

YOUT(H)ECHNOLOGY

Training manual



Don Bosco Youth-Net ivzw
Naamsesteenweg 37
B-3001 Heverlee
Belgium



Tel.: +32(0)16.48.78.80
Email: info@donboscoyouth.net
Website: www.donboscoyouth.net

Colophon

This is a publication of Don Bosco Youth-Net ivzw. Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organisations which work in the style of Don Bosco.

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Project summary

Description

Yout(h)echnology was a 5-day training course on project management and technology, targeting youth workers and organised by Don Bosco Youth-Net ivzw with the financial support of Erasmus+ through JINT and has been supported by 'Aktionszentrum Benediktbeuern' for the hosting. It aimed to develop the competences of the participants in social media and the use of technology for them to create their own projects or to develop projects in their local youth organisations.

The activity consisted of an intensive training course of 5 days: the participants had to collaborate in their local organisations and had to have a great interest in participating in the activity for implementing locally what is learned. Each organisation selected participants; each entity tried to contribute by sending 2 participants.

The trainers (who are international DBYN trainers) used different methodologies such as peer reflection, games, debates, analysis, creative workshops, group dynamics, etc. to achieve the objectives and the planned results. The main objective was to improve the skills of young workers, but also to improve the quality of youth work in sending organisations.

With this project, we wanted to boost interculturality and digital awareness. The idea was to motivate the participants to continue learning and developing their skills.

Objectives

The main aim of the activity was to make young people more familiar with the technology they already use. In this case we wanted to focus on the ways in which technology can be used within youth work. Different sessions will provide opportunities and coaching for participants to improve their skills while practising.

1. Exchange about different realities of youth using technology
2. Improving and practising skills in using technology within youth work
3. Reflection on the impact, limits and risks of sharing on the internet
4. Learning about GDPR guidelines
5. Finding topics and creating or collecting real content to promote own organisations or activities after the project
6. Editing skills for promotion material
7. Learning tips and tricks and statistics on a wider dissemination of the material
8. Learning statistics and ways to reach more people through the use of technology

The training course was focussed on a few specific topics such as:

- Youth participation as a social transformation engine.
- Non-formal education to cover social needs and to promote employability.
- Use of ICT and social networks for your work with youth people.
- Acknowledgement of competences in volunteering.

Some of the competences, we wanted to develop were:

- Social and civic competence
- Communication in a foreign language
- Sense of initiative and entrepreneurship
- Social awareness
- Learning to learn

The aim was to train the skills of the animators, to give them a broader view on these topics and to find new ways to implement them in their vocation as a youth leader.

The participants learned a lot from the exchange between young European animators in a non-formal context.

Profile participants

The participants were between 18 and 30 years old. They had experience in working with young people and were volunteers. The project also focused on involving young people with fewer opportunities. DBYN contributed with 2 trainers.

Salesian good mornings & good nights

As DBYN is a faith-based organisation, it was important for us to assign time in the programme for the participants to reflect on what gives meaning in their lives.

In the Don Bosco Movement, there is a tradition of over 168 years (since May 1847) closing the day with a “Salesian goodnight”. This is a tradition which all organisations, schools, youth care facilities... in the Don Bosco Movement maintain up to today. DBYN uses this as well in all its activities. It creates a recognisable identity, as all participants are familiar to this. At the same time, it offers the opportunity for intercultural dialogue, as all countries have a different tradition. In DBYN we also start the day with a “Salesian good morning”, to offer more participants to deliver such a reflection.

For that reason, we decided to do the good mornings and good nights with the collaboration of our participants. This was a possibility to change spirituality perspectives, open the intercultural dialogue and share this prayer moments together.

Programme overview

| Daily timetable | Monday 01/05/2023 | Tuesday 02/05/2023 | Wednesday 03/05/2023 | Thursday 04/05/2023 | Friday 05/05/2023 | Saturday 06/05/2023 | Sunday 07/05/2023 | | |
|------------------|---|---|---|--|--|--|----------------------------------|--|--|
| Theme of the day | | Introduction to youthwork Youth participation as a social transformation engine | Games and skills | Non-Formal Education | Changing realities | Closure day | Departure | | |
| 08:30 – 09:10 | Breakfast | | | | | | | | |
| 09:15 – 09:30 | Good morning | | | | | | | | |
| 09:30 – 11:00 | Arrival of Participants | Teambuilding + Fears and expectations | Risks and possibilities of using the Internet | WORKSHOP Methods <u>Part 1 Outdoor activity:</u> shooting photos and creating materials – practicing skills | Benefits and disadvantages of modern technology | What are they taking back to their own organisations | Departure of the participants | | |
| 11:00 – 11:30 | | Coffee Break | | | | | | | |
| 11:30 – 13:00 | | Sharing the work of the participants in each organisation | Introduction to tools and skills to use on a mobile phone for promotion of youth organisations | WORKSHOP Methods <u>Part 2 Outdoor activity:</u> shooting photos and creating materials - collecting and editing | Presenting our own creations and communication plans | Accreditation systems: YOUTHPASS | | | |
| 14:00 – 15:00 | Lunch | | | | | | | | |
| 15:00- 16:30 | Free time | | | | | | | | |
| 16:30 –18:30 | Introduction to the programme of the week | Reality check on youth using the Internet | Promotion of using tech tools + Mental health using internet between youth | Creating content to promote your own organisation – Introduction to editing skills | WORKSHOP: what do we need for out digital platform | Evaluation of the week | Departure of the team | | |
| 18:30 – 19:00 | | Coffee break | | | | | | | |
| 19:00 – 20:00 | | Introduction to the educational style of Don Bosco and link with digitalisation | GDPR guidelines | Cultural visit to the venue | Statistics and ways to reach more people in promoting social media posts | Mass | | | |
| 20:00 – 21:00 | Reflection and evaluation | | | | | | | | |
| 21:00 – 22:00 | Dinner | | | | | | | | |
| 22:00 – 23:00 | Getting to know each other | Intercultural evening | Games night | Movie night | Cultural night | Farewell evening | | | |
| 23:00 – 23:15 | Good night | | | | | | | | |
| 23:15-00:00 | Free time | | | | | | | | |

Overview of the days – as stated in the Erasmus + application

| ACTIVITY PROGRAMME FOR A YOUTH WORKER MOBILITY | | | | | |
|--|---|---|-----------|---|-------------|
| Activity n° | I- TRAINING COURSE YOUT(H)ECHNOLOGY | | | | |
| Participating organisations | Confederación de Centros Nacionales Don Bosco de España, Jeugdendienst Don Bosco vzw, Salesian Pastoral Youth Service Malta, Turismo Giovanile e Sociale, Mladinski-Ceh, Don Bosko Centar Podgorica, Domka, The delegature (office) of the order of St. Francis de Sales in Ukraine, Salezjanski Centrum WDM, Salesian Pastoral Youth Service Ireland, Aktionszentrum Benediktbeuern, Salesianer Don Boscus Austria, Don Bosco Youth-Net. | | | | |
| JE | | | Duration | | |
| City/Town | Country | Start date | End date | Activity duration (excluding travel days) | Travel days |
| Benediktbeuern | Germany | 01/05/2023 | 07/052023 | 5 | 2 |
| Activity Programme | | | | | |
| Timetable | Activities | Non-formal and informal learning methods used | | | |

| ALL DAYS | | |
|----------|--|--|
| AM/PM | Good morning / Good night | <p>Description: Every morning and night. In turns, the participants of each organisation will prepare a reflection on a topic that concerns them, interests them, or want to share in groups: they can introduce a story, a personal experience, etc. This will contribute to create an open, relaxed, and distended environment among the participants to start and close the day all together.</p> <p>Objectives: To create a climate of participatory reflection and initiative. To generate a safe environment to share all spirituality perceptions and perspectives.</p> |
| AM/PM | YouthPass | <p>Description: Youth Pass is a strategic tool in the learning process of the participants. During group work sessions, participants will be supported to take time to reflect on their learning process. Therefore, they will have moments to make these reflections, as well as the last day of the training.</p> <p>Objectives: To evaluate, and to validate knowledge, competences and skills acquired.</p> |
| PM | Daily reflection moment and evaluation | <p>Description: At the end of the training day, there will be a moment for self-reflection and self-analysis in which participants will indicate the knowledge acquired, information on how to do it in their local reality, as well as experiences. Likewise, there will be a group reflection and it will be a moment of exchange of enriching opinions. The trainers will facilitate some questions to help on the reflection, but this moment won't be leaded.</p> <p>Objectives: To create a positive climate of group reflection and enhance self-evaluation as a learning method.</p> |
| PM | Coffee break/ free time | <p>Description: The participants should have moments to establish contact with their peers informally. For this reason, a couple of coffee-breaks are proposed at mid-morning and mid-afternoon, as well as after lunch. In those periods of time, they participants could enjoy the facilities of the hostel. It would be recommendable for the participants to establish links and create a network of European contacts, with whom they can continue working in the future.</p> <p>Objectives: To provide rest time for the participants, and to encourage informal contact among the participants.</p> |

| DAY I | ARRIVAL DAY | |
|-------|---|---|
| AM/PM | Arrival and accommodation of the participants | <p>Description: Participants will arrive in Munich first by plane or train and then to the venue: Benediktbeuern, by train. We will give them the main directions to get the venue, <i>Kloster Benediktbeuern-Aktionszentrum</i>. We will give them their room to have rest and accommodate until the whole group arrive to the venue.</p> <p>Objectives: To give the participants the most important information to get the venue. To facilitate them the contact and guidelines to arrive to the venue by train from Munich. To give the participants the possibility to rest until the whole group has arrived.</p> |
| PM | Introduction to the programme of the week | <p>Description: We will visit the hostel to show our participants the facilities of the accommodation. We want them to feel comfortable during their stay in <i>Aktionszentrum Benediktbeuern</i>. We will assign their rooms and go for a walk in the surroundings of the hostel, due to the size of the venue and a lot of activities happening at the same time in this place. We will explain the organisation of the week, schedule, general rules and some specifics about the accommodation.</p> <p>Objectives: To introduce the program, to establish standard rules, and to address administrative issues.</p> |
| PM | Getting to know each other | <p>Description: We would like to start with a nice energetic way to be welcomed. We while learning a bit more about the group, we will share first dynamics, games and dances and getting to know each other better.</p> <p>Objectives: Feeling welcome, creating a good atmosphere from the beginning, learning names and a bit of everyone.</p> |

| DAY 2 | | DIGITAL WORLD WITH THE SALESIAN VIEW |
|-------|---|---|
| AM | Teambuilding + fears and expectations | <p>Description: On the first part of the session the group will share their motivations, fears, and expectations about the training course. The results of the dynamic will be considered by the hosting and training team during the development of the sessions. Secondly, in an integrative and dynamic game, participants will collaborate between them and will have to face different problems and finds solutions together for the first time in the course. This will generate first steps of building a team and a closer group.</p> <p>Objectives: To create a pleasant and trusting climate and to encourage active listening and participation. To know what the expectation are that the participants have for the training, and to show the concerns and fears before the activity.</p> |
| AM | Sharing the work of the participants in each organisation | <p>Description: Through a presentation, each organisation will be presented by the participant or participants (together) of each association their activities, goals, scopes, and actions.</p> <p>Objectives: To discover what is done in the different participating organisations. To find out the different channels of participation that young people can use, learning about the differences and getting new ideas from the associations of other countries.</p> |
| PM | Reality check on youth using the internet | <p>Description: We will do a first step and approach about how the participants consider technology in their daily lives. We will go deeper also analysing and reflecting of how in their volunteering realities young people use technology, what for and which effects it creates to them.</p> <p>Objectives: To create awareness and take a first step towards the awareness of how technology and social networks have us 'hooked'.</p> |
| PM | Introduction to the educational style of Don Bosco and link with digitalisation | <p>Description: We will address the content of digitalization to the methodology of Don Bosco, the main aspects, and the Preventive System.</p> <p>Objectives: To remember what's about the educational style of Don Bosco and to let the participants knowing more about the approach relating it to digitalization.</p> |
| PM | Intercultural evening | <p>Description: It will be prepared with the collaboration of all participants, hosting team, and trainers. Participants will be encouraged to participate in groups in a natural way throughout what is considered our country: a dance, a song, a game, etc. They will also explain what they bring to the training course and different important traditions.</p> <p>Objectives: To conclude the first day in a relaxed and playful way, to foster interpersonal relationships and interculturality.</p> |

| DAY 3 | TOOLS AND SKILLS | |
|-------|---|--|
| AM | Risks and possibilities using the Internet | <p>Description: The trainer will present different approaches to open the debate and the floor to reflect in a big group also in small about the risks and possibilities social media and using internet give us as a animators and youth workers. The participants will make contributions by giving opinions and telling their experiences on this focus.</p> <p>Objectives: To create a climate of awareness about the risks of unconsciously using technologies, especially social networks. To share different experiences and cultural approaches.</p> |
| AM | Introduction to tools and skills to use on a mobile phone or promotion of own youth organisations | <p>Description: The trainer will put into practice different creative techniques such as brainstorming, Philips 6/6, directed discussion, answer the questions: "What will you do? What for? How? What? What means? When? Where? Schedules?". Planning letters etc. The participants will ensure how creativity multiplies when working as a team. We will also work on the leader's role and how to guide different types of initiatives. Finally, the participants will propose creative ways and proposals that they can use in their organisations.</p> <p>Objectives: To provide the participant creative resources that could implement in their entities.</p> |
| PM | Promotion of using tech tools + Mental Health related to using internet between youth | <p>Description: We will present the relation between mental health and the use of technological tools, overall, social media tools and using internet to share.</p> <p>Objectives: To know what is important to our mental health and to realise how it can be affected, in us, and in the beneficiaries, we know younger, due to the use of social media and the internet.</p> |
| PM | GDPR guidelines | <p>Description: Presenting and knowing about the guidelines and the general protection data regulation will give an overview of what is needed to take in count every time we use data of young, children, adults, everyone.</p> <p>Objectives: To provide the keys to understand the need of this regulation. To know correct practices and regulations.</p> |
| PM | Games night | <p>Description: The participants are invited to share a calm evening/night in the games room Aktionszentrum has. We will provide different table games, cards, and food.</p> <p>Objectives: To accept the different opinions and beliefs, to reflect about the moment of playing, proposing games, dynamics and then learning also from different traditional games in each country.</p> |

| DAY 4 | | EDITING AND IMPLEMENTING MATERIALS |
|-------|--|--|
| AM | WORKSHOP: outdoor activity. Shooting photos and making videos. Part 1: Practicing skills. | <p>Description: We will divide the participants in separate groups to work on creating content for a concrete goal. They will have to develop a communication campaign and practice their skills and work as a team group.</p> <p>Objectives: To plan, organize and see what is needed for their task. To work as a team, delegating and cooperating between their peers.</p> |
| AM | WORKSHOP: outdoor activity. Shooting photos and making videos. Part 2: collecting materials to use to promote organisations. | <p>Description: Through the different content they were registering, now they will have to give the form and correct editing to present it and to know better how to promote it.</p> <p>Objectives: To promote materials and method of working and processing working plans with the participants. To create the content and editing it for the final goal and presentation.</p> |
| PM | Creating content to promote youth organisation – introduction to editing skills | <p>Description: Participants will have to analyse the communication plans and the technological reality of their organisations. Comparing with the methodology used so far during the morning, they will see the weaknesses, opportunities, and strengths they must keep working on locally.</p> <p>Objectives: To bring all the scenarios they we have been working during the morning, in a real stage they know in their own youth centres. To see the difficulties, what they need to change, to create, to add to the reality of their youth organisation promotion.</p> |
| PM | Cultural visit to the venue | <p>Description: During the evening before dinner, we will have a cultural and educational visit to the Kloster (former monastery) of Benediktbeuern, led by one of the volunteers of <i>Aktionszentrum</i>. Even though the participants had a first visit to the venue the first day, this guided tour will show them the importance of the monastery where the TC is taking place and the history of the village.</p> <p>Objectives: To learn in a dynamic way aspects of the culture of the venue, to learn about the different activities for young people that are developed inside the structure and the Salesian history inside Benediktbeuern.</p> |
| PM | Movie night | <p>Description: We will watch all together a fragment of a movie or a long chapter of a series, related to the technology topic. This will provide more reflection and input for our participants, to follow the rest of the week learning and reflecting more about the uses and effects of social media and devices in our lives.</p> <p>Objectives: To consume good audiovisual content that opens participants to new ideas for thought and reflection. Open the debate after the viewing and share impressions.</p> |

| DAY 5 | | PRESENTATION AND OUTCOMES |
|-------|--|---|
| AM | Benefits and disadvantages of modern technology | <p>Description: To reflect about the benefits and disadvantages of technology, furthermore of modern technology.</p> <p>Objectives: To promote the sharing between the participants and to see how comparing different circumstances and realities they can also learn and participate in the common reflection.</p> |
| AM | Presenting our own creations and communication plans | <p>Description: We will focus on presenting the different creations in groups of the previous days, and the explanation of how they applied the content learnt.</p> <p>Objectives: Promote permanent and meaningful learning and raise awareness of the importance of using our own skills to create and present the ideas.</p> |
| PM | WORKSHOP: what do we need for our digital platform | <p>Description: The trainer will divide the participants into small working groups, then they will design the implementation processes of what they learn during the training course. This will develop different ideas of how is and how will be DBYN platform. Young people will be encouraged to set different goals in these implementation processes.</p> <p>Objectives: To guide a reflection in which the participants will develop methodologies to implement what was developed during the TC in their sending organisations and in DBYN.</p> |
| PM | Statistics and ways to reach more people in promoting social media posts | <p>Description: There is an increasing emphasis on using information and communication technologies in the context of global youth priorities, such as access to education, employment, and poverty eradication. In addition, ICTs can create effective channels of cooperation, dialogue, and information exchange among young people. Therefore, it is important to reflect on it. The trainer will make a participatory review, supported by audio-visual media on the importance of technology in our society and on the characteristics of the generation Z.</p> <p>Objectives: To promote the digital competence and the use of digital resources to promote creativity. To promote the collaborative practices of adolescents in the field of transmedia narratives (content production by young people, fan culture, participation in social networks, etc.).</p> |
| PM | Games night | <p>Description: We will provide general table games, music, a guitar, speakers, music to the participants to make them chose and select what they want to do during the night. We will suggest a chill night in which they can sing, play games and talk.</p> <p>Objectives: To share an enjoyable time together before going to sleep, sharing good games, and sharing a calm leisure time.</p> |

| DAY 6 | | CLOSURE DAY |
|-------|---|--|
| AM | What are they taking back to their own organisations | <p>Description: The trainer will guide the participants into the reflection of the previous days. This will sum up the processes of what they learn during the TC to do in their organisations.</p> <p>Objectives: To guide a reflection in which the participants will develop the main ideas of what they bring to their own organisations.</p> |
| AM | Accreditation systems: YouthPass session | <p>Description: The trainer will present the different accreditation systems available for volunteers. Subsequently, the participants will put what they learned into practice; they will complete the YouthPass. We will guide them through the process of thinking and reflection about their learning process and competence development during the training week.</p> <p>Objectives: To present the different accreditation systems available at European level (YouthPass) and at national level (Recognise and Vol +) knowing their common points and differences as well as encouraging them to request the corresponding accreditations.</p> |
| PM | Evaluation of the week- Evaluation of the educational impact | <p>Description: The trainers will kindly request the participant to evaluate the TC as well as their personal educational impact. The evaluation will be active and participative, they will evaluate in groups and individually in a relaxing atmosphere and respecting all the opinions.</p> <p>Objectives: To evaluate, with its content, as well as the organisation in general and their personal and group participation in the proposed activities. To assess the objectives and expectations of the first day and to observe in what aspects it could be improved.</p> |
| PM | Farewell party | <p>Description: It would be an event and night feast to celebrate the time that the participants have spent together.</p> <p>Objectives: To finish the training course in a shared and fun way, thanking all the participants their attendance.</p> |

| DAY 7 | | DEPARTURE DAY |
|-------|---|--|
| AM/PM | Departure of the participants and departure of the team | <p>Description: all the participants, trainers and team will come back to their homes. We will organize the group to provide help to the participants that may need it.</p> <p>Objectives: to organize the participants to provide everyone someone to go with to the airport or train station if it's possible.</p> |

Session Outlines

Arrival day: Introduction to the programme of the week

Getting to know each other

| | |
|---|--|
| Timing in the programme | Monday afternoon |
| Background/rationale | The participants had a long journey reaching the venue from Munich airport to Benediktbeuern village, and finally to the Kloster where Aktionszentrum is located. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Feeling welcomed. • Accommodate the participants and show them the principal stays, rooms for the week. • Presenting the programme of the week, objectives, schedule, general rules and materials needed. |
| Description session (Methodology, methods, timing) | <ul style="list-style-type: none"> • We will wait for the arrival of the participants in Aktionszentrum Benediktbeuern, Monday morning until after lunch. The address was given to them inside the 'Infopack'. We will give them their key room to rest until the time of starting, to give them some time to rest and accommodate. • Once they all arrive, we will organize small games to get to know each other better and starting to share some information about themselves. Knowing where they are coming from, names, ages, how many hours of travelling they did, from which city... • We will also explain the organisation of the week, present the trainers, safeguarding officer, and hosting team of volunteers of Aktionszentrum Benediktbeuern. • We will have a small tour inside the building and all the Aktionszentrum place. This will give us a better knowledge of the places we will go to have all the meals, to rest and, to have the sessions. • We will explain several rules and general information about the week. We will show some practical information about the programme and the schedule. |
| Outcomes | Participants felt at home, know where the main places are and starting to create a good atmosphere. |
| Evaluation | Nice energetic way to be welcomed! |
| List of materials & space required | <ul style="list-style-type: none"> • Audio & music • Several small dynamics and games prepared • WhatsApp group prepared to give them some reminders and the programme of the week. |
| Further reading | n/a |
| Appendices | n/a |

Day 1

Teambuilding + Fears and expectations

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|---|--|
| Timing in the programme | Tuesday morning |
| Background/rationale | Once the participants can orient themselves in the process and programme, they need to establish a good working atmosphere amongst each other. This session gives the pax the right mind-set for the cooperation the rest of the week |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Getting to know the expectations of the participants • To know each other • Team building • To create a group feeling • To setup a good atmosphere where “to be” |
| Description session (Methodology, methods, timing) | <p>We start the session with an ice breaker/energizer based on trust to get into the mood of the activity. We propose to play “the circle of trust”:</p> <ol style="list-style-type: none"> 1. An equal number of participants form a circle. 2. Everyone is facing the centre of the circle with their faces. 3. Participants count: "1", "2", "1", "2" etc. 4. Everyone stands very close to each other (shoulder to shoulder, feet close together) and then take hold of their hands. 5. At the same time, all "1's" are slowly dropped forward with a straight body, all "2's" with a straight body slowly fall to the rear. This creates a tense zig-zag circle. 6. Short debriefing regarding the meaning of the game. (5-10 min). <p>Then we continue with the core game of the session titled “Build the tower”.</p> <p>We divide pax into 4 groups:</p> <ol style="list-style-type: none"> 1. Paper group (they receive several coloured paper’s sheets) 2. Wood stick group (the receive several wood sticks) 3. Tape group (the receive 6 rolls of paper tape) 4. Straws group (the receive a pack of straws) <p>The task is to build a statue for a special guest of the team group. There are more rounds to do it:</p> <ul style="list-style-type: none"> - 1st round - no one of the groups can talk to each other. (This step has to last 5 min). - 2nd round - one by one the group can talk to the other trying to give instruction of the building but just for 1 minute and it will proceed in this order: <ol style="list-style-type: none"> 1. tape 2. straw/rope 3. wood stick 4. paper <p>After the 2nd round, once each group has spoken, then all of them are allowed to talk to each other. The game lasts for 50 min.</p> <p>At the end, we debrief the methods in 15 min with the group, showing the flipchart on teamwork and asking regular question to facilitate the discussion and to understand why we played this game.</p> <p>The final goal is for the pax to have broken the ice among them, experimenting a safe atmosphere and place where to be themselves without hesitating to</p> |

| | |
|---|---|
| | express their own opinions, this is crucial point over which build the next sessions of the programme |
| Outcomes | <ul style="list-style-type: none"> • The biggest fear was the language barrier • They expect to learn a lot of new games and to meet international people • They can contribute cultural things of their country, smiles, positive spirit... |
| List of materials & space required | <ul style="list-style-type: none"> • Flipcharts • Markers • Tape • Straw/rope • Wood sticks • Paper |
| Further reading | n/a |
| Appendices | n/a |

Sharing the work of participants in their own organisations

| | |
|---------------------------------------|---|
| Timing in the Programme | Tuesday morning – 2 nd session |
| Background/rationale | The group only got to know each other a little bit. In order to develop it more, we will also provide this moment to prepare and share what they do in their own organisations. |
| Aims/ objective of the session | <ul style="list-style-type: none"> • Getting to know each other and the other organisations. • Create a group feeling. • Create overview of the networks in every country. |
| Description of the Session | <p>The aim of the session was to create an exchange of the experience and the organisations of all participants. To do so, the participants should create a presentation for sharing all the work they do in their organisations.</p> <p>We will give them an open scenario and they can choose the tool, resources, and materials they want to, to present and share all the information about their organisations.</p> <p>The participants were divided into groups according to organisations and countries and each group had to make one part of the exhibition representing their organisation. They had a variety of materials to their disposition to become creative and make various kinds of exponents. The pieces should reflect how the organisation works, what their role is in the organisation and the network of the organisation. After about 30 minutes of preparation time, they had to upload in the tool MURAL, the results of their presentation and to explain the others what they have prepared.</p> |
| Outcomes | <p>The presentation consisted of pieces representing organisations that differed in several aspects such as way and moments of working, number of volunteers/professionals, activities, scopes, objectives, working plans, different groups of volunteers...</p> <p>Similarities and differences of the organisations were already discussed and many detailed questions about organisational aspects were made.</p> <p>We will use these outcomes also in the rest of the week.</p> |
| Evaluation | The pax really participated in an active way. They all had creative visualisations of their organisations. There was a high interest in the other organisations. The pax asked a lot of questions by each museum piece. It was an effective way to show all the information and leaving it for the rest of the days to continue the sharing. We add in the Appendix I – Improving our knowledge of the other organisations (Results), images form the results and presentations. |
| Materials and spaces | <ul style="list-style-type: none"> • Papers • Laptop if needed • Markers • Projector • Speakers |
| Further reading | n/a |
| Appendices | Results appendix with outcomes and shared information. |

Reality check on youth using the internet

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|---|--|
| Timing in the programme | Tuesday afternoon – 1 st session |
| Background/rationale | Starting point for going into content. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • To increase awareness of the use we make of social networks, the internet, in short of technology. • To give data and reliability on how it is affecting the youth of today. • To increase awareness among the participants of the situations that exist among the young people in their youth centres |
| Description session | <p>We will start the session asking the participants to see and check how many hours a day, they used their phones yesterday. We will have as a support the presentation (Appendix II). We will do it through Mentimeter. We will also follow up after the group reflection, with the second slide of Mentimeter. We will guide the reflection also supported by several short cuts of the documentary 'Amén'</p> <p>- Play in this moment minutes '12:08-13:00' to conclude the reflection.</p> <p>Then follow us with reflection, opening our horizons further and asking ourselves whether we know what young people today understand by social media, how they use it, and how it affects their lives. We will read and watch different testimonies and open different moments for discussion. We will conclude this first part with the studies of several psychologists. They have focused on how the use and control of social networks over our personal autonomy has changed our habits and therefore affected our mental health. On another hand, as a sump up we will present what can we do know we are more aware and open to this reality between our young people in the oratories.</p> |
| Outcomes | <ul style="list-style-type: none"> • More awareness • Sharing experiences created a good trust feeling and atmosphere between the participants • They share methods, what they experienced and how they acted to the situations mentioned. |
| Evaluation | The group participated actively, and they shared a lot of personal and groups experiences of how they see all the aspects mentioned in their youth centres and with very young children and young people. |
| List of materials & space required | <ul style="list-style-type: none"> • Flipcharts • Pens • Pencils • Videos • Markers • Mentimeter tool • Canva presentation slides |
| Further reading | n/a |
| Appendices | <ul style="list-style-type: none"> • Presentation Canva + Mentimeter |

Introduction to the educational style of Don Bosco and link with digitalisation

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|---|--|
| Timing in the programme | Tuesday afternoon – 2 nd session |
| Background/rationale | Starting from the last point, of the previous session about the reality check, the participants will link all the information to the Salesian style of Education. The pax learn about the Preventive system of Don Bosco and will go deeper in content. How this model/way/approach/style/system, is educating and accompanying young people today. They will get a first background of what the Salesian System consists of and why it should be preferred. They look and reflect about the advantages and its application in the daily animation. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • The pax get a first understanding of the Preventive System of Don Bosco. • The pax get a first understanding of the different parts and concepts inside the system. • The pax get an understanding of why the System it should be preferred and its application and the link with digitalization and media. |
| Description session (Methodology, methods, timing) | <p>We start the session remembering the last points of the previous one. After that, we will start linking the Preventive system of Don Bosco with the content of the training course.</p> <p>We continue with another video from Papa Francisco in which talks about the morality in media and using technology (continuing following the presentation Appendix III – Presentation: Preventive system + technology</p> <div data-bbox="501 1120 1385 1615" data-label="Image"> </div> <p>-Brainstorming about what they know of the Preventive System-Mentimeter. -Collecting and commenting ideas. -Pillars of the PS.</p> |
| Outcomes | <ul style="list-style-type: none"> • Knowing better the Preventive system of Don Bosco • To relate both contents inside the session: technology and educational system of Don Bosco. |
| Evaluation | Good teambuilding and sharing together. |
| List of materials & space required | <ul style="list-style-type: none"> • Papers • Blindfolds |

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| | <ul style="list-style-type: none">• Video• Markers• Mentimeter• White paper• Presentation slides |
| Appendices | <p><i>Appendix III – Presentation: Preventive system + technology</i></p> <div data-bbox="501 595 1385 1088"><p>We have to distinguish between morality and the richness of the media</p><p>57:25'-59:58</p></div> <p>. Presentation</p> |

Day 2

Risks and possibilities of using internet + Mental health in youth people using technology

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| Timing in the Program | Wednesday morning & Wednesday afternoon. | | | | | | | | | | |
| Background/ rationale | During the first day, the participants were sharing experiences about their realities and how using internet was affecting the young people they have around. Also, they have been exploring on the relation and how linked is the preventive system of Don Bosco with technology. How much we can prevent and bad to avoid knowing these principals. | | | | | | | | | | |
| Aims/ objective of the session | <ul style="list-style-type: none"> • The participants will go deeper on risks and possibilities of connected world. • They develop ways to take advantage of the possibilities of implementing the internet in schools in an educational and beneficial way. | | | | | | | | | | |
| Description of the Session | <p>For this session we will give the floor to the participants. They will have to develop a tool or a modification of one of the social media networks, to improve their services. They will have to take in count several of the risks and all the possibilities they think SM and technological tools have, to make a proposal to the others.</p> <p><i>Some examples:</i></p> <table border="0"> <tr> <td><i>Polarisation</i></td> <td><i>Fake news</i></td> </tr> <tr> <td><i>Anxiety</i></td> <td><i>Social comparison</i></td> </tr> <tr> <td><i>Fear of missing out (FOMO) & Fear of Better Options (FOBO)</i></td> <td><i>Getting bad resources for mental health vs. good resources for mental health</i></td> </tr> <tr> <td><i>Lack of references</i></td> <td><i>Only entertainment</i></td> </tr> <tr> <td><i>Bad emotional support</i></td> <td></td> </tr> </table> <p>We will give them half an hour to develop them and then they will present and comment the creations of their peers.</p> | <i>Polarisation</i> | <i>Fake news</i> | <i>Anxiety</i> | <i>Social comparison</i> | <i>Fear of missing out (FOMO) & Fear of Better Options (FOBO)</i> | <i>Getting bad resources for mental health vs. good resources for mental health</i> | <i>Lack of references</i> | <i>Only entertainment</i> | <i>Bad emotional support</i> | |
| <i>Polarisation</i> | <i>Fake news</i> | | | | | | | | | | |
| <i>Anxiety</i> | <i>Social comparison</i> | | | | | | | | | | |
| <i>Fear of missing out (FOMO) & Fear of Better Options (FOBO)</i> | <i>Getting bad resources for mental health vs. good resources for mental health</i> | | | | | | | | | | |
| <i>Lack of references</i> | <i>Only entertainment</i> | | | | | | | | | | |
| <i>Bad emotional support</i> | | | | | | | | | | | |
| Outcomes | Participants showed a good understanding and opening to learn how to face these kinds of problems and risks social media, overall, creates. They gave a really good examples to use and also to apply in how they use the real existing tools. | | | | | | | | | | |
| Evaluation | They worked very well in groups and cooperated to design the task. Due to the great involvement of the participants, we had to adapt the timetable of the sessions and we held the final session in the afternoon of the same day. They needed more time to finish developing their ideas, so we made the link with mental health during the presentation. | | | | | | | | | | |
| Materials and spaces | <ul style="list-style-type: none"> • Flipcharts • Post its • Paper • Markers • ... | | | | | | | | | | |
| Future reading | n/a | | | | | | | | | | |
| Appendices | n/a | | | | | | | | | | |

Introduction to smartphone tools & skills for the promotion of youth organisations

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| Timing in the programme | Wednesday morning second session. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Participants getting to know mobile apps useful for youthwork. • Sharing good practices. • Reflecting of the use. |
| Description session (Methodology, methods, timing) | <p>Activities for young people using mobile Apps: The session started with the presentation of the Don Bosco Games App and giving example how it works, (we still have one of the previous version working on the phone), and presentation of couple of app and how they can use them in activities in playgrounds. We will also present a bit how the App is going to chance and update.</p> <p>We will use also different platforms to share with them resources like: YouCut (video editing app), Padlet (online flipchart), Class Dojo (perfect for small children, giving rewards, and also give opportunity that parents can follow how their kids are doing in activities), Mentimeter (online anonymous evaluation tool), Kahoot (quiz tool for groups and individuals), Logopit plus (app for making logos, Facebook posters, Instagram posters).</p> <p>We also tested the Mentimeter, gave example how it worked and also did a quiz in Kahoot with questions about participants. In this way, they had fun, get to know each other better and understand how the app works. After that, we will share with them a brain storming flipchart divided in categories of apps, and tools. With post-its, their task will be to write several tools and for what they are used to use them.</p> <p>Finally, together we have posted some Facebook post with tips and trick what should they do to engage as many people as possible to this possibility.</p> <ul style="list-style-type: none"> • First step, select pictures but keeping in mind with angle, light, frame, that no one was cropped from frame, and that no one's rights were violated, and everyone have accepted that they agree with using them in photos to promote activities. • Number of the pictures has to be between 3 and 12. Optimal number is 8. • The text has to be short and to describe where the activity was, for whom, what it was about, where they can find more information about it and what are the follow ups. • Hash tags, add at least 3 that were used so participant can find them easily. • Differences with posting in deferent social media. • The advantages of making small videos for YouTube for promoting activities and perfect place to keep all your data for long time present. • Always add location, tag people, and share if someone has shared something about this activity. • Use online tools to make your post more attractive. <p>Also, some web tools were presented to make more professional posts for social media.</p> <ul style="list-style-type: none"> • Fotor, online tool for editing photos • Canva, graphic design tool • YouTube, a lot of content with advice, online library |

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| | <p>Afterwards, there was a short explanation on how to make a short video clip to promote one of the activities that might host or are hosting.</p> <p>One image is equal to one thousand words, and one second has between 24-30 pictures, so you can do the math and figure out how much information you can share in 3 min video about activity. Some advice:</p> <ul style="list-style-type: none"> • Always record short clips until 15 sec of activities • Record from different angles • In post-production, edit video in way that someone that was not present have idea what you were doing there. <p>Try to use your mobile phone because it is user-friendly, and the camera and microphone are very good, and you always have them in your pocket and can keep some moments immortal with tap on the screen that can be useful for future.</p> |
| Outcomes | Learning good practices and practical tools. |
| Evaluation | Nice to see a good practice of another member organisation. In the future or to make it shorter or to present it in more non-formal way. |
| List of materials & space required | <ul style="list-style-type: none"> • Flipcharts • Internet • Post-its • Pens • Speakers |
| Appendices | n/a |

GDPR Guidelines

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|--|---|
| Timing in the Program | Wednesday afternoon second session. |
| Background / rationale | Content of General Data Protection |
| Aims and objective of the session | <ul style="list-style-type: none"> • What does mean GDPR. • The pax learn what is the application of GDPR in a daily function of an association. |
| Description of the session | <p>We start the session seeing how much the participants know about GDPR. If they know the meaning of the letters, the acronym and its meaning. After this first and small brainstorming, we will define with them what this do really mean.</p> <p>General data protection means, the processing and collection of personal data. Appendix IV. Information GDPR.</p> <p>After that we will give several questions to open the debate and reflexion and sharing. The participants would be able to express what they think, how they see the application of these laws, the regulations, the way of protecting and the impact in every social media tool.</p> |
| Outcomes | The participants related everything with the previous session about mental health and technology. Although it was a much more content-heavy session, there was good sharing and the participants' reflection and involvement was very good. |
| Evaluation | We had to move this session to this time to make the link between session better. |
| Materials and Spaces | Same as the other template. |
| Appendices | Appendix IV – General data protection regulation, information. |

Day 3

Workshop – Outdoor session. Practicing skills.

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| Timing in the programme | Thursday morning. |
| Background/rationale | In a digital world full of countless inputs captivating images and interesting visual contents are essential to strike the attention of viewers and to raise one's social engagement. Therefore, it is crucial to master photography techniques and social media marketing tips. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Mastering photographic skills and techniques. • Learning how to effectively disseminate digital content. |
| Description session (Methodology, methods, timing) | We will start the session with a small energizer. Then we will start a small but thorough presentation on the main key points related to photography. The presentation should cover: <ul style="list-style-type: none"> • Exposure (ISO, aperture, shutter speed) • Two third rule, golden section • Perspectives • Composition • How to play with light and white balancing • Focus and depth of field • How to frame your shot • Point of view, composition with lines and curves • Colour and contrasts • Left to right natural movement • Post-production and editing, RAW format Each section of the presentation should be accompanied by a imagine sample visualizing the relevant topic. |
| List of materials & space required | <ul style="list-style-type: none"> • Projector • Phone • Camera • Laptops <div style="text-align: center;"> </div> <p>Exposure triangles sample</p> |
| Appendices | Appendix VI – Main key points related to photography |

Workshop – Outdoor session: Collecting materials and promoting organisations

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|---|---|
| Timing in the programme | Thursday morning-afternoon |
| Background/rationale | Following the previous session focussed on learning photographic skills now it's time for the participants to put into practice their acquired inputs and to create digital content promoting the work of their organisations. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • Practicing photographic skills and techniques. • Learning how to work in teams for creating digital content. |
| Description session (Methodology, methods, timing) | <p>We will start the session by dividing the participants into three smaller groups. Each group will have to develop a concrete example of youth work promotion, in particular they will create some materials promoting this training and what it means to take part to an international activity with DBYN.</p> <p>The groups will be assigned three different tasks:</p> <ul style="list-style-type: none"> • One group will have to create a video. • One group can work only with images and music. • One group will have to present something in writing form. <p>They will have around 1 hour to complete their tasks, then they will present their work.</p> |
| Evaluation | <ul style="list-style-type: none"> • Interesting sharing • Good session, very good opportunity also to share opinions, thoughts and make a stronger teamwork. • It was a good opportunity not to choose until the day before the dynamic of the compass done, because we knew more the group and we wanted to create a better and stronger teamwork feeling. |
| List of materials & space required | <ul style="list-style-type: none"> • Phones • Cameras • Editor programme • Projector |
| Appendices | n/a |

Cultural visit to the venue

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|---|--|
| Timing in the programme | Tuesday afternoon. |
| Background/rationale | n/a. |
| Aim(s) / objectives of the session | To know better the richness of the place and to open to the participants a different, cultural, and experiential visit of all the important places and to know all the activities that take place inside the monastery. |
| Description session (Methodology, methods, timing) | <p>During this time of the afternoon participants will be able to experience a cultural visit to the monastery guided by one of the volunteers of Aktionszentrum Benediktbeuern.</p> <p>During the visit, we were told the most relevant facts about the history of the monastery, the different youth realities found within the facilities, the spirituality centre, the church and the cultural and traditional aspects along with the connection to nature that makes this place so special.</p> |
| Outcomes | It was opened a good dialogue and they got to know better about the history and culture of the venue. |
| Evaluation | The participants appreciated the long and deeper visit to the monastery. They had the chance to ask question to the volunteers that guided the visit, to share their experiences in their local centres and open a nice dialogue between all of them. |
| List of materials & space required | n/a |
| Further reading | n/a |
| Appendices | n/a |

Movie night

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| Timing in the programme | Tuesday evening. |
| Background/rationale | Watching a movie all together to create a different evening activity and get more reflection and input for our participants, to follow the rest of the week learning and reflecting more about the uses and effects of social media and devices in our lives. |
| Aim(s) / objectives of the session | <ul style="list-style-type: none"> • To consume good audiovisual content that opens participants to new ideas for thought and reflection. • Open the debate after the viewing and share impressions. |
| Description session (Methodology, methods, timing) | <p>We will watch all together a fragment of the series Black Mirror 'Nosedive'.</p> <p>After the screening, we will open a small film forum to discuss what you thought of it, if you have had any experience related to the theme of the episode or if you know of any close friends.</p> |
| Outcomes | It was a good reflection in a different atmosphere after watching the chapter of the series. More informal but at the same time, reflective and helpful for your training experience. |
| Evaluation | It was a good idea to do a small reflect to conclude the screening. Participants enjoyed a lot sharing their opinions and links from the film to their lives. |
| List of materials & space required | <ul style="list-style-type: none"> • Projector • Laptop • Speakers • Snacks |
| Further reading | n/a |
| Appendices | n/a |

Day 4

Benefits and disadvantages of modern technology

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| Timing in the Program | Friday morning |
| Background / rationale | We will take advantage of the day and the time to have a different session in the open air, without doing any kind of action, but rather sharing and reflecting together. |
| Aims / objective of the session | <ul style="list-style-type: none"> • Reflect on changes (positive and negative) have an idea where we stand now in youth work. • Experiencing reflection with partners in a way that is closer to nature and creating a different reflective experience. |
| Description of the Session | <p>The different ways of thinking and sharing among the participants will be walking to visit the surroundings of the venue. We will make a stop every time the questions or dynamics change, in which we will share with the large group what has been discussed.</p> <p>Reflection: First moment to start thinking about risks and disadvantages of modern technology.</p> <p>Task: The pax gather in couples and they will have to talk about this following questions.</p> <ul style="list-style-type: none"> • <i>What do you think is special about modern technology as opposed to analogue technology?</i> • <i>Which modern device could you not use at the moment?</i> <p>We will guide the sharing towards the differences between the development of modern technology and when past devices began to appear. We will talk about the instantaneousness, connectedness, multiplicity of actions and possibilities of modern technology.</p> <p>In a next step the pax as a group answer the questions from the trainer by positioning themselves on a position in favour or against:</p> <ul style="list-style-type: none"> • <i>Modern technology helps all people equally, and access to it is always easy and reliable.</i> • <i>The benefits of technology have always been positive if you know how to use it.</i> <p>We will be walking, and talking between others about sharing:</p> <ul style="list-style-type: none"> • <i>When did you started using technology, devices all the time?</i> • <i>When was the first time you introduce different habits because of technology?</i> • <i>How did you learn to use it?</i> <p>During the last round, we will apply our questions linking them to the realities of our youth centres and oratories.</p> <ul style="list-style-type: none"> • <i>When where the most changes in the animation work for you</i> • <i>What is your favourite tool, device, possibility as an Animator/ or in an DB Community using technology?</i> • <i>How did Youthwork change in the last three years?</i> • <i>How did youth work in general change since I started as an Animator or as a pax in Animation activities because of technology?</i> <p>After each question the participants can comment on their position to the big group.</p> |

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| | Whole group reflects: <ul style="list-style-type: none"> • What were the main points you discussed? • Where did you disagree/ agree with each other? |
| Materials and Spaces | n/a |
| Future reading | n/a |
| Appendices | n/a |

Presenting our own creations and communication plans

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| Timing in the Program | Friday morning |
| Background/ rational | Following up with the last part of the WORKSHOPs sessions during Thursday. |
| Aims/ objective of the session | <ul style="list-style-type: none"> • Create an atmosphere of sharing and analysis of the work presented by peers. • Adapt the session to be able to see the results created by the participants with time for development, observation, and analysis. |
| Description of the Session | <p>Having rearranged the week's schedule, participants will have more time to present their ideas, discuss with colleagues where they have seen difficulties, strengths of working in a team, designs and aspects of their creations that need to be improved, etc.</p> <p>After the presentation of each group, we will discuss the process of creation, where they see similarities between other works of their peers. Each group will have fifteen minutes of presentation and then we will have a brief space for reflection. if at the end of all the presentations we have time, we will use it to evaluate the sharing with all of them.</p> |
| Materials and Spaces | <ul style="list-style-type: none"> • Materials participants need for presentation, projector, speakers... |

WORKSHOP: what do we need for our digital platform

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| Timing in the programme | Friday afternoon |
| Background/rationale | At almost the closure of the training the participants have become fully aware of all the possibilities and risks correlated to digital tools and their implementation in youth work. As part of the project, we would like the participant to contribute with their ideas and personal inputs to the work carried by Don Bosco Youth-Net in the digital field, in particular renovating our website and the concept of the new digital platform. Following working lines from the Platform working group. |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • To review DBYN's site • To gather new inputs and ideas for the future actions of the network in the information and digital field • To gain some input for making the DBYN network better online develop. |
| Description session (Methodology, methods, timing) | <p>1. Introduction of social network and DBYN digital platforms already existing. <u>Evaluating, what should be better? Improvements?</u></p> <ul style="list-style-type: none"> - We will look at the basic concepts of social networks and their evolution within the association. - Analysis of different existing social media platforms and their distinctive features. |

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| | <p>- Identification of opportunities and needs for a new social media platform or website.</p> <p>Through several minutes of reflection, participants will first individually and then in groups, analyse existing resources and what they see that could be improved.</p> <p>2. <u>Design</u> of the platform. Participants will give their input on how to improve, after analysing the weakest points of existing networks.</p> <p>- Definition of the platform's objectives and target audience.</p> <p>- Creation of a navigation map and user interface design.</p> <p>- Usability and user experience considerations.</p> <p>- Implementation of key functions, such as user profiles, news feeds, messaging systems, etc.</p> <p>- Addition of important points from the work plan of the digital platform's volunteer group.</p> |
| Outcomes | <ul style="list-style-type: none"> • The participants got new ideas to implement. • Between the participants they shared ideas and projects for the digital platform. |
| List of materials & space required | <ul style="list-style-type: none"> • Computer • Internet • Projector • Paper • Pens • ... |
| Appendices | Appendix IV: 4 pillars digital platform |

Day 5

What are they taking back to their own organisations

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| Timing in the programme | Saturday morning. |
| Background/rationale | After a whole week of input and practice, it is important for the pax to stand still with their future plans and what they take back home. |
| Aim(s) and objectives of the session | -Overview of all the content we were working during the week. -Create self-reflection and looking inward. |
| Description session (Methodology, methods, timing) | <p>Participants will find different ways to think about everything they have worked on during the week to facilitate reflection and think about what they have learned. They can express it through a draw, paint, words, writing long... In the centre of the room, they will find the logo of Salesians and DBYN drawn with large pieces of paper on which they will add all the input they have received and the output they will take home after this course. Every column of the logo will be one topic they will have to take in count to conduct their personal reflection.</p> <p>They will have to think about the most important things they have experienced during the week and how the experience has touched them in a more direct way and affected their learning: content of the sessions that they can apply in their local centres and organisations, personal experiences and intercultural exchange with other participants, and finally, how expectations and fears upon arrival have been overcome or not.</p> |
| Outcomes | <i>n/a</i> |
| Evaluation | <i>n/a</i> |
| List of materials & space required | <ul style="list-style-type: none"> • A silent room • Reflection questions for each pax • Music - speakers • Different materials as: paper, pencils, colours, markers, post-its... |
| Further reading | <i>n/a</i> |
| Appendices | <i>n/a</i> |

Evaluation of the week and accreditation system: YouthPass

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| Timing in the programme | Saturday morning second session. |
| Background / rationale | The pax have to complete their own personal YouthPass for the seminar. Therefore, the YouthPass and its goals are presented |
| Aims and objective of the session | <ul style="list-style-type: none"> • Pax understand the YouthPass, its goal and the competencies described in the YouthPass. • Pax reflect on their competency development in this seminar. |
| Description of the session | <p>Seminar Room: In the middle of the room is an “octopus” made out of a ball with paper-eyes and 8 arms out of blankets. On each octopus arm there is a card with one of the youth pass competences written on.</p> <p>Introduction: What are competences and how do we develop them?</p> <p>What is YouthPass:</p> <ul style="list-style-type: none"> • Tool to formalize non-formal competences that you learned that aren't measured by school grades... • Formalise non-formal learnings • Has 8 areas of competences → introduction with the octopus <p>Task in Groups of 3-4 people: find 2 examples for each arm and write them down on post its that you pin on the arms of the octopus.</p> <p>Task 2: Draw an octopus on a piece of paper and write down what you learned during this week in each competence-area/ Also if you want you can write what competences you already have</p> <p>Make each arm shorter or longer depending on if you think your competences in the area are already well developed or still a lot of room for improvement.</p> <p>Introducing the Youth pass website.</p> |
| Outcomes | All the participants got an explanation on how to fill the YouthPass. |
| Materials and spaces | <ul style="list-style-type: none"> • Ball • Eyes (out of paper) • Arms (blankets) • Paper • Pens • Laptop • Moderation cards • post its |
| Future reading | n/a |
| Appendices | n/a |

Every day

Reflection and evaluation

| | |
|---|--|
| Timing in the programme | Every day in the evening |
| Background/rationale | <ul style="list-style-type: none"> • Pax reflect on the process they had during the day • Pax evaluate the different sessions of the day |
| Aim(s) and objectives of the session | <ul style="list-style-type: none"> • We want the pax to take a moment to reflect about the day. What did they learn? What do they want to take home? • We want the pax to evaluate each day, in this way we can adapt the TC if necessary |
| Description session (Methodology, methods, timing) | <ul style="list-style-type: none"> • Each day we ask the pax to take a moment to reflect. What do you want to remember when you go back to your organisation? • Each day we ask the pax to write down the highlights of the day and some suggestions. They do it individually and can put the papers in a box. In this way they can feel safe to say anything. |
| Outcomes | The pax really take time to do this. They evaluate all the sessions and give good feedback. See appendix for the outcomes. |
| Evaluation | It is a good idea to make time for this, every day. In this way we keep the TC on point. |
| List of materials & space required | <ul style="list-style-type: none"> • Papers • Pens • A box |
| Further reading | N/A |
| Appendices | Outcomes |

Appendixes

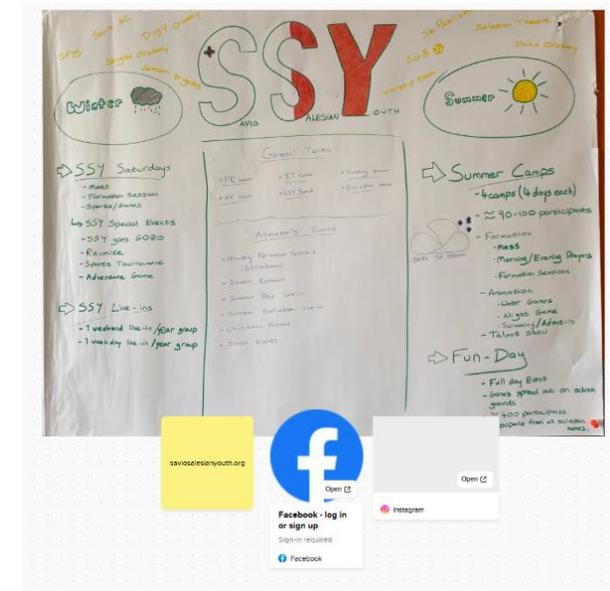
Appendix I – Improving our knowledge of the other organisations (Results)



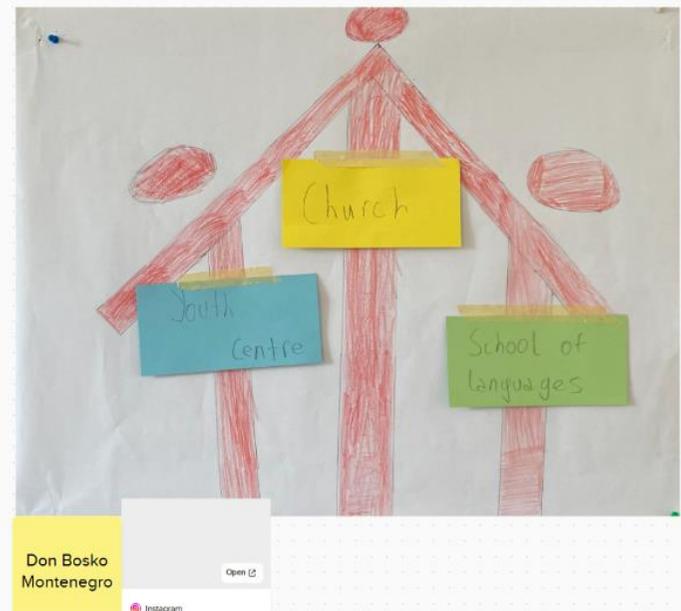
Picture 1: Participants from DOMKA sharing the tech tools presenting their association.



Picture 2: Participant from Mladinski-ceh sharing the tech tools presenting his association.



Picture 3: Poster presentation of SSY of Malta, extracted from the shared [MURAL](#)

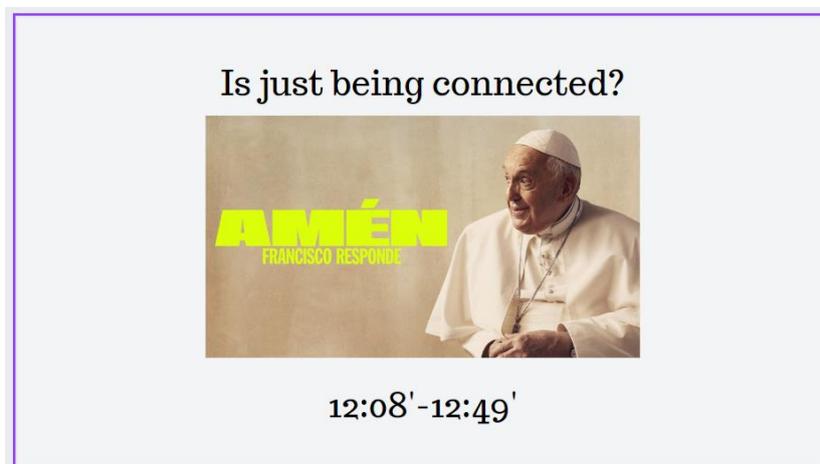
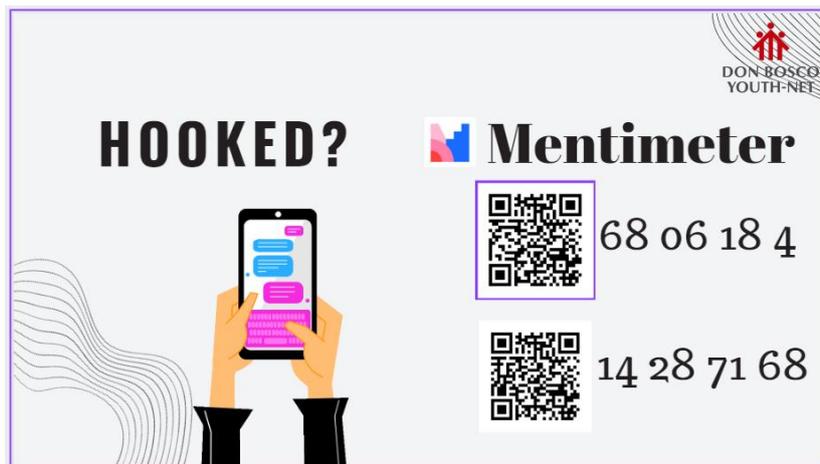
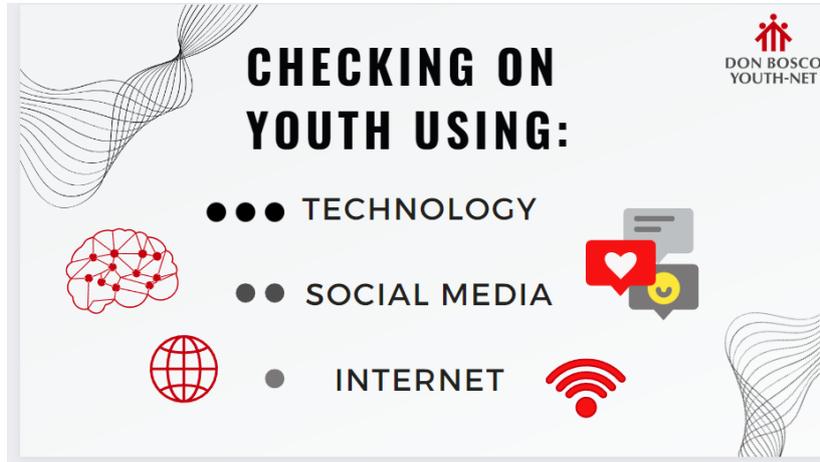


Picture 4: Poster presentation of Don Bosko Podgorica, extracted from the shared [MURAL](#)



Picture 5: Poster presentation of Turismo Giovanile e Sociale, extracted from the shared [MURAL](#)

Appendix II – Presentation: Reality check on using Internet between youth



DATA AND FIGURES

 DON BOSCO YOUTH-NET

- Average American adults check their phones every 6 ½ min.
- 1/4 of American teenagers are connected to a device within 5 mins of waking up .

- 80 % sleep with their phones.
- 40 % never "unplug" (even during religious services, sports or exercising).





(TURKLE 2015)

TESTIMONY I.

 DON BOSCO YOUTH-NET

'Nowadays it's all on social media...sometimes we get the news on Tik Tok, for example...I am hooked because I grew up with it, it is like an addiction...I grew up in an environment where you cannot immediately escape it.'



[MELANIE, BUSINESS STUDENT, 19]



TO BE INFORMED

TESTIMONY III.

 DON BOSCO YOUTH-NET

'...Everyone is hooked and wants to see how they're viewed by others. They care a lot about what others think about them through likes, views, and followings. It's what they do when they're bored, it's how they entertain themselves, it is the first thing they check when they wake up and even before they go to sleep...easily accessible. They tell you that when they forget it at home, they panic...it's a big part of them.'



WE WANT TO BE WANTED  **ACCEPTANCE**

[MARTHA, PSYCHOLOGIST MCAST, 33]

SO, WHAT?



Vision



What we know is...

- Social Media **undermines** Mental Health
- Adolescents themselves perceive social media as a **threat** to their mental well-being.
- Mood disorder, anxiety, cyberbullying, and a **type** of 'addiction'.

(Rodgers and Pilgrim, 2021)

Mission



What we can do is...

- To **transform** the way in which young people interact with their peers and the social world .
- To **increase** opportunities for social interaction and social support .

Appendix III – Presentation: Preventive system + technology

We have to distinguish between morality
and the richness of the media



57:25' - 59:58



The good thing about the development of
communication, is that it has to **save** that communication
exists, that it is not pulverised.

That when you communicate through networks,
personally or for work, the most important thing is
to **save the relationship**.

However, there should be a distinction
between the richness of social media and the
morality of what you do, depending on what
morality is for you.



WHAT
THE PREVENTIVE SYSTEM
SAID ABOUT IT



How much do you know
about the PS?



5409 7949



Mentimeter

QUICK
BRAINSTORM



 **PREVENTIVE SYSTEM of DB**

Reasoning **Religion** **Love**



**EDUCATING
and
ACCOMPANING** → *Young People
today*

'amorevolezza'

Appendix IV – General data protection regulation, information

What exactly is the general data protection regulation (GDPR)?

GDPR is a data privacy law created to protect the data of European Union (EU) citizens residing within the member states. These citizens, also called a data subject, are at the core of GDPR. In the first place, this data privacy law is created to protect the human rights of individuals whose data have been collected. This includes the rights listed on GDPR Chapter 3, such as rights to erasure and data portability, Enforced by the European Commission and the Data Protection Authority (DPA). the primary goal of the GDPR is to protect the privacy of EU residents.

It's also one of the strictest data protection laws that companies need to comply with. After its creation in 2018 by the European Parliament, GDPR has sparked several regional data protection laws worldwide. This includes the California Consumer Privacy Act (CCPA) and UK's GDPR policies. Customer data is used in every single corner of a customer's experience within your company, from marketing to product experience to support tickets. Changes in GDPR are worth paying attention to as they could mean a big change across various functions within our companies.

A Brief History of the GDPR

GDPR was created to replace the 1995 Data Protection Directive used across various European countries. After the internet becomes commonplace, the EU parliament decided they need a new guideline that adapts to a more connected world where data is the common currency. The GDPR is designed to better fit modern technologies and practices.

The 1995 data protection law allows each country to control and customize its own privacy laws. This makes it harder for businesses to introduce their service between countries since they'd have to refer to multiple privacy requirements and keep up with all of them The GDPR eliminates all this since now businesses only need to refer to one guideline and requirement to do business across all u member states.

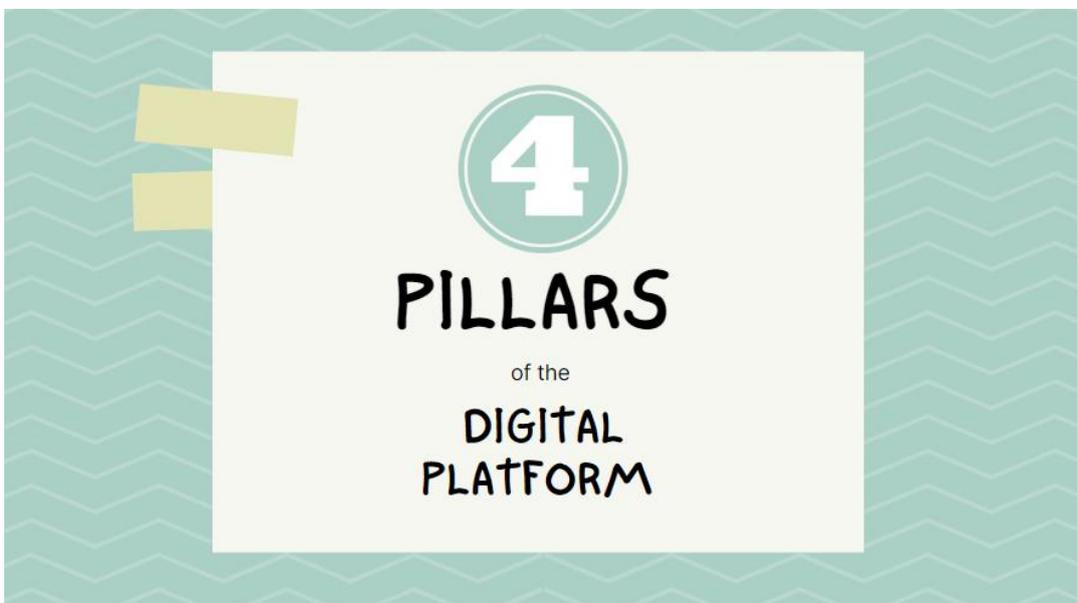
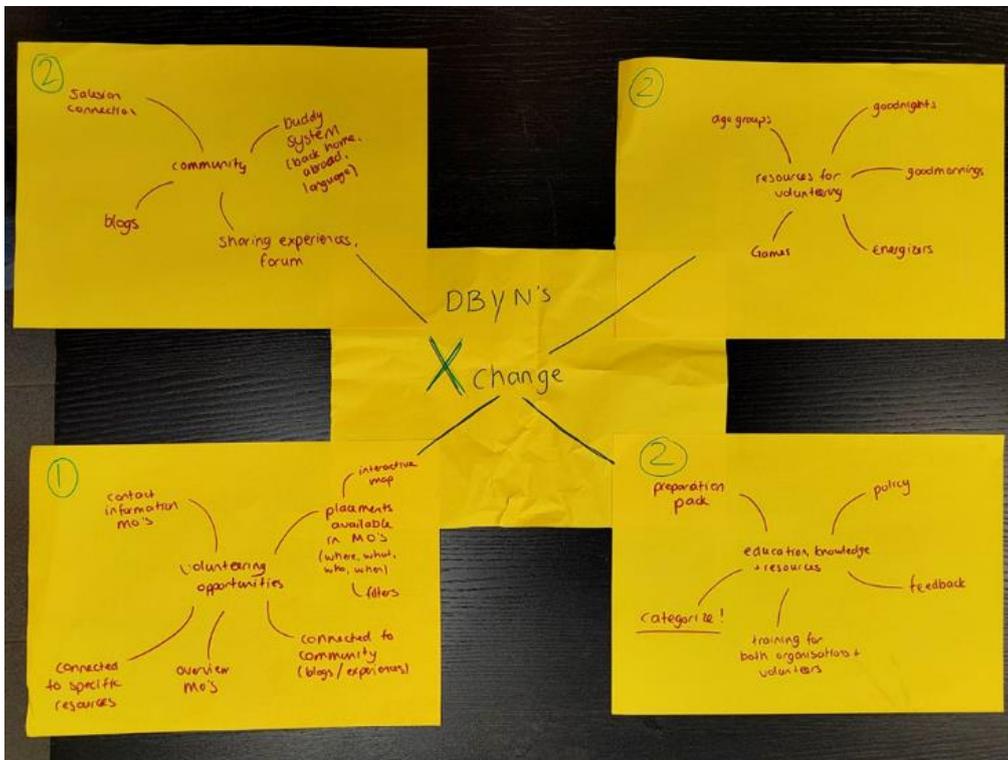
The GDPR officially started taking effect on May 25, 2018 and ever since has been the norm star privacies. It has also undergone several changes in the past few years. Notably, in 2021 the GDPR introduced major changes to its terms. For one, GDPR removed the Privacy Shield that was put in place to make it easier for US companies to do business with EU citizens. The other major change introduced in 2021 would be the regulations fo cookie consent, as GDPR now prevents companies from blocking access to content unless a user consents to cookies. UK's GDPR, not to be confused with the EU General Data Protection Regulation. is a standard based on the EU version created by the UK Information Commissioners Office ICO and included within their 2018 Data Protection Act. This data protection law serves as a substitute for the EU version after Brexit. If you regularly process data of Europe-based customers, would have to adhere to both European data protection laws.

Penalties for Non-compliance

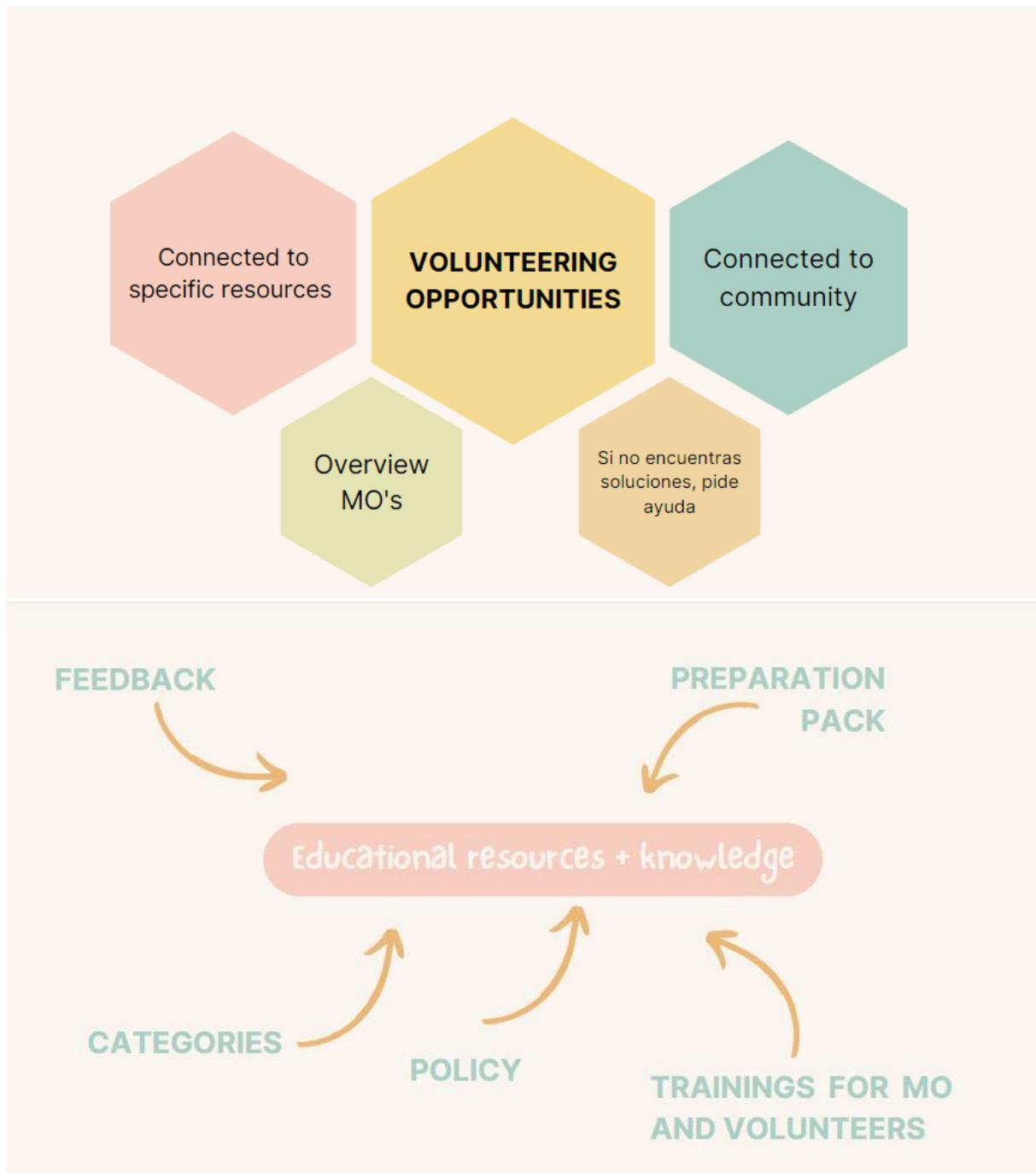
Non-compliance with the GDPR can lead to major issues. Even if you're using your customer's data ethically, there's still the threat of outside forces. GDPR requirements ensure that you're putting in the effort to protect you customer's data to prevent losses caused by a data breach. According to the GDPR, data protection entities in the EU can give fines of up to €20 million (around \$20.3 million) or 4% of the worldwide turnover of the preceding financial year-whichever is bigger.

The fine may differ depending on the company's offenses. If this is a repeat offense, you might get an even larger amount. Data controllers also have more responsibility to safeguard your customer's personal data compared to processors. The personal data, in this case, includes any data linked to a living person in the EU, such as identifiers. IP addresses. and biometric data. Ever since its enforcement, GDPR has caused several maior companies to spend millions of dollars in tines.

Appendix V – The 4 pillars of the digital platform







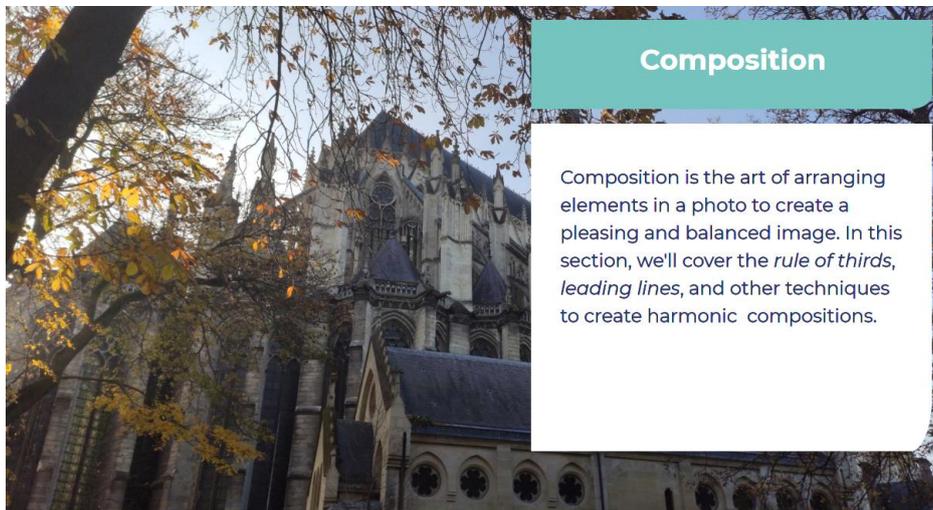
Appendix VI – Main key points related to photography

PHOTOGRAPHY: TECHNIQUES AND SKILLS



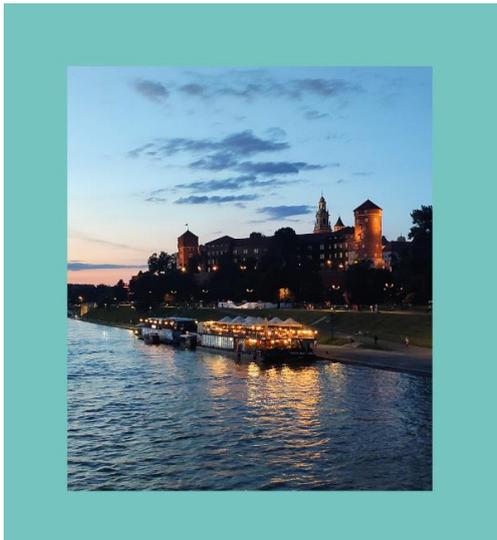
UNDERSTANDING EXPOSURE

Exposure is the foundation of photography and mastering it is essential for creating professional-looking photos. In this section, we'll cover the basics of *aperture*, *shutter speed*, and *ISO*.



Composition

Composition is the art of arranging elements in a photo to create a pleasing and balanced image. In this section, we'll cover the *rule of thirds*, *leading lines*, and other techniques to create harmonic compositions.



LIGHTING

Lighting is one of the most important aspects of photography and can make or break a photo. There are different types of lighting, ranging from natural to artificial lighting



Post-Processing

Post-processing can take your photos from good to great. Starting from the photo in raw format you can use several programs to enhance your pictures, adding levels, bettering the colours and to refine details

Team

Rules

- The team meets every night after dinner.
- The trainer who starts the day will introduce the pax every day to the programme.
- The team uses a WhatsApp group for communication.

Role division

Trainers

- Gabriele Giovagnoli
- Begoña Ros Gras

Expert

- Niklas Gregull

Project coordination

- Begoña Ros: Resource person, overall coordination, leading team meetings, reports of team meetings, organisational support, financial administration, and communication work.

Volunteer staff

- Aktionszentrum Benediktbeuern: volunteers and staff.

Salesian chaplain

- Different Salesian chaplains from the community accompanied us during the training week.

Preparations

- In every session one trainer was in charge of developing and leading the methodology and programme designed. Other trainers were supporting and helping if needed. Some of the activities and training sessions programme were leading by both of the trainers and also designed.
- The trainer is responsible for developing the session using the template provided in the draft trainer manual. The drafts are uploaded in a google drive and all the materials are uploaded and shared with other team members.
- The team members, trainers, and experts will have an evaluation meeting after the programme to read and see the assessment of the participants, implication during the sessions and impact in every member organisation that have participated.

Safeguarding

Introduction

Both Don Bosco Youth-Net and the hosting organisations want to offer a safe and warm environment to the young people who attend the activities of the network. Safeguarding is a tool to create this welcoming, cordial, and respectful way of dealing with one another. Therefore, safeguarding doesn't focus on issues to be forbidden or restricted but takes human dignity and the importance of every single young person as a reference on how to deal with one another. As this safe environment where everyone is treated with respect is vital to the network, all trainers of Don Bosco Youth-Net are given training on safeguarding-issues during the training courses.

Defining abuse

Child abuse occurs when the behaviour of someone in a position of greater power than a child or young person abuses that power and causes harm to that child or young person. Child abuse can be categorised into four groups: emotional abuse, physical abuse, sexual abuse, and neglect.

Code of behaviour

This code of behaviour wants to safeguard all the participants of activities related to Don Bosco Youth-Net, regardless participants' age. Even although the majority of the participants is over 18 years old, great care should be taken in the relationship between trainers/facilitators/responsible persons on one hand and participants on the other hand.

- Youth-workers should not engage in or tolerate any behaviour – verbal, psychological or physical – that could be construed as bullying or abusive.
- The physical integrity of participants must be respected at all times.
- Physical punishment of participants is not permissible under any circumstances.
- Verbal abuse of children or telling jokes of sexual nature in the presence of children can never be acceptable. Great care should be taken if it is necessary to have a conversation regarding sexual matters with a child or a young person.
- Only age-appropriate language, material, or media products (such as camera, phones, internet, and video) and activities should be used when working with children and young people. Sexually explicit or pornographic material is never acceptable.
- Being alone with a participant may not always be wise or appropriate practice. If a situation arises where it is necessary to be alone with a participant, another responsible adult should be informed immediately.
- All participants must be treated with equal respect; favouritism is not acceptable.
- A disproportionate amount of time should not be spent with any participant or group of participants.
- Under no circumstances should youth-workers give drugs to participants.
- Drugs must not be used by who are preserving or working with children or young people.
- Alcohol:
 - Non-alcoholic drinks should be available at all time
 - Youth-workers are a model to young people when it comes to the proper and moderate use of alcohol. At any time, youth-workers show responsibility towards the children and young people they look after.
 - Alcohol can be provided to participants in reasonable amounts if in accordance with the legal situation of the country and taking into account the age of the young people.

- Trainers should talk within their team about the topic of alcohol-consumption before the start of a training course or seminar.
- At any time, youth-workers should abide by the civil law of the country.
- The hosting team can be a great help in this and for instance prepare a briefing-note on what is (not) allowed.

Responding to a participant making a complaint

| Do | Don't |
|---|--|
| <ul style="list-style-type: none"> • Listen calmly and take them seriously. Only ask questions for clarification. Do not ask leading or intrusive questions. Do not suggest words; use theirs. Allow the participant to continue at his/her own pace • Adopt an emphatic listening style which is compassionate, calm, and reassuring. Do not register feelings of shock or horror at what they say. • Reassure the participant that, in disclosing the abuse; they have done the right thing. • Let them know that you will do what you can to help • Tell them they are not to blame for the abuse • Offer to accompany the person to the support person • Report abuse to your responsible • If you have not been able to take notes, write down and sign what was said as soon as possible • Explain to the participant that this information will need to be shared with others and at the end of the discussion tell them what you plan to do next and with whom this information will be shared | <ul style="list-style-type: none"> • Do not dismiss their concerns. Do not panic. Do not probe for more information. Do not make assumptions or speculate. • Do not make negative comments about the accused person. • Do not question beyond checking what has been said. There must be no probing for detail beyond that which has been freely given. • Make no promises that cannot be kept, especially with regards to secrecy, but note carefully what is being sought. So, do not 'promise not to tell anyone 'Or say, 'you'll keep it a secret'. • Do not disclose the details of the allegation to anybody else, even if the allegations involve them in any other way. |

Reporting abuse or concern of abuse

- Report (concern of) abuse to the responsible trainer/ group leader of the activity.
- If the activity takes place at a Salesian house, the responsible trainer reports (concern) of abuse to the SDB director of the house.
- The responsible for the activity reports the (concern of) abuse to the safeguarding officers, the president, and the general secretary of DBYN.
- Further steps to be taken by the people involved
- In the steps taken, abide by the legislation of the country, respect the civil law.

Safeguarding officers

Don Bosco Youth-Net ivzw appoints a team of safeguarding officers. This team consist of members linked to the network who have received professional training in safeguarding. The team can provide training and support to the network and its members in the topic of safeguarding.

Participants of our activities are informed before the start of an activity that they can address a complaint to the safeguarding officers through email: safeguarding@donboscoyouth.net or the specific safeguarding officer in the training course. Trainers or members of the host team can also directly contact the safeguarding officers if they themselves have an issue to report. Furthermore, in case the participants have/had doubts, problems, or any difficult situation. We explained safeguarding and what the safeguarding officers can do to the participants in each training course and activity.

International network
represented in
16 European countries



www.donboscoyouth.net

| | | | |
|----------------|---|---------------------------------|-----------------|
| Austria | JUGEND EINE WELT | Don Bosko centar Podgorica | Montenegro |
| Austria | SALESIANER DON BOSCO | SPYS | Malta |
| Belgium | BOSCO BASE Jeugdwerk Don Bosco | udm | Poland |
| Czech Republic | SADBBA | DOMKA | Slovakia |
| France | MSJ Mouvement Salésien des Jeunes FRANCE & BELGIQUE-SUD | mladinski ce+ | Slovenia |
| Germany | Aktionszentrum Benediktbeuern | Confe Don Bosco | Spain |
| Italy | Salesiani per il sociale | Don Bosco Youthnet Nederland | The Netherlands |
| Italy | Turismo Giovanile e Sociale | DON BOSCO UKRAINE | Ukraine |
| Ireland | SALESIANS OF DON BOSCO IRELAND | Don Bosco 1815 - 2015 | United Kingdom |

... and still growing!

Mission statement DBYN

We, the partners of Don Bosco Youth-Net, wish to contribute to the total development of all young people by bringing them together through various international activities. We hereby look to broaden the opportunities for these young people who are, through various reasons, excluded. By concrete activities of co-operation, we wish to be a living example of tolerance and mutual understanding.

Through our own Salesian identity, we aim to keep the heritage of Don Bosco alive and look to offer a 'youthful voice' in the Europe of today. By doing this, we want to make a real difference in the lives of all young people, especially for those most in need.