

Socio-educational intervention for support and integration of vulnerable categories – Cercertassi Romaniei

Course schedule:

Socio-educational intervention for support and integration of vulnerable categories

-Animation, Combined Arts, Psychoeducation, Non Formal Education-

Purpose: To develop the knowledge, attitudes and skills necessary for a scout leader and/or youth worker, trainer, facilitator by empowering students and equipping them with the necessary intervention methods, tools and techniques specific to socio-educational animation and social worker that utilizes combined arts (a specific course and specialization in Romania - *Lucrator prin arte combinate*) in scouting programs intended for interventions among beneficiaries ranging from children to young people between the ages of 7 and 24 belonging to vulnerable groups and/or disadvantaged categories. The activities for the vulnerable and/or disadvantaged groups aim to develop their degree of autonomy and are created for the purpose of social integration of the target groups.

No. participants: 10-20

Objectives:

At the end of the course, participants will be able to:

1. List the humanitarian principles
2. To imagine, develop and implement an activity plan
3. Work as a team, including by asking for and giving constructive feedback
4. To acquire multiple animation techniques and non-formal methods from the field of combined arts (theater, music, dance, game and movement, etc.)

5. To apply various types of activities depending on the specifics of the beneficiaries and the work environment
6. Identify the needs of the group and apply techniques and methods adapted to the particularities of the group of beneficiaries, including but not limited to vulnerable categories
7. To become familiar with useful techniques in the emotional and behavioral self-regulation of the beneficiaries, through the psychoeducation modules
8. To draw up the profile of the beneficiary and/or group of beneficiaries
9. To draw up an activity report on the evolution of the beneficiaries
10. To develop new activities and/or to adapt the activities according to the evolution of the beneficiaries and taking into account the possible obstacles/difficulties, such as: language barriers, socio-cultural, geographical, economic barriers, etc.

Day 1 - Friday				
Time projection Duration (in minutes)	Session	Learning objectives	Content	Materials/resources
09.00-10.00	1. INTRO	Objectives: - improving communication and socialization skills (getting out of the comfort zone) -creating a group dynamic that promotes values such as:	Opening, icebreakers, Get to know each other games Fears and expectations Setting the rules Presentation of objectives	Sheets, flipchart, markers, ball, writing tools



		openness, empathy, flexibility in interactions between students		
10.00-10.15	Break			
10.15-11.30	2. Education. Intro to animation	<p>Objectives:</p> <ul style="list-style-type: none"> -recognizing the differences between formal, non-formal and informal education - familiarization with the role of animation, its content and activities - delimitation of the animator's profile - the participant can exemplify the types of formal, informal and non-formal education - the learner can create the animator's profile <p>Promoted attitudes:</p> <ul style="list-style-type: none"> - openness to new things, flexibility 	<p>Icebreaker</p> <p>Formal, non-formal, informal education - Conceptual delimitations</p> <p>The animation principles and definition.</p> <p>The facilitator/animator - Facilitator's Profile: Knowledge/Skills/Attitudes</p> <p>Types of games</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p>
11.30-13.00	3. Psychoeducation I: Beneficiaries' needs	<p>Objectives:</p> <ul style="list-style-type: none"> -knowledge of basic needs according to the theories developed by Maslow, Murray et al and application of the acquired knowledge in interaction with beneficiaries 	<p>Psychoeducation in working with vulnerable categories</p> <p>Pyramid of needs/needs</p> <p>Beneficiaries' needs according to age</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p>



		<p>from vulnerable categories</p> <ul style="list-style-type: none"> -acquiring working techniques in the stage of design, preparation and implementation of facilitation and animation activities according to the needs of the beneficiaries -acquiring knowledge of the specific needs of the beneficiaries' developmental stages according to the age categories -adapting interaction and activities to specific needs 	<p>Examples, role play, debate/world cafe.</p>	
13.00-14.00	Lunch			
14:00 - 16:15	4. Movement games	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> -the learner knows how to use educational materials such as the parachute, bungee cord, etc. in order to implement play and movement activities, depending on the specifics and needs of the group - the learner knows the principles of implementing the activity - the participant knows the elements of the games and 	<p>Types of activities, benefits, objectives, applicability according to age category, ways of implementation</p> <p>The role of the facilitator in applying these types of activities</p> <p>Parachute elastic Other movement games</p>	<p>Parachute, Elastic (about 7 meters, width 7-8 cm) Small plastic ball</p> <p>Plush wire, plastic masks,</p>



		how to adapt them according to the particularity of the group		
16:15-16:30	Break			
16.30-17.30	5.Crafting sessions, handwork/fine motricity - braiding	<p>Objectives:</p> <ul style="list-style-type: none"> -acquiring skills and abilities necessary to carry out creative activities for the stimulation and personal development of children, adolescents or adults in individual or group sessions -students will know how to effectively prepare and implement work sessions for stimulation and development through crafts, manual work -students will know the stages necessary to organize, implement and evaluate the activity of stimulation/development through visual arts, plastic arts 	<p>Types of methods, benefits, objectives, applicability according to the age category, methods of implementation</p> <p>The role of the facilitator in applying these types of methods</p> <p>The benefits of sensory stimulation</p> <p>Ojo de Dios</p> <p>Braided bracelets</p>	<p>Sheets, flipchart, markers, writing instruments, projector</p> <p>1 bag of skewers</p> <p>7-8 balls of wool, different colors</p> <p>1 plastic straw bag!!</p> <p>Scotch</p> <p>scissors 1/ 2 participants</p>
17.00 - 19.00	6.Psychoeducation II: Emotions, Communicatio	<p>Objectives:</p> <ul style="list-style-type: none"> -recognizing the fundamental emotions and needs at its core the acquisition of techniques 	<p>Attitude, communication, setting the framework, does and don'ts in working with vulnerable categories</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p>



	n in working with beneficiaries from vulnerable categories taking into account the HUMANITARIAN PRINCIPLES	that facilitate the verbalization and processing of emotions by the beneficiaries -acquiring techniques and methods of communication with the beneficiaries recognition of emotional manifestations (verbal, non-verbal, paraverbal) among beneficiaries - acquiring emotional self-regulation techniques differentiating between emotional reaction and response (communication from the perspective of Transactional Analysis)	Emotions, Communication in working with beneficiaries from vulnerable categories Emotions and behavioral regulation	
19.00-19.30	Evaluation and closing of the day	Objectives: - activity evaluation - Q&A session	Evening game and evaluation	Sheets, flipchart, markers, writing instruments, projector,



Day 2 - Saturday				
Time projection Duration (in minutes)	Session	Learning objectives	Content	Materials/resources
09.00 - 09.15	Energiser			
09.15-11.00	7. Stimulation / development through visual arts, plastic arts Stimulation/devel opment sessions through visual arts, plastic arts	<p><u>Objectives:</u> -acquiring skills and abilities necessary to carry out creative activities for the stimulation and personal development of children, adolescents and adults - individual or group sessions -students will know how to effectively prepare and implement work sessions for stimulation and development through visual and visual arts -students will know the stages necessary to organize, implement and evaluate the activity of stimulation/development through visual arts, plastic arts</p> <p>Types of methods, benefits, objectives, applicability according to the age category, methods of implementation</p>	<p>Plastic arts – working methods and techniques; the benefits of stimulation and development activities through fine arts (types of activities, implementation framework, alternatives)</p> <p>Modeling in clay Collective painting Material preparation, hand washing, etc Collective painting with hands Other stimulation/development activities through visual arts - perception - portrait, self- portrait (what animal am I / what animal are you?)</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p> <p>A3 sheets / flipchart, 20 brushes, 5 sponge dishes (will be cut), scissors, glasses for brushes, acrylics/ gouaches in a large tube 15-20 (depending on the number of students) plastic boards (working environment) 7-8 packages of white modeling clay</p>



		The role of the facilitator in applying these types of methods		
11.00-11.15	Break			
11.15 -12.30	8. The cycle of experiential learning Learning styles The game+ Animation methods and techniques. in working with vulnerable categories	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> -identifying the stages of the experiential learning cycle - recognizing and exemplifying the types of learning styles and their characteristics - applying questions suitable for each stage of the experiential learning cycle - application of the questionnaire to identify the learning style - the learner can define "game" as the basic method of animation - the learner can identify at least 5 animation methods - the learner can freely present the importance of the game and can freely present at least 5 animation methods - can apply at least 5 animation methods - he will know what the beneficiary's rhythm of life is and how to place the activities - will know how to form a team, follow its dynamics and determine the 	<p>Kolb's cycle (experience, analysis, generalization, application), ORID, FILM Presentation of learning styles Exercise - experiential learning Animation - game, play for inclusion</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p>



		<p>initiation of a new stage in the team's development</p> <ul style="list-style-type: none"> - knows how to use the types of reward and punishment <p>Promoted attitudes</p> <ul style="list-style-type: none"> - leadership, mediator, facilitator - positive approach, interest in new things, leaving the comfort zone - joviality, positive energy 		
13.00-14.00	Lunch			
14.00-15.30	9. Music and sessions of stimulation and development through music	<p>Objectives:</p> <ul style="list-style-type: none"> -acquiring skills and abilities necessary to carry out creative activities for the stimulation and personal development of children, adolescents or adults - individual or group sessions -students will know how to effectively prepare and implement work sessions for stimulation and development through visual and visual arts -students will know the stages necessary to organize, implement and evaluate the stimulation/development activity through music 	<p>Types of methods, benefits, objectives, applicability according to the age category, methods of implementation</p> <p>The role of the facilitator in applying these types of methods</p> <p>Music – working methods and techniques; the benefits of stimulation and development activities through music (types of activities, implementation framework, alternatives)</p> <p>Body percussion</p> <p>Construction of musical instruments</p> <p>Musical games: The conductor, the traffic lights</p> <p>Musical improvisation</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p> <p>plastic glasses / 2 per participant, rice, empty plastic bottles 0.5, empty cream buckets 1/ participant, balloons, scissors, empty cans (the biggest, with ridges - eg, from pineapples, etc.), Scotch</p>



15.30-15.45	Break			
15.45 - 17.15	UNICEF - module			Sheets, flipchart, markers, writing instruments
17.15-18.45	10. Activities for stimulation and socio-emotional development through theatrical art; puppet theater, shadow theater, improvisation theater	<p>Objectives:</p> <ul style="list-style-type: none"> -acquiring skills and abilities necessary to carry out creative activities for the stimulation and personal development of children, adolescents and adults - individual or group sessions -students will know how to effectively prepare and implement work sessions for stimulation and development through theater art -students will know the stages necessary to organize, implement and evaluate the stimulation/development activity through theatrical art 	<p>Types of methods, benefits, objectives, applicability according to the age category, methods of implementation</p> <p>The role of the facilitator in applying these types of methods</p> <p>Improvisational theater principles, activities</p> <p>Prop types, benefits and uses</p> <p>Adaptation of activities according to the typology and needs of the beneficiaries</p> <p>Improvisational theater exercises - the witness on the spot</p> <p>TV stations</p> <p>Puppet and shadow theater - building characters</p> <p>spanking</p>	<p>Sheets, flipchart, markers, writing instruments, projector, plush wire, sticky googly eyes, glue, colored cardboard A3 sheets, various colors, plastic masks, toilet paper/kitchen towel tubes, skewer sticks, crepe paper of various colors, white semi-opaque cloth / thin white sheet</p>
18.45- 19.15	Assessment and preparation evening activity	<p>Objectives:</p> <ul style="list-style-type: none"> - Teamwork - activity evaluation - Q&A session 	<p>Evaluations of the day</p> <p>Q&A</p> <p>Preparing props for the evening activity</p>	<p>Sheets, flipchart, markers, writing instruments, projector,</p>
19.15 and	11. Evening	Abilities:- Teamwork	Casino, Albatros, etc	Jocuri - Casino, Albatros,



after dinner extra event, learning party and socializing through The Big Game	entertainment/ The Big Game	- animation activity application - application of the learning cycle experiences		Dixit etc
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Day 3 - Sunday

Time projection Duration (in minutes)	Session	Learning objectives	Content	Materials/resources
09.00- 09.15	energiser			
09.15-10.15	12. Assessment and debriefing methods	Objectives: - knowledge of the importance of evaluation in scouting activities and of at least 5 evaluation methods - knowing the role and way of implementing the activity/game sheet - the student can apply, depending on the context, the most appropriate evaluation method Attitudes: - proactive, oriented/interested in the development and improvement of activities	What is assessment? Why do we use it? How we adapt the evaluation according to the activity and what types of evaluation are available. Debriefing Activity sheet - recap	Sheets, flipchart, markers, writing instruments, projector,



10.15- 11.30	13. Case Study Beneficiary profile	Objectives: - application of knowledge about the activities carried out with vulnerable categories - recognizing the typology of the group/beneficiary and its related needs -creating the profile of the beneficiary/beneficiaries in accordance with the identified elements - preparation for the design of an intervention plan - Teamwork	Case Study Teamwork Results presentation Feedback	Sheets, flipchart, markers, writing instruments, projector
11.30-11.45	Pauză			
11.45 - 13.00	14. Preparation of design/activity plan	Objectives: - Teamwork - application of animation activity and stimulation/development through combined arts in work with beneficiaries from vulnerable categories - application of the experiential learning cycle - draw the conclusions of the evening news - follows the feedback received following the implementation of the activity	working in groups, preparing handouts and materials for an animation activity to be carried out later	Sheets, flipchart, markers, writing instruments, projector
13.00-14.00	Prânz			



14:00 - 15:00	15. Implementing the Activities by the Learners (1)	Objectives: <ul style="list-style-type: none">- Teamwork- application of animation activity and stimulation/development through combined arts in work with beneficiaries from vulnerable categories- application of the experiential learning cycle- draw the conclusions of the evening news- follows the feedback received following the implementation of the activity	Application of activities + feedback session	the materials they require from those available and provided by the trainers
15.00-15.20	Technical break	<ul style="list-style-type: none">- the first team gathers their materials while the second prepares for their activity		
15.20-16.20	16. Implementing the Activities by the Learners (2)	Objectives: <ul style="list-style-type: none">- Teamwork- application of animation activity and stimulation/development through combined arts in work with beneficiaries from vulnerable categories- application of the experiential learning cycle- draw the conclusions of the evening news- follows the feedback received following the implementation of the activity	Application of activities + feedback session	the materials they require from those available and provided by the trainers
16.20-16.40	Technical	<ul style="list-style-type: none">- the second team gathers their		



	break	materials while the third prepares for their activity		
16.40-17.40	17. Implementing the Activities by the Learners (2)	Objectives: - Teamwork - application of animation activity and stimulation/development through combined arts in work with beneficiaries from vulnerable categories - application of the experiential learning cycle - draw the conclusions of the evening news - follows the feedback received following the implementation of the activity	Application of activities + feedback session	the materials they require from those available and provided by the trainers
17.40-18.00	Technical break	- the last team gathers their materials		
18.00-19.00	19. Training evaluation	Objectives: - measuring the impact of the training on the learners - assessing expectations from the beginning of the course and comparing them to the experience had - providing trainers constructive feedback - expressing their overall perspective on the topic - expressing the impact, evaluating their performance and sharing the insights the learners had throughout the course	Qualitative evaluation, quantitative evaluation (evaluation form)	Sheets, flipchart, markers, writing instruments, projector
19.00-19.30	20. Farewell	Last goodbyes, ideas and networking		music



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Creăm o lume mai bună

	and good luck!	session for the group		
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