORY, MEDICAL HISTORY
- 7) TOLERANCE, SENSE OF BELONGING, RESPONSIBILITY.
- 8) ENCOURAGEMENT, REWARD SYSTEM, WORK HARD - BET RESULTS, MOTIVATION, SPECIAL APPROACH, INCLUDE (INTEGRATION), GET THE JOB DONE.
- 9) BMX CYCLING
- 10) 4-5 PRACTISES A WEEK + COMPETITION, ~~PRO~~ WORK AT INDIVIDUAL PACE, TALK ABOUT WHAT HE WANTS.

1. Gyakorlati problémák az ismeretek  
szűke miatt 3. évfolyam
2. Belső és külső nyelvi környezet  
3. 3. évfolyam során a tananyagot  
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10. 3. évfolyam során a tananyagot

1. Хаким и проvincи, занимаются у меня спортом, занимаются с Вознами приближенные но прислуживающие и соре.
2. Знать кого там он занимается и свободное время. С кем он общается, кто на него из друзей хорошо вздвигает, о кого лучше
3. Общаясь с родственниками, школа, универс. Проблема в этой разговоре.
4. Узнаю то много соби то у, узнаю замышляю свои мысли. Довра свои мысли, известно к господину, с сам баранов.
5. Пример опыт со свои жизни, опыт универс взвешиваю или про то универс портмоне.  
Общаясь то большинство это настолько то они пробле. Универс думают свои полюбов и ей разрешаю. Согласно к разговору друзей.
6. Экспертный справка. Хорошие помощники и много справки.
7. Много взвешиваю правда с партия, напрям са терпеливо и ждать разрешаю.

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### Plan

- (1) Arturo (17) A boy
- (2) 17 years old, has a brother a sister a boy who has a son whom and emotions, problems, has a criminal past, don't go to school.
- (3) Who is a father, who is he? Psychological skills
- (4) What kind of aid was provided earlier
- (5) Skills of work, psychologist, family social work, communication knowledge
- (6) Different methods, different specialist for work, work of a group, medication, rules, individuality work, psychology, work.
- (7) Fights without rules, basketball
- (8) twice a week, because there are another children which need our help.

1. Eligipus K. is' Didiacarda e gletas naves
2. Ka apesi sikan, kat is' gen mandapas nikan  
het kastins enoveses navesle het nava lade  
spetue
3. Ka tui eade pinto apesi  
Nokis, sint jo glembes navesle jo  
spante vitozinas lulle naveslema  
hulle
4. Nokis iguleis eille nitei, das  
srednas bendrasin en lita' het naveslema  
mandapas is' genan enoveses
5. Kolas dardus ta'ki apesi lalbele  
kat jam nadesin naveslema naveslema  
kaps spetuele nes per traktisnole to naveslema
6. Nokis pinto is' naveslema apesi  
Jam navesle to nes, navesle is' sakt  
sakt jo tade is' jam genan naveslema,  
nes is' nes is' nitei to klanis naveslema.
7. Kaps ta'ki is' apesi jo naveslema  
naveslema jo klanis naveslema  
naveslema is' naveslema, jam naveslema  
naveslema is' naveslema.



1. *Cherinkit asmenis kuriam bus skirpas plonas*
2. *Kg juos žinoti apie jį (proektas, pėreikiai)*
3. *Kg tau dar reikėtų žinoti dirbant su juo*
4. *Kokius įgūdžius reikėtų vystyti dirbant su asmeniu*
5. *Kokius psichinius metodus taikysi dirbant su juo*
6. *Kokius fizinius uždavimus tu daro tikintis turėti*
7. *Kaip tu tikėtis mokyti šio pla*

[illegible][illegible][illegible][illegible]



## Evaluation.

### Activity.

Participants stand around table on which there is a long sheet of white paper, colours and brushes. Each chooses one color and one brush. Facilitator names themes from the training process (including all three stages of training cycle) and participants paint silently their associations of concrete topic.

Themes: non-formal education, children and youth at risk, stereotypes and prejudice; sports as instrument working with children and youth at risk; challenges working with children and youth at risk; positive discipline;

After common painting process participants share with the group:

What was missed, disliked, disturbing during training process/content? What are my benefits from this training process?



## Evaluation.

### **Activity. Closing the training process. Distribution of certificates.**

Participants give to each other certificate for participation in the capacity building event. Each participant takes as a gift “the card”, which was created by themselves in the first day of training.