




Youth work methods

Workshop scenario

Materials created within Training Course „Think before repeating and sending further“ -
within Erasmus + Programme



The teaching process, regardless of the subject matter we want to transfer to the students, is not based solely on efforts and knowledge transfer by the teacher.

Student's active participation is also very important (readiness and willingness to learn)

The choice of the teaching and learning model/method is very important in this process.



We can specify the following models:

- **providing** (knowledge transfer);
- **teaching concepts/ definitions** (teaches logical thinking);
- **direct** (focuses on procedural knowledge);
- **seeking** (creative problem solving, creating problem situations);
- **cooperation** (teaching how to cooperate with each other).

3 main groups of people in terms of learning proces:



Visualizers

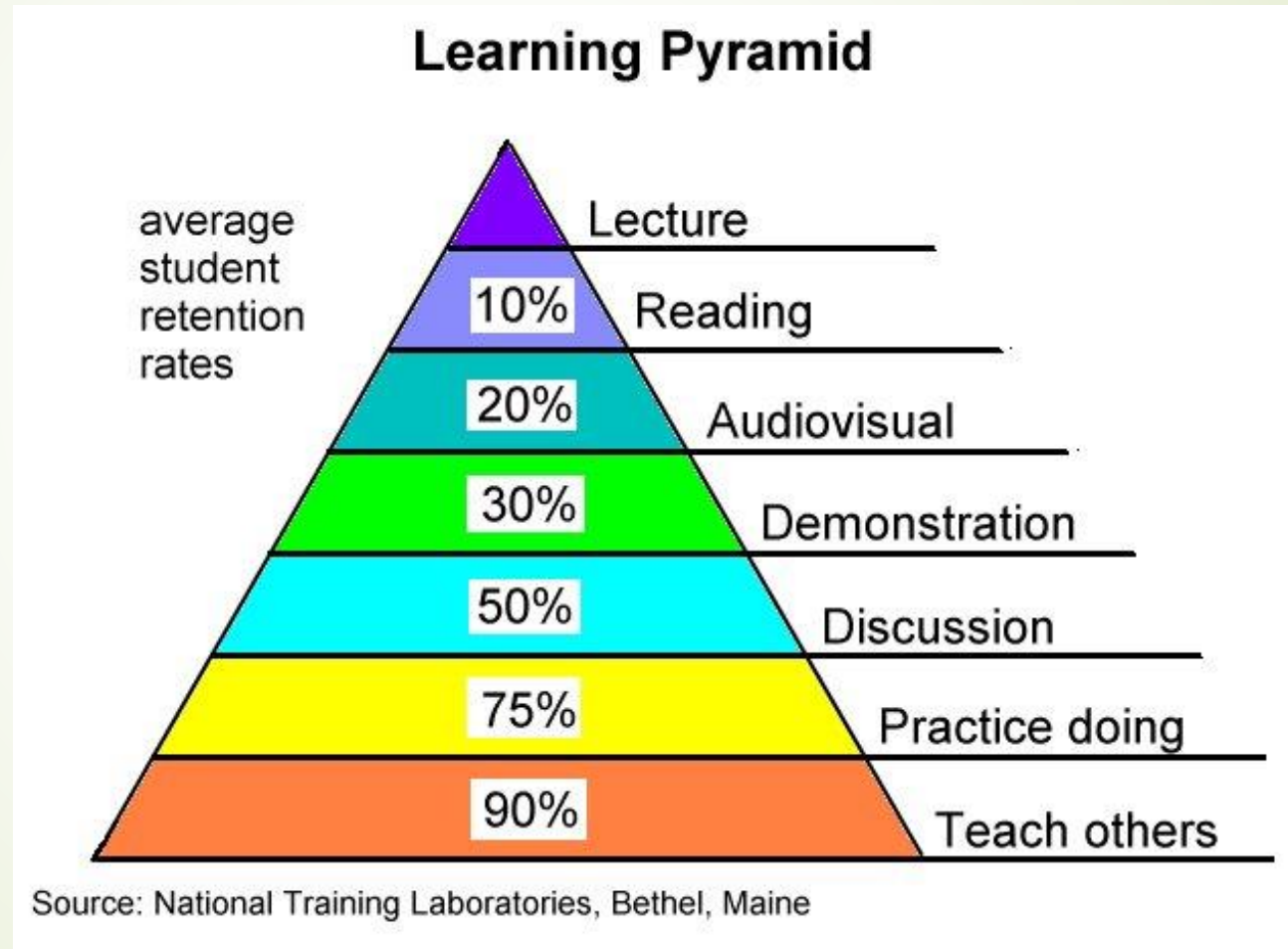



Audiles



Sensorials

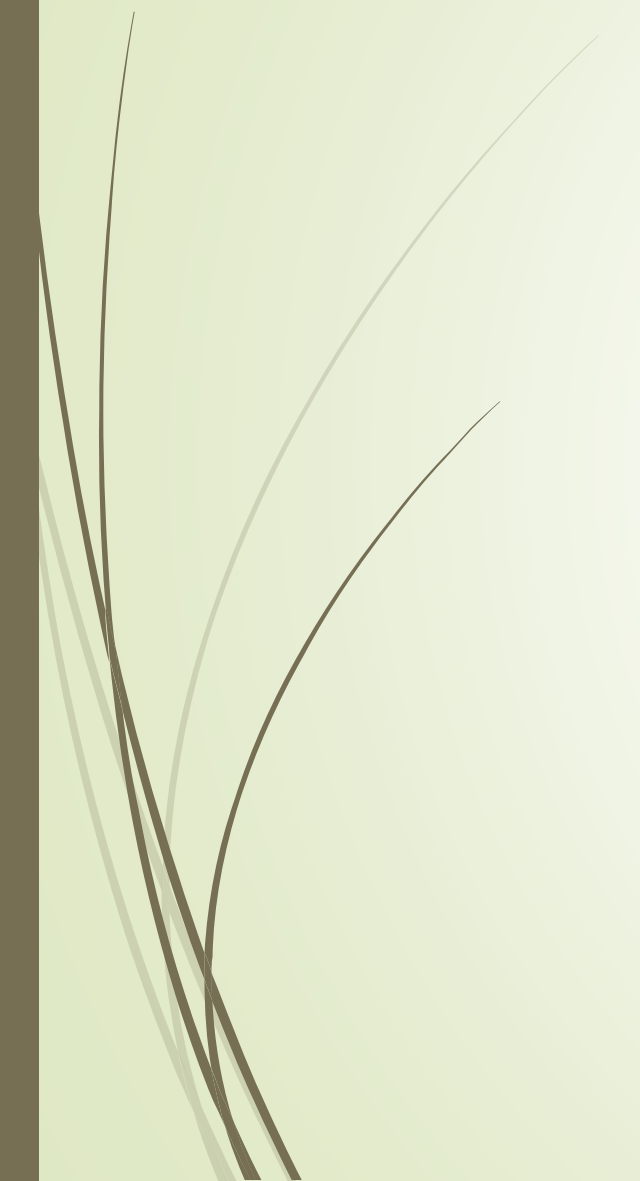

Dale's Learning Pyramide





The literature on the subject lists the following teaching methods:

- **giving** (story, lecture, description, talk);
- **exhibiting** (show with elements of experience);
- **core curriculum** (based on the curriculum, using a book, computer, etc.);
- **practical** (project-based teaching (Design Thinking method), laboratory exercises);
- **problem- based learning** (problematic lecture, classical problem method, in the scope of these methods can also include activation methods).


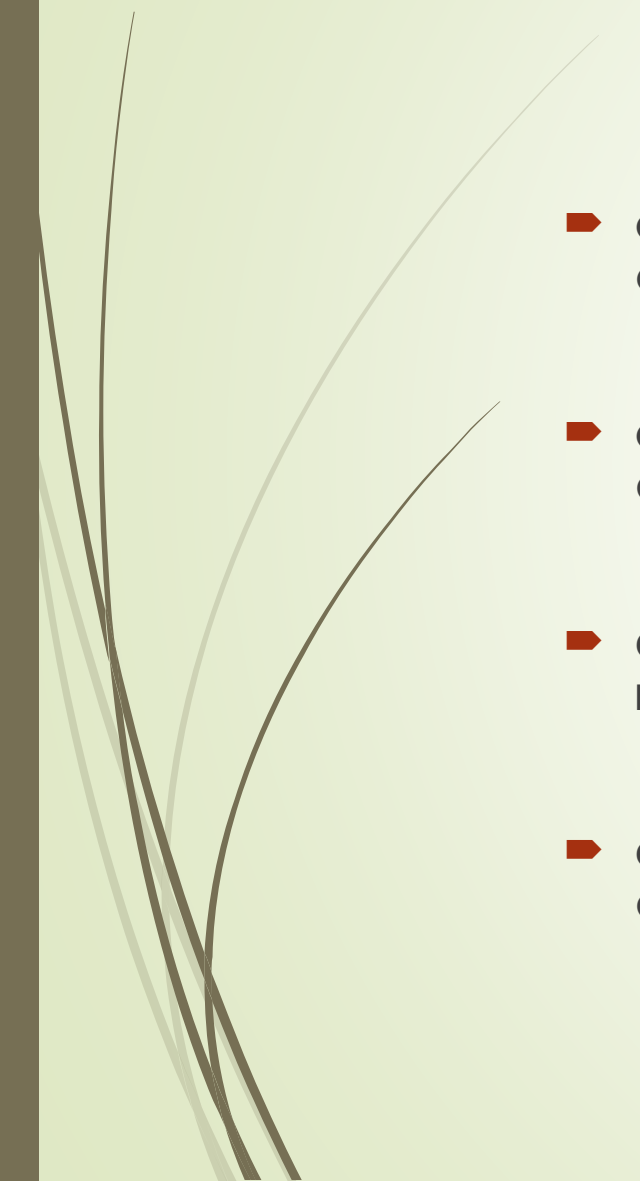


„Tell me and I'll forget.
Show me, and I'll remember.
Let me take part, and I'll understand.”



Division of activating methods:

- **Integrative** - their task is to introduce a pleasant and friendly atmosphere in the group, in order to work together effectively and efficiently;
- **defining terms** - they are aimed at learning to analyse, define. They also teach the elements of discussion, expressing one's own opinion and understanding different points of view;
- **prioritizing (hierarchy)** - they teach how to organize information due to their importance. The methods used here are: priority pyramid, priority order (the method used mainly among younger pupils, consists in arranging sunrays depending on the importance of the issue), diamond order (the priority order worked out jointly resembles the shape of a diamond);

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- ▶ **creative problem solving** - they teach the approach to problems in a creative and unconventional way, they also develop the ability to discuss;
 - ▶ **cooperation** – they shape students' ability to cooperate and to accept differences between people;
 - ▶ **discussions** - they teach cultural discussion, teach how to take a position in relation to a problem, but also how to respect a different opinion;
 - ▶ **evaluation** – they help with the evaluation of one's own work as well as the acceptance of criticism.



Summing-up:

The methods we use in our youth work should develop independence and creativity.

Teach them to communicate with other people, develop empathy and self-education skills.

The main methods by which we can achieve these goals are valorizing and activating didactic methods.



Example of lesson scenario

TOPIC: Hate and hate speech

AIMS:

Participants:

- know what is the definition of hate speech and hate crime;
- can recognize its manifestations;
- know what to do if they come across any of these phenomena.



METHODS (FORM): brain-storming, working in groups, individual work, discussion, conversation...

MATERIALS:

What to prepare before workshop:

- Auxiliary material „Knowledge in a nutshell” (contains definitions of basic terms)
- Auxiliary material „Forms of behaviour” (manifestations of discrimination, e. g. isolation) - Write on the board and cover up before classes
- Auxiliary material „Photographs” (presents the fight against hate speech, hate crime)
- Auxiliary material „What can I do?” (ready answers as to what to do if we encounter hate speech, etc.) - Glue single answers under the students’ chairs before class.



PROCEDURE (3 phases):

Introduction

Time: 5 – 10 minutes.

- Welcome and introduction, presentation of the aims of the workshops.
- Energizer / ice-breaker (optional)



Main phase

1.

Time: 10 min ,

Form: brainstorming,

Materials: whiteboard, chalk or marker,

Auxiliary material: „Knowledge in a nutshell”

Invite a volunteer to write the words „hate”, „hater”, „hate speech”, hate crime” on board.

Ask the participants what they associate these concepts with. Ask the next volunteer to write down the answer and the next one to write down the definitions from the „Knowledge in a nutshell”. Compare definition and associations.



2.

Time: 5 minutes

Form: conversation

Auxiliary material: „Forms of behaviour“

Now the group should answer the question :how a hate speech can manifest itself?

Show the content of the Auxiliary Material „Forms of behaviour“ previously written on the board.

Ask participants to give examples of the forms of listed discriminatory behaviour. Ask what the person who is experiencing them can think or feel.



3.

Time: 15 minutes

Form: individual work, work, group work, interview

Auxiliary material „Photographs“

Put in the middle of the room pictures related to hate and hate speech. Ask the participants to look at them carefully and choose the one that has attracted their attention the most.

Invite everyone to comment on your choice. Why did they choose this photo (picture)? What does it represent? What's his message? Why did it come into being? What do the participants think about them? How do they evaluate the way they fight the hatred they present? Have they seen similar murals, posters, pictures on the Internet or on the street? How else can you counteract the hate speech?



4.

Time: 5 minutes

Form: conversation

How to reverse the message of hatred? You can create passwords against hate words or use alternative narratives for this purpose. Instead of responding with hatred to hatred, we focus on positive relations. For example, when someone on the social media writes about refugees as terrorists, we can post under this post an article about successful integration activities of refugees and communities, that took them in.

Participants can think of other examples.

Also ask them to think about how to reformulate any of the following sentences, so to have nothing to do with the negative intentions of their authors „Black to Africa!,,, „Poland only for Poles,,,.



5.

Time: 10 minutes

Form: conversation

Auxiliary material „What can I do?“

Stick individual answers under the pupils' chairs before the lesson.

Ask the participants to reach under their chairs and each of them to read one of the possible reactions to hate speech on the Internet, public and private space. You have already talked about a few ways of reacting, but it is worth to get to know and discuss some more of them. Ask the participants whether anyone can benefit from this advice. How do you do that? Pay attention to solutions that give priority to assessing the situation and ensuring your own safety



At the end, give the participants the pre-printed material „What can I do?”, as a summary, complete it with a reflection on how to avoid the risk yourself:

„Each of us is different: we differ in appearance, origin, religion or beliefs. We have a right to our differences and to respect them. However, when someone encounters reluctance or hostility towards themselves or other people, it is worth and necessary to react wisely”



Evaluation:

If after the classes the participants:

- know what is the hate speech, what is the hate crime?
- can recognize manifestations of the hate speech?
- Do they know what to do if they come across any of these phenomena?