

Strengthening Identity Meeting challenges together

METHODOLOGICAL WORKBOOK



**YOUNG
FOLKS
LT**



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METHODOLOGY

Methods described in this workbook have been developed and chosen, as most effective, attractive between young people and youth workers and applicable in our local communities and organisations.

They can be used during workshops and seminars focusing on the topic of identity, as well as for self-exploration purposes, they can be adapted to the audience and used while working with young people during meetings, summer camps, other non-formal education activities.

LIST OF ACTIVITIES

- Debates on the topic of identity 4
- My coat of arms 10
- My Origin 14
- My Tree of Life 17
- Book Club Activity 20
- Movie Club Activity 23

DEBATES ON THE TOPICS OF IDENTITY

<i>Description</i>	<i>Materials</i>	<i>Participants</i>	<i>Process</i>	<i>Impact</i>
A debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it.	<ul style="list-style-type: none">• written debate topics• whiteboard or flipchart• markers• timer• microphones (optional)	Minimum: 4 (2 teams of 2 debaters) Maximum: 8 (4 teams of 2 debaters) - the classic version	Creating teams Explaining the topic Moderating with questions and topics	The ability to look at a problem from multiple perspectives is invaluable. Seeing both the pros and cons of a seemingly good or bad thing can help young people thoroughly assess the situation and find the best solution for themselves.

DEBATES ON THE TOPICS OF IDENTITY

Instructions for Youth Worker/ Group Leader to give to participants:

- Select a debatable topic.
- Decide who will argue which side of the topic. Typically, one group or person will argue in favor of the proposition (affirmative), and the other will argue against it (negative).
- Each side should conduct research and prepare their arguments. They should have key points and evidence to support their stance. Structure the arguments clearly.
- The debate begins with each team presenting their opening statement.
- As the debate progresses, each side should listen carefully and take notes to respond effectively during rebuttals.
- After the debate, provide constructive feedback.
- Have participants reflect on the debate exercise. What did they learn? What skills do they need to improve on for future debates?
- By following this step-by-step structure, participants can improve their argumentation, public speaking, and critical thinking skills.

DEBATES ON THE TOPICS OF IDENTITY

Considerations for choosing debate topics that:

- resonate with young people's lived experiences and perspectives on identity
- explore the multifaceted nature of identity, allowing for diverse perspectives and respectful discussions
- are not too abstract or sensitive for their age group
- can be discussed respectfully without causing harm or offense
- connect the debate to real-world issues and make it more meaningful for young people



DEBATES ON THE TOPICS OF IDENTITY

Examples:

- This House believes that we preserve monuments associated with controversial figures and they should not be removed.
- This House believes that social media plays a significant role in the formation of teenagers' identities.
- This House believes that the lack of diversity in the video game industry contributes to the unfair and inaccurate portrayal of women in games.
- This House believes that exchange students experience a loss of identity after moving abroad.
- This House believes that the path of looking for identity is central to the novel *Fight Club*.
- This House believes that talking about gender identity is an essential component of sex education classes.

DEBATES ON THE TOPICS OF IDENTITY

What to remember:

- Debates are an educational tool. Their main purpose is to learn something new and to enjoy the discussion. The process itself is more important than winning or losing.
- Debates on the topics of race, religion, ethnicity and so on - the ones that are connected to the topic of identity - may be triggering for participants with different backgrounds. Understanding what topics would be suitable for the current group of young people is crucial for debate hosts.
- A youth worker plays the role of a moderator who acts as a neutral participant in a debate or discussion and tries to keep them from straying off the topic of the questions being raised in the debate.

DEBATES ON THE TOPICS OF IDENTITY

Impact of the activity:

- The ability to look at a problem from multiple perspectives is invaluable. Seeing both the pros and cons of a seemingly good or bad thing can help young people thoroughly assess the situation and find the best solution for themselves.
- Building a strong argument is crucial in a modern world. So the debates process would not only boost their personal development (making them more confident defending a thesis or acing an interview), but also help them to understand their own attitude to different issues through research and discussion.

MY COAT OF ARMS - POTTERY WORKSHOP

<i>Description</i>	<i>Materials</i>	<i>Participants</i>	<i>Process</i>	<i>Impact</i>
<p>The activity uses clay as a tool for self-discovery and self-expression. It involves creating a coat of arms from clay that represents each participant. Just like a country has symbols representing its rich background and identity, so does each participant decide what are the appropriate symbols to represent them.</p>	<ul style="list-style-type: none">• paper, pencils, clay, pottery tools (clay cutters, sponge, brush, modeling tools)• optional: heat gun, glaze, kiln	<p>5 - 8 participants</p>	<p>Each participant starts with drawing their ideas on paper, symbols, things, topics, that represent them. Afterwards every person chooses most important thing about him and tries to make a coat of arms, representing them in the best way.</p>	<p>Understanding what are the key aspects representing you as a person. With the limited amount of space on the coat of arms, the participants have to decide what are the pillars of their identity that should be depicted in their work.</p>

MY COAT OF ARMS - POTTERY WORKSHOP

Process of the method:

- Hand out paper and pencils for the sketch of the coat of arms
- Provide an example piece for reference
- Instruct the participants to write their name on the top of their paper (a blank page can be intimidating, leaving a mark on the page encourages further progress)
- If participants struggle with brainstorming sketch ideas, provide the following questions for self-reflection: (1) What gave me energy over the past year? (2) What is most important to me in life? (3) if money was not an issue, what would I do for the rest of my life? (4) What represents my family?
- Give out clumps of clay and instruct the participants to heat up the clay by molding it into a ball in their hands. Once the ball is smooth and moldable, they can proceed to the next stage.
- Put the ball onto your working surface, roll out a sheet of clay (no more than 1cm thick) and cut the base of their coat of arms. It can be round, square, shield shaped, etc.

MY COAT OF ARMS - POTTERY WORKSHOP

Instructions for Youth Worker/ Group Leader to give to participants:

- Give extra clay to make the shapes on the base. Participants can also carve them in the base, as long as the base does not have holes in it.
- The clay can be smoother out with brush, sponges and water. Any pieces can be attached to the base by scraping the base, scraping the bottom of the piece and adding a bit of water to the scraped area before putting the two surfaces together.
- After the coat of arms is complete, the clay needs to dry. It has to be bone dry. To make the process faster one can use a hairdryer or a heat gun. Otherwise it might take a few days.
- The coats of arms can be taken home after they have dried. Optionally, after the clay has dried, the pieces can be painted, fired or both.



MY COAT OF ARMS - POTTERY WORKSHOP

What to remember:

- The work surface should be smooth, otherwise the clay will stick to it.
- Clay can dry out during the molding process. You can add a bit of water to make it more moldable again.
- The thicker the clay, the longer it will take to dry. Make sure the participants don't make their coat of arms too thick.
- Damp clay pieces cannot be put into a kiln, it has to be bone dry or it will explode.

Impact of the activity:

- Through the workshop the participants learn about themselves and what forms their identity. Not only do they reflect on what are the pillars of their identity but also can compare their coat of arms to others and see what unites them and what is unique to each participant. They acquire the skills of self-reflection, self-expression through art, decision making, asking for help and, of course, creating clay art pieces. In addition to the gained understanding of their identity, the participants get to take their creations home and keep it as a reminder of who they are.

MY ORIGIN

<i>Description</i>	<i>Materials</i>	<i>Participants</i>	<i>Process</i>	<i>Impact</i>
<p>Activity is based on the method of creativity - painting with pens, pencils, markers or any other colorful materials, which are acceptable for the group with a given task and group leader instructions.</p>	<p>A4 sheets, colored pencils, pens.</p>	<p>4-8 participants</p>	<p>Creating teams Explaining the topic Moderating with questions and topics</p>	<p>To explore from whom you inherited your physical body's constitution, charisma, talents, moods, and states. To understand how much you know and how much you don't know about your parents, grandparents, and ancestors. To develop your imagination. To strengthen your self-confidence. To reveal your creativity, your inner natural powers.</p>

MY ORIGIN - FAMILY VALUES

Instructions for Youth Worker/ Group Leader to give to participants:

- Ask to remember what kind of things we have inherited from our great-grandparents, grandparents, father, mother.
- Ask to name yourself what you have inherited and from whom.
- Ask to name yourself whether you pass on what you have inherited to others.
- Ask to write down or make a sketch of what you have inherited from your grandparents and great-grandparents at the bottom right of the sheet.
- Ask to write down or make a sketch of what you have inherited from your father at the bottom left of the sheet.
- Ask to write down or make a sketch of what you have inherited from your mother at the top left of the sheet.
- Ask to write down or make a sketch of what you have passed on yourself at the top right of the sheet.
- Find the same inherited and self-passed things and connect them with lines to get visible grooves like in a tree trunk.
- Show the work to the group members.
- Share your experiences in pairs or trios, and then to the group if needed.

MY ORIGIN - FAMILY VALUES

«Identity» factor:

- To understand where you got your life from, where it comes from. To understand from whom you inherited your physical body's constitution, charisma, talents, moods, and states. To understand how much you know and how much you don't know about your parents, grandparents, and ancestors.

What to remember:

- Try to be positive, if any negative example arises, ask, what you have learned out of it?

Impact of the activity:

- To find out something new about yourself while exploring the family values. To create conditions for changing your attitude and adjusting your thinking about your ancestors.

MY TREE OF LIFE

<i>Description</i>	<i>Materials</i>	<i>Participants</i>	<i>Process</i>	<i>Impact</i>
Development of consciousness. Help to master and become aware of the meaning of life, family as values.	A1 format drawing paper (one sheet for each participant), gouache, brushes, palettes for mixing colors, buckets of water, paper napkins, aprons.	4-9 participants	Creating teams Explaining the topic Moderating with questions and topics	To understand how much each participant knows about parents, grandparents, and ancestors. To develop imagination. To strengthen self-confidence. To reveal creativity and inner natural powers.

MY TREE OF LIFE

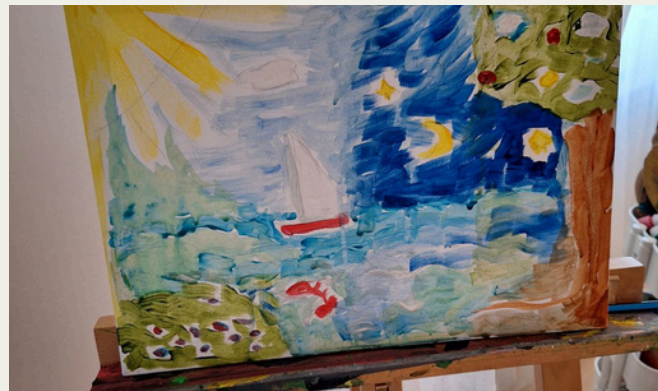
Instructions for the Youth Worker/ Group Leader to give to participants:

- Ask participants to imagine, how the Tree of their Life could look like, observing symbols created by the imagination, feelings, emotions and memories that arise.
- Ask to choose colors and paint in a relaxed manner for 5-7 minutes.
- One by one ask to show paintings to the group participants, naming and describing the experience while painting, was it easy/difficult to choose colors, topics, details, etc.
- Ask to share the images and symbols that emerged in the imagination, name them and tell how they were conveyed in the painting.
- Share the insights and perceptions gained during painting.
- Describe the parts of a tree: roots - ancestors; trunk - the author of the painting; leaves - the dreams and future plans, good deeds, a meaningful life., fruits - implemented projects, etc.
- Ask to share more in smaller groups (2 or 3 participants), if appropriate.

MY TREE OF LIFE

«Identity» factor:

This method allows to understand and discuss more about the meaning of life, where it comes from, to understand how much you know and how much you don't know about your ancestors, what you have received from them, to develop imagination and strengthen self-confidence. This method is also about revealing the creativity and inner natural powers and share them to others.



BOOK CLUB ACTIVITY

Description

A book club discussion centered around identity can be a door-opening technique to a variety of perspectives and personal reflections. Identity is a complex theme that can be explored in many ways, from individual self-discovery to broader societal constructs.

Materials

Pen and a paper for each participant for writing thought during the discussion.

Participants

5-15 participants

Process

Giving a topic and several books for the topic to a prior reading.
Short presentation of the topic
Moderating with questions around the topic

Impact

Reading and discussing different range authors, topics, genres, many of which offer different cultural, social, and historical perspectives, can challenge participants' existing views, helping them see the world from different perspectives and try on themselves different kinds of experience of others. This may help participants to become more open-minded and reflective about their own values and identity.



BOOK CLUB ACTIVITY

Examples of books to be included in the activity for discussion:

- Bell Kaufmann. *Up the Down Staircase*
- Amy Tan. *Fish Cheeks*
- Ray Bradbury. *Dandelion Wine*
- Ayn Rand. *Atlas Shrugged*
- Aleksandra Brushtein. *The Road Goes off into the Distance*
- Dina Rubina. *Here Comes the Messiah!*
- Daniel Keyes. *Flowers for Algernon*

BOOK CLUB ACTIVITY

Instructions for Youth Worker/ Group Leader to give to participants:

- Ask questions allowing group participants freely to share and listen to each other thus making it as a discussion at the same time focusing on the topic announced.
- What was your overall impression of the book?
- What was your favorite part or scene in the book?
- Why did it stand out to you? Was it emotional, surprising, or profound?
- Why did they resonate with you?
- Did any of the characters make decisions that you didn't agree with?
- What would you have done in their place?
- How do the relationships between characters shape the story?
- How did characters interact with power, and did they abuse it or use it wisely?
- Did the book address issues of identity, belonging, or culture?
- What does the book say about morality and ethics?
- Did the book explore social, political, or economic issues?

MOVIE CLUB ACTIVITY

Description

A movie club discussion centered around identity can be a door-opening technique to a variety of perspectives and personal reflections. Identity is a complex theme that can be explored in many ways, from individual self-discovery to broader societal constructs.

Materials

Pen and a paper for each participant for writing thought during the discussion.

Participants

5-15 participants

Process

Giving a topic prior to watching the movie. Short presentation of the topic. Moderating with questions around the movie and creating a space for discussion

Impact

Watching and discussing different movies, many of which offer different cultural, social, and historical perspectives, can challenge participants' existing views.



MOVIE CLUB ACTIVITY

Instructions for Youth Worker/ Group Leader to give to participants:

- Ask questions allowing group participants freely to share and listen to each other thus making it as a discussion at the same time focusing on the topic announced.
- What was your overall impression of the movie?
- How realistic or believable was the storyline?
- Was it satisfying or surprising? Did it leave you with lingering questions or feelings?
- What did you think of the main characters?
- Is there a particular scene or moment in the movie that you keep thinking about?
- Was there a particular storyline you wished had been explored more deeply?
- Was the film a commentary on any societal issues?
- How did the movie challenge your perspective or beliefs?
- Would you recommend this movie to others?