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MODEL OF PSYCHOLOGICAL ADAPTATION OF YOUNG MIGRANTS

BASED ON THE PEER-TO-PEER PRINCIPLE



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Introduction

The **Methodology** of psychological adaptation of young migrants based on peer-to-peer principle has been developed as a comprehensive **Model** to support the psychological adaptation of young migrants in a structured and effective manner.

This methodology addresses the psychological, social, and emotional challenges faced by young migrants as they adapt to new cultural norms, overcome language barriers, and establish a sense of belonging in a new community. At the same time, it supports local communities in fostering harmony and integrating newcomers into their social fabric. By combining these objectives, the methodology ensures a balanced and inclusive approach to community building.

This methodology is based on the peer-to-peer principle, which promotes mutual learning, shared experiences, and active engagement. It creates a safe and inclusive environment where young migrants and local youth can come together to support one another. By fostering connections, empathy, and cultural exchange, the methodology helps participants navigate the adaptation process while simultaneously strengthening social cohesion within the community.

The methodology is structured into four levels of modules, each representing a different degree of complexity in implementation. These levels are tailored to address the specific needs of participants based on their stage of adaptation, language proficiency, and time spent in the host community. The modules focus on three primary directions: education, sports, and art, each chosen for its ability to facilitate adaptation, break down barriers, and promote meaningful interaction. Many activities, especially in the sports and art modules, require minimal language skills, making them accessible to young migrants from their earliest days in the community.

The methodology emphasizes the importance of involving young people in the preparation and implementation process. This participatory approach not only ensures that the modules are relevant to the target group but also empowers young people to take ownership of the activities, enhancing the overall quality of the implementation.

The Methodology of psychological adaptation of young migrants based on peer-to-peer principle provides a flexible and scalable framework for addressing the challenges of migration. By fostering mutual understanding, creating inclusive spaces, and empowering participants, it supports the psychological well-being and social integration of young migrants while building stronger, more harmonious communities.

CHAPTER 1: Migration

At the international level, no universally accepted definition for migration exists.

The International Organization for Migration (IOM) defines migration as follows: 'movement of a person or a group of persons, either across an international border (international migration), or within a state (internal migration), encompassing any kind of movement of people, whatever its length, composition and causes'. This broad definition covers all forms of migration (voluntary/forced migration,



internal/international migration, long-term/short-term migration), different motives for migration (migration because of political persecution, conflicts, economic problems, environmental degradation or a combination of these reasons or migration in search of better economic conditions or conditions of survival or well-being, or other motives such as family reunification) and irrespective of the means used to migrate (legal/irregular migration). Thus it includes migration of refugees, displaced persons, economic migrants and persons moving for other purposes, including family reunification.

Under the UN, the definition 'movements for shorter periods' would not be considered migration.

1.1 Types of migration

Consider several types of migration:

Economic migration

Migration mainly for economic reasons or in order to seek material improvements to livelihood.

Labour migration

Movement of persons from one state to another, or within their own country of residence, for the purpose of employment.

Emigration

- In the *global context*, the act of departing or exiting from one State with the intention to remain abroad for a period exceeding one year.
- In the *EU context*, the action by which a person, having previously been usually resident in the territory of an EU Member State, ceases to have their usual residence in that EU Member State or another EU Member State for a period that is, or is expected to be, of at least 12 months.



Forced migration

A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine or development projects). (EMN)

Immigration

- In the *global context*, the act of arriving in a State with the intention to remain for a period exceeding one year.
- In the *EU context*, the action by which a person establishes their usual residence in the territory of an EU Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU Member State or a third country.

Irregular migration

Movement of persons to a new place of residence or transit that takes place outside the regulatory norms of the sending, transit and receiving countries. *IOM Glossary on Migration, 2019*.

Legal migration

Migration in accordance with the applicable legal framework. (EMN)

Long-term migration

Movement of individuals who change their country of usual residence for a period of at least one year, so that the country of destination effectively becomes their new country of usual residence.

As you can see from the definitions migration can have different causes and timelines.

1.2 Migrant

IOM Definition of "Migrant"

An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally-defined, such as smuggled migrants; as well as those whose status or means of

movement are not specifically defined under international law, such as international students.

Note: At the international level, no universally accepted definition for "migrant" exists. The present definition was developed by IOM for its own purposes and it is not meant to imply or create any new legal category.



International Organization for Migration, Glossary on migration, IML Series No. 34, 2019.

At international level, no universally accepted definition for 'migrant' exists, but the UN recommendations for statistics on international migration and on population censuses specifies at least one year as the criterion for change of country of usual residence to define this change as 'migration'.

Under the UN definition, those travelling for shorter periods as tourists and business persons would not be considered migrants. However, common usage includes certain kinds of shorter-term migrants such as seasonal workers.

The term 'migrant' is usually understood to cover all cases where the decision to migrate is taken freely by the individual concerned for reasons of 'personal convenience' and without intervention of an external compelling factor; it therefore applies to persons, and family members, moving to another country or region to better their material or social conditions and improve the prospect for themselves or their family.



This definition does not include intra-EU mobility of citizens or residents, even though national concepts of international migration may include mobility, as will national statistics on international migration.

According to official data provided by the IOM, currently one in 30 people in the world is a migrant.

CHAPTER 2: Psychology adaptation

2.1 Adaptation + integration + assimilation

Adjustments to the demands, restrictions, and mores of society, including the ability to live and work harmoniously with others and to engage in satisfying social interactions and relationships. Also called social adaptation.

In Piagetian theory, the process of adjusting one's cognitive structures to meet environmental demands, which involves the complementary processes of assimilation and accommodation.

Much like certain physical traits may survive from generation to generation when they help an organism survive, current research indicates some psychological traits, or adaptations, may act in similar ways.

A psychological adaptation is most often defined as a proclivity toward a certain behaviour or thought pattern.

Psychological adaptation: This refers to the process of adjusting one's thoughts, feelings, or behaviours in response to changes in the environment. For example, an individual might adapt to a new job or a new living situation by changing their routines or habits.

Adaptive behaviour: This refers to behaviour that is beneficial or adaptive in a particular context, such as behaviour that helps an individual to survive or thrive in their environment.

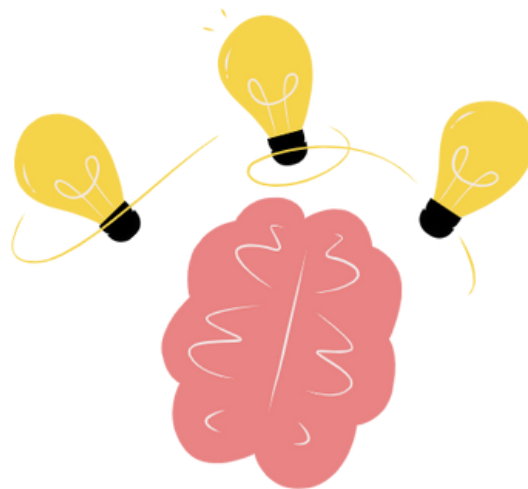


Adaptation level when press level is average for a particular level of competence. In Lawton and Nahemow's model, the point at which competence and environmental press are in balance.

Adaptation-level phenomenon is the tendency to adapt to a given level of stimulation and thus to notice and react to changes from that level.

Research on this topic is relatively recent, the idea dates back to the Epicurean and Stoic philosophers.

The basic point is that we use our past to calibrate our present experience and to form expectations for the future. Success and failure, satisfaction and dissatisfaction, are relative to our prior experience. If our achievements rise above those expectations, we experience success and satisfaction. If our achievements fall below the neutral point defined by prior experience, we feel dissatisfied and frustrated.



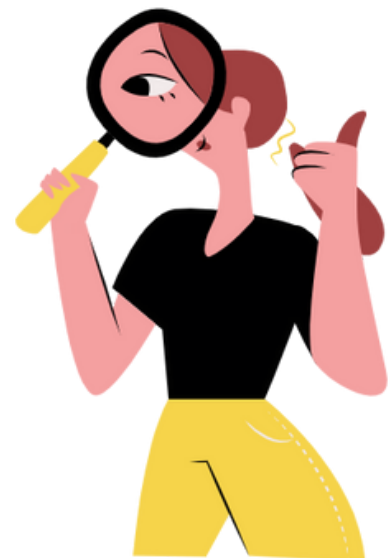
The adaptation-level phenomenon is a concept in psychology that refers to the tendency of individuals to judge new stimuli or situations based on their past experiences and levels of adaptation. According to this phenomenon, people often compare their current experiences to their prior experiences to determine their level of satisfaction or dissatisfaction. This process can influence their perceptions, decision-making, and overall well-being. Individuals may adapt to both positive and negative changes in their environment, which can impact their ability to accurately assess new situations.

Colleen Ward makes an important distinction between psychological adaptation and sociocultural adaptation. Psychological adaptation arises from the stress/coping paradigm and refers to emotional changes that vary over time until equilibrium is reached (e.g., tolerance of ambiguous situations). Sociocultural adaptation comes from the social learning paradigm and refers to cognitive and behavioral changes that follow a more linear progression (e.g., accepting new cultural mores). Although these modes of adaptation are linked theoretically and statistically, they are also distinct processes with different predictor variables.

The difference between adaptation, integration and assimilation

Adaptation

Adaptation refers to the psychological and behavioral adjustments individuals make in response to changes in their environment. It encompasses both emotional (psychological) and functional (behavioral) changes that help individuals navigate a new cultural or social context.



Key aspects:

- It is a two-way process where individuals adjust to their new environment while maintaining their own cultural identity (Ward & Kennedy, 1999).
- Focuses on coping mechanisms to deal with stressors such as cultural shock and language barriers (Berry, 1997).
- Can be temporary or long-term and does not necessarily involve full immersion into the host culture.

Example: A young migrant learns basic language skills and local customs to navigate daily life but retains their native language and traditions.

Integration

Integration is the process of participating in a new society while maintaining one's original cultural identity. It represents a balanced approach where individuals interact and engage with the host culture without losing their cultural heritage.

Key aspects:

- Involves active participation in the social, economic, and cultural systems of the host society (Berry, 1997).
- Requires mutual adaptation: both the migrant and the host society make efforts to accommodate each other.
- It is often seen as the ideal scenario in multicultural societies, fostering diversity and inclusion (Ager & Strang, 2008).

Example: A young migrant participates in local community events, works in a local company, and adopts some cultural practices of the host country while celebrating their own cultural festivals.

Assimilation

Assimilation is the process by which individuals adopt the culture, values, and norms of the host society to the extent that they lose or abandon their original cultural identity.

Key aspects:

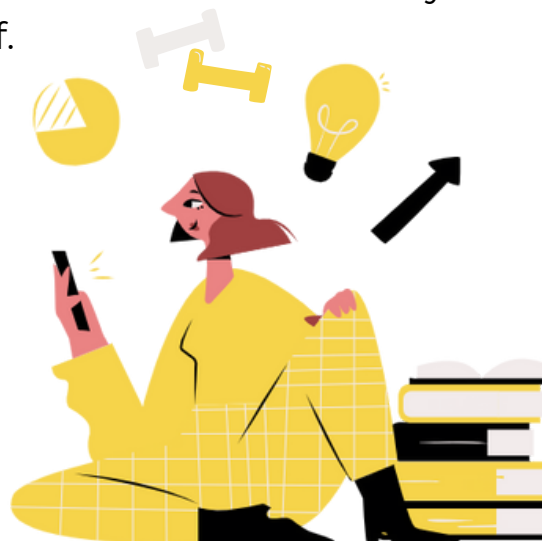
- It is a one-way process, unlike integration, where the individual or group becomes indistinguishable from the host culture (Gordon, 1964).
- Often involves pressure or expectation to conform to the dominant culture, sometimes at the expense of one's own cultural heritage.
- Can lead to loss of linguistic and cultural diversity and may result in identity conflict (Phinney et al., 2001).

Example: A young migrant stops using their native language and fully adopts the language, customs, and traditions of the host culture, gradually losing connection with their cultural roots.

Key differences

Aspect	Adaptation	Integration	Assimilation
Definition	Adjustments to a new environment	Balancing engagement with host society while maintaining one's own culture	Full absorption into the host culture, often losing original identity
Cultural Identity	Retained	Retained and respected	Often lost or abandoned
Process	Individual-centered	Mutual adjustment (individual and society)	One-way process (individual conforms to society)
Outcome	Functional adjustment	Cultural diversity and inclusion	Cultural homogenization

This methodology describes the psychological adaptation of young migrants, which occurs after a stressful situation, challenge, etc. and can be realised through cultural (art), educational, sports modules that can help to understand, accept and implement in their lives the realities of the community in which the young migrant finds himself.



2.2 Stages of psychological adaptation

During the work on the model of psychological adaptation different models and theories were considered. The main ones that were taken into account in the framework of work on the model of psychological adaptation of young migrants on a peer-to-peer approach are:

- Psychological Adaptation Theory, introduced by Yoesoep Edhie Rachmad in 2022;
- Model of psychological adaptation (Kateryna Romanenko).

Stages of psychological adaptation (According to Kateryna Romanenko's model of psychological adaptation):

1. Identify what changes and challenges are to be faced. Formulate as concretely as possible what needs to be adapted to.
2. Competences that are necessary for psychological adaptation.
3. Analysing the experiences and difficulties that hinder psychological adaptation.
4. Development of individual strategies that will help to cope.
5. Trying out new experiences in a new environment.
6. Analysing the new experience.

This methodology was primarily designed for work with young people, focusing on their unique needs and experiences during psychological adaptation. However, it can be effectively applied to participants of any age group.

When adapting the methodology for different age groups, it is essential to consider the specific characteristics and needs of the target audience. Factors such as life experiences, cognitive development, emotional maturity, and social context should be carefully analyzed. Modules should be tailored to ensure relevance and accessibility for the specific group, with adjustments made to activities, materials, and facilitation techniques as required.

By customizing the approach to the characteristics of the participants, this methodology can serve as a versatile tool to foster psychological adaptation and social integration across diverse groups.



CHAPTER 3: About the peer-to-peer adaptation model for young migrants

When migrants arrive in a new country, the process of psychological adaptation is one of the most important for their further integration and full life in the community. Especially when it comes to young migrants.

3.1 Peer-to-peer approach

What we mean as a peer-to-peer approach within a model of psychological adaptation of young migrants.

We propose this definition of peer-to-peer adaptation within the methodology psychology:

An interactive exchange of experience and knowledge that takes place in a safe environment. Based on trust, openness, respect and equal perception of the experience of all participants in the process.

Within this methodology we consider that the adaptation of young migrants can be implemented by young people, young leaders of local communities and youth workers who share the peer-to-peer approach and are willing to create conditions for the implementation of this approach.

Within the framework of this methodology, the implementation of adaptation takes place in a group form that includes young people from the local community and young migrants. This allows the process of psychological adaptation to become more stable.

Importantly, peer-to-peer psychological adaptation is built on common trust among individuals, enabling them to express issues that are difficult to express in classical mentorship.

'Peer-to-peer support' can be defined as the support given by a person who belongs to the same group or shares the same experience (Mead, 2003).

Peer-to-peer support is a powerful therapeutic method in psychology, frequently used while dealing with stress, depression, and burnout, as well as in preventing these problems (e.g., Ali et al., 2015; Peterson et al., 2008; Pfeiffer et al., 2011).

We are also looking at having modules run by older people who have been youth leaders, organisers in the past and who also understand the principle of equality in youth communities.

3.2 Levels of the modules

The modules developed within this methodology are divided into **four levels of complexity** based on their implementation requirements. Each level is tailored to address specific aspects of psychological adaptation, with its own focus and detailed description. These levels allow for a gradual progression in the adaptation process, ensuring that the modules are suitable for different stages of participants' integration and development. The complexity of a module is determined by its structure, the skills required of the facilitator, and the resources needed for effective implementation.



In some modules, specific parameters - such as **duration, language proficiency, required materials, or additional personnel** - will serve as the defining factor for determining the complexity of the module. For example, a short-duration module that relies heavily on non-verbal activities may have a lower complexity level, while a longer, language-intensive module requiring advanced preparation and specialized materials would be considered more complex. This structured approach ensures that the methodology remains adaptable and scalable, allowing facilitators to choose the most appropriate module based on the target group's needs and available resources.

Level 1: Basic introduction and initial adaptation

Language proficiency: Little to no knowledge of the local language.

Experience in the country: Recently arrived (up to 6 months).

Focus: Basic emotional support and familiarisation with the new environment.

Duration: Typically up to 2 sessions (1-2 hours per session).

Materials and techniques: Simple materials like art supplies, visuals, or hands-on activities that do not require advanced language skills. No complex technology or setup is needed.

Additional personnel: Only a facilitator is needed. In some cases also other members of the team.

Complexity: Low complexity. This level involves simple activities to ease participants into the adaptation process. The focus is on emotional support and building trust.

Key criteria: Minimal language requirement, focus on non-verbal communication, and emotional safety.

Level 2: Sustainable psychological adaptation and communication development

Language proficiency: Basic comprehension and expression of the local language.

Experience in the country: 6 months to 1 year.

Focus: Developing communication skills and starting the integration process.

Duration: Typically a full day or up to 2 days, depending on participant engagement.

Materials and techniques: More interactive tools like language cards, role-playing exercises, or cultural exchange games. Basic tech setup (projector, audio) may be required for presentations.

Additional personnel: A facilitator and possibly a language assistant or translator.

Complexity: Moderate complexity. Modules require participants to engage more actively, including language use and interaction with peers. Language learning and basic social integration are the focus.

Key criteria: Basic language proficiency, activities promoting cultural awareness, and techniques that facilitate communication and interaction.

Level 3: Strengthening social networks and emotional resilience

Language proficiency: Intermediate language skills, capable of participating in conversations.

Experience in the country: 1 to 2 years.

Focus: Strengthening social ties and emotional resilience.

Duration: 2 full days or a series of sessions spread over a week.

Materials and techniques: Collaboration-based activities, group discussions, and peer-to-peer mentoring. May involve video tools for storytelling, advanced art supplies for group projects, and more structured materials.

Additional personnel: A facilitator, a group activity specialist, and possibly a counselor or mental health professional for emotional support.

Complexity: Higher complexity. The focus is on deeper social integration and emotional well-being. Group collaboration, personal reflection, and resilience-building techniques are core elements.

Key criteria: Intermediate language skills, collaboration-based activities, emotional support, and peer mentoring.

Level 4: Empowering and creating conditions for long-term integration

Language proficiency: Advanced proficiency or fluency in the local language.

Experience in the country: more than 2 years.

Focus: Empowerment, leadership, and long-term integration.

Duration: Longer-term engagements-up to a week, with multiple sessions or activities spanning several days.

Materials and techniques: Leadership tools, structured team-building exercises, public speaking activities, and potentially digital tools for project management or planning. Participants may also work on community projects that require various materials and collaboration with external organisations.

Additional personnel: A facilitator, leadership coach, and possibly local community leaders or mentors to support empowerment initiatives.

Complexity: High complexity. The modules focus on long-term integration and leadership development. Participants engage in advanced social and community projects that prepare them for leadership roles.

Key criteria: Advanced language skills, readiness for leadership, and long-term community involvement.

Some methods specify a difficulty level of 4, with language skills at a basic level. Because the complexity in terms of preparation and organisation of the module is more significant.

The time of stay in the country is taken into account because the psychological adaptation of migrants who stay in a new country for a longer period of time may already be at a certain level. In this regard, there may be a steady process of exchange of experience on the part of young migrants. They can express themselves in the local language and describe the difficulties that they face regularly, as well as ask questions and seek advice according to specific situations in their life.



3.3 Role of the Implementer in the Methodology

The implementer plays a central role in the successful execution of the methodology, acting as both an organizer. He/she may be a representative of the local community, institution, educational organization, NGO, youth initiative group etc..

The implementer's primary goal is to foster harmony within the local community, ensuring that young migrants are welcomed and integrated while enabling local youth to understand and support new members of their environment.

The implementer recognises the dual needs of the community: the need for local youth to interact with migrants and the need for young migrants to feel accepted and understand their new surroundings.



The implementer is responsible for the technical and organizational aspects of the methodology, including finding a suitable venue, recruiting a facilitator, forming and coordinating the participant group, maintaining communication with all stakeholders etc..

This involves logistical planning, gathering necessary materials, and ensuring that the activities run smoothly.

Beyond organizing individual events, the implementer ideally builds a long-term strategy for future activities, aiming to maintain connections with participants and sustain community engagement through additional events and initiatives. By fostering continuity, the implementer strengthens the long-term impact of the methodology on community cohesion.

In some cases, the implementer may also take on the role of facilitator. For example, when they are knowledgeable about the topic, fit the facilitator profile and are ready to facilitate the group; Also, for example, the module can be implemented in small communities or where resources are limited.

This dual role requires the implementer to balance the logistical responsibilities of organizing the modules with the interpersonal skills necessary to lead activities and foster a supportive environment for participants. While combining these roles can be challenging, it ensures a deep understanding of the community's needs and the objectives of the methodology.

As part of the methodology, it is strongly encouraged to involve young people as part of the implementation team. Young individuals can occupy various roles within the preparation process based on their interests and skills.



Their active participation significantly enhances the quality of implementation by ensuring that the modules remain relevant and engaging for the target audience.

This participation reflects the principles of effective youth participation, empowering young people to contribute meaningfully to the process and fostering a sense of ownership over the activities.

By involving youth directly in the preparation and implementation phases, the methodology not only achieves better results but also demonstrates a commitment to participatory practices and the empowerment of young individuals.



3.4 Role of facilitator

The facilitator plays a pivotal role in the preparation and implementation of the methodology, ensuring its effectiveness and alignment with the needs of the participants and the community. As a key figure in this process, the facilitator is responsible for guiding young people through the activities, fostering an inclusive and supportive environment, and facilitating meaningful interactions among participants.



In certain cases, depending on the specific conditions, motivation, and needs of the community, the facilitator will also act as an initiator and organizer of the module's implementation. This includes identifying the relevance of the methodology within the community, adapting modules to suit the local context, and mobilizing resources to ensure successful execution.

A few important criteria for a facilitator profile.

1. Open to working with diverse groups:

- The facilitator must have a strong openness to working with mixed groups that include both young migrants and local youth. They should be culturally sensitive and able to foster an inclusive, non-judgmental environment that respects all participants' backgrounds and experiences.

2. Strong communication skills:

- High-level communication skills are essential for facilitating discussions and guiding activities effectively. The facilitator should be able to adjust their communication style to meet the varying language proficiencies within the group, ensuring that everyone feels heard and understood.
- This includes the ability to simplify complex concepts when needed and to facilitate cross-cultural communication, bridging gaps between participants from different backgrounds.

3. Experience with youth work:

- The facilitator should have experience working with young people, ideally in a youth work or leadership context. They should understand the dynamics of youth groups and be skilled in engaging and motivating young participants in a non-formal education setting.
- Experience with migrants and marginalised youth is highly desirable, as it equips the facilitator with a deeper understanding of the specific challenges and needs of the group.



4. Peer-to-Peer facilitation approach:

- A solid understanding of and experience with the peer-to-peer facilitation model is key. The facilitator should be comfortable fostering an environment where participants can support and learn from one another, rather than relying solely on the facilitator for guidance.
- They should promote active participation, collaboration, and the exchange of knowledge between peers.

5. Conflict resolution and emotional intelligence:

- Facilitating mixed groups requires the ability to manage conflicts or misunderstandings that may arise from cultural differences or personal experiences. The facilitator should have strong conflict resolution skills and the emotional intelligence to handle sensitive situations with empathy and fairness.
- This includes being aware of potential emotional triggers and providing a safe space for participants to express their feelings.

6. Organisational and leadership skills:

- The facilitator should have strong organisational skills to plan, structure, and manage the modules effectively. This includes time management, coordinating materials and resources, and ensuring that all logistics run smoothly.
- Leadership skills are also critical, as the facilitator must guide the group through the activities while balancing the dynamics of mixed participation.

7. Adaptability and flexibility:

- The facilitator must be adaptable to unexpected changes, such as varying group dynamics, weather conditions (for outdoor modules), or logistical challenges. They should be comfortable adjusting the flow of the session or the activities as needed, while maintaining the core objectives of the module.

8. Supportive and encouraging:

- A facilitator in this context must be encouraging and supportive, helping participants build confidence, especially those who may feel vulnerable or unsure due to language barriers or cultural differences. They should provide constructive feedback and create a positive, uplifting environment.

9. Language proficiency:

- While not necessarily required to be fluent in the participants' native languages, the facilitator should have a good command of the local language and ideally some knowledge of the participants' languages to facilitate better communication. Having translation resources available is a plus.

10. Committed to personal development and Lifelong Learning:

- The facilitator should model the principles of lifelong learning, continuously seeking to improve their skills in youth work, intercultural communication, and conflict resolution. Their commitment to personal development will serve as an inspiration for participants in the peer-to-peer model.



3.5 Participant group in the methodology

In this methodology, the participant group is defined as a mixed cohort consisting of two key categories: local youth who reside in the host community and young people with migrant backgrounds who have recently arrived in the community or country. The age range of participants is intentionally set between 16 and 25 years to address the unique psychological, social, and developmental needs of this age group.

Local Youth

Local youth are young individuals who are native to the community or have been long-term residents. They represent the host society and play a critical role in facilitating the adaptation process for young migrants. Their inclusion in the group serves several purposes:

Cultural orientation: Local youth provide firsthand knowledge about the cultural norms, social expectations, and resources available in the community.

Mutual learning: By engaging with young migrants, local youth gain a deeper understanding of the challenges faced by newcomers, fostering empathy and breaking down stereotypes.

Social inclusion: Their participation ensures that the adaptation process is not one-sided but a mutual exchange that benefits both groups.



Young People with Migrant Backgrounds

Young migrants are individuals who have relocated to the host community due to various reasons, including economic migration, family reunification, forced migration, or educational opportunities. This group brings unique perspectives and experiences, which are integral to the peer-to-peer approach. Key characteristics include:

Adaptation challenges: Young migrants may face cultural differences, language barriers, and social isolation, making them the primary focus of the adaptation process.

Resilience and diversity: Their stories and experiences enrich the group dynamic, contributing to cultural exchange and collective growth.

Potential for leadership: Over time, young migrants who successfully adapt can take on leadership roles within the methodology, supporting newer participants.



Why the 16-25 Age Range?

The methodology specifically targets young people aged 16-25 for several reasons:

Developmental milestones: This age group is marked by significant psychological and social transitions, including identity formation, career exploration, and the establishment of independence.

Peer influence: Peer-to-peer approaches are particularly effective within this demographic, as young people are more likely to engage, relate to, and learn from others in their age group.



Mixed group dynamics

The mixed composition of local youth and young migrants is a deliberate aspect of this methodology. This structure:

Promotes social integration: By bringing together individuals from diverse backgrounds, the methodology fosters social cohesion and mutual understanding.

Encourages collaboration: Activities are designed to require teamwork, enabling participants to interact, share experiences, and build trust.

Reduces discrimination: Exposure to different perspectives helps participants challenge preconceived notions and develop intercultural competence.

The participant group, comprised of local youth and young people with migrant backgrounds, represents the core of this methodology. Their collaboration within a peer-to-peer framework not only facilitates the psychological adaptation of migrants but also strengthens the social fabric of the host community. By focusing on the 16-25 age range, the methodology capitalizes on the energy, adaptability, and openness of young people, ensuring a dynamic and impactful adaptation process.



3.6 Background of migrants participants

Background of migrant participants is included in the model of psychological adaptation of young migrants on a peer-to-peer approach for several reasons.

1. Selecting the appropriate module for psychological adaptation

Understanding the background of migrant participants helps tailor the psychological adaptation process to their specific needs. By knowing their previous experiences, cultural context, and current circumstances, facilitators can choose the most relevant module that resonates with the group's emotional and psychological state. This ensures the modules used are effective and meaningful, providing the best possible support for their adaptation journey.

2. Addressing language proficiency and method complexity

Knowledge of participants' language skills is crucial for implementing psychological adaptation modules. If the migrant group has limited proficiency in the local language, it might necessitate simpler modules or the inclusion of translation services. This foreknowledge helps facilitators plan appropriately, avoiding communication barriers and ensuring all participants can fully engage with the process.

3. Gaining a broader understanding of the group and anticipating challenges

By considering the participants' backgrounds, facilitators can anticipate specific challenges that might arise during the implementation of the adaptation process. Whether it's dealing with trauma, adjusting to cultural differences, or overcoming social isolation, understanding these potential difficulties allows facilitators to be better prepared and more responsive during the activities.

4. Tailoring methods that require community integration experience

Some psychological adaptation modules rely on participants having spent time in the local community to reflect on their experiences and ask relevant questions. Understanding how long participants have been in the community will help facilitators determine if these modules are appropriate or if alternative approaches should be taken to accommodate those who may be newer and less familiar with their surroundings.

The background of participants with migrant experience can range from 1 day in the community to more than a year.



CHAPTER 4: Structure of the module

Name of the Module:	
Direction of activity (sport or art or education):	One of the areas the module focuses on. Education, art, sport
Form of module:	Workshops, exhibitions, lectures, marathons, master classes, etc.
Level of module:	The level of complexity of the module
Duration of module:	Duration of module delivery in hours. May vary depending on the module variation
Number of participants:	Optimal number of participants
Background of migrants participants:	Background of participants with migrant experience
Age of participants:	Optimal age of participants. It is desirable that there is not a large age gap in the group of participants. Because this can create additional challenges during the event. In case there is a big age difference between the participants, pay attention to additional icebreakers at the beginning of the event, which will help the dynamics of the group.
Aim:	The aim of the module

Number of staff (if necessary):	The number of staff and their roles. For example, facilitator, translator, volunteer, etc.
Facilitator profile:	Facilitator Profile Description. Special competences may be needed to implement a specific module.
Materials:	Materials needed for the module
Timetable of the module:	Timing of implementation steps.
Description of the module (min 400 words):	Detailed description of the module implementation
Implementation step by step:	The implementation step-by-step helps to better prepare and check if everything is ready for implementation
Outcomes achieved through the module:	Outcomes to be achieved during the implementation process
Variations of the module:	Possible variations of the module implementation.
Do you have any additional comments or suggestions?	Comments and suggestions for implementing the module

CHAPTER 5: Modules of the model

We included education, sports, and art as core components of the peer-to-peer adaptation model for young migrants to address different aspects of psychological adaptation, social integration, and personal development. Each direction plays a unique role in fostering a safe, supportive, and engaging environment for participants, with sports and art being particularly accessible even for those with minimal language proficiency.

This manual provide detailed recommendations and modules for organizing activities aimed at integrating young migrants. Its includes 37 modules, divided into three categories: art, sport, and education. The modules are grouped into four levels of complexity (1 being the easiest and 4 the most advanced), allowing for flexibility in selecting the appropriate level depending on the audience's needs and context.

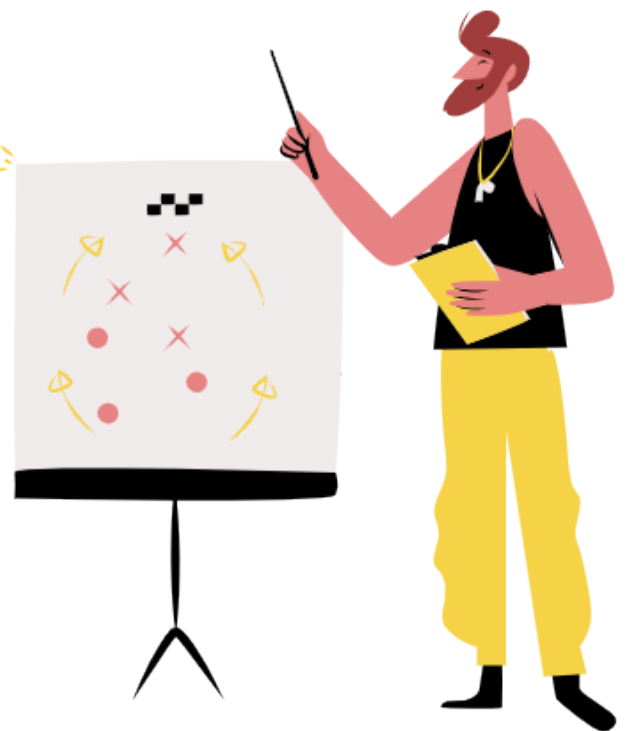
Category	1 Level	2 Level	3 Level	4 Level	Total per category
Art	2	4	6	3	15
Sport	3	2	2	3	10
Education	2	5	3	2	12
Total	7	11	11	8	37

5.1 Sport

Sport serve as a universal language, promoting physical activity, teamwork, and social interaction.

Why it's included:

- **Breaking barriers:** Physical activities transcend language and cultural differences, enabling participants to connect on a human level.
- **Accessibility:** Requires little to no proficiency in the local language, allowing young migrants to participate even from their first days in the new community.
- **Building trust:** Team-based sports foster collaboration, trust, and mutual support among participants.
- **Promoting well-being:** Engaging in sports reduces stress, improves mental health, and encourages a healthy lifestyle.



Activities: Team sports (e.g., soccer, basketball), fitness classes, and recreational games that emphasize teamwork and communication.

5.2 List of the sport modules

Preparation of Football match

Dance classes

Ultimate frisbee classes

Morning exercise in the neighborhood

Bicycle City Tour

Table tennis

Volleyball classes

Mini marathon

Family marathon

Youth Kayaking Expedition

Name of the module:	Preparation of Football match
Direction of module:	Sport
Form of module:	Workshop
Level of module:	1st
Duration of module:	3 hours 30 minutes
Number of participants:	22 participants
Background of migrant's participants:	Staying in the country for minimum 2 months, Language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-25 y.o.
Aim:	
To create a welcoming environment in the local community to help reduce stress in young people. The module aims to strengthen the bonds between young people in the local community and young migrants , improve emotional well-being and promote healthy integration through sport event	
Number of staff (if necessary):	1 facilitator, 2 referees

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Interested in football and exercise. Ability to create a supportive and inclusive environment.

Materials:

- Ball to play football,
- Numbers or t-shirts for identifying players

Timetable of the module:

Start of the module - 15 minutes

Getting to know each other and Team Formation - 15 minutes

Warm-Up / Body stretching - 15 minutes

Team Strategy and Bonding Session - 15 minutes

First Half of the Football Match - 30 minutes

Half-Time Break - 15 minutes

Second Half of the Football Match - 30 minutes

Cool-Down and Final Stretching - 15 minutes

Debriefing – 15 minutes

Feedback session – 15 minutes

Closing Remarks and Social Time - 15 minutes

Description of the module (min 400 words):

Facilitator welcomes all participants and introduces themselves. They briefly discuss the goals of the module, what participants will learn, and quickly go over the module program.

After that they invite participants to play the game through which they are randomly divided into two mixed teams of 11 people, comprising both migrants and locals (mixed team formation is crucial for promoting integration and cooperation from the outset).

Game for dividing participants in two groups: each of the participants takes one shoe off and puts it in one place. The facilitator mixed up all of the shoes and separate them into two groups. Each participant becomes a member of the team (group) that his shoe is divided into.

Each participant becomes a member of the team (group) that his shoe is divided into.

To prepare for the physical activity ahead, the facilitator will lead the group in a series of warm-up and stretching exercises. This session aims to prevent injuries and ensure that all participants are physically ready for the match. The guided movements help in easing any pre-game nerves and build a sense of camaraderie among team members.

Following the warm-up, teams will meet separately to discuss strategies, assign positions, and build team spirit. Facilitators will encourage participants to share their experiences and any previously tried strategies to foster team bonding. This session helps participants to communicate effectively and develop a sense of unity and purpose within their teams.

With strategies in place, the football match will commence. The first half will last for 30 minutes, with facilitators and referees ensuring fair play and adherence to the rules. This period of active play allows participants to engage physically, showcase their skills, and cooperate as a team.

After the first half, there will be a short 10-minute break for rest and refreshments. During this time, teams can discuss their performance and adjust their strategies for the second half. This break provides a valuable opportunity for reflection and adaptation.

The second half of the match will continue for another 30 minutes. Facilitators and referees will maintain their roles in ensuring a fair and enjoyable game. This continuation reinforces the principles of teamwork and sportsmanship established in the first half.

Following the match, one of the facilitators guides the participants through a cool-down and stretching session. These exercises are designed to prevent muscle soreness and enhance recovery, helping participants to relax and reflect on the physical activity.

During the debriefing session, facilitated by module leaders, participants will share their experiences, feelings, and any new insights gained from the activity. This discussion will focus on praising good plays, encouraging participants, and grading everyone for their participation. Emphasis will be placed on the importance of teamwork, communication, and cultural understanding, reinforcing the module's objectives.

After the debriefing concludes, the facilitator will distribute feedback forms to participants or ask for their feedback personally. During the closing remarks, the facilitator will provide information about any upcoming events and encourage participants to continue building connections with each other.

Implementation step by step:

1. Arrange date and place
2. Prepare necessary materials
3. Create an announcement about the event and distribute it in the local community
4. Implementation of the module
5. Process feedback from participants and draw conclusions after implementation
6. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Help integrating migrants into local community through sports event;
- Reduce stress of migrants through physical exercises;
- Makes easier for young migrants to connect to local youth;

Variations of the module:

The match can be shorter depending on the condition of participants.

Do you have any additional comments or suggestions?

Before conducting activity:
- be sure of good weather
- make sure that the location is allowed to hold such activity.

Name of the module:	Dance classes
Direction of module:	Sport
Form of module:	Workshop
Level of module:	1st
Duration of module:	4 hours 45 minutes
Number of participants:	16-19 participants
Background of migrant's participants:	Minimum of 4 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
To create a supportive environment for young people in the local community to express themselves through dance. This activity aims to foster connections, enhance emotional well-being, and encourage cultural exchange by using dance as a medium for exploring and expressing emotions.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

Youth worker who understands the principles of movement therapy. Experience working with diverse groups, including migrants. Strong communication and facilitation skills, with the ability to guide participants in expressing emotions through dance.

Materials:

- music system
- dance floor or spacious room
- water and cups

Timetable of the module:

Introduction and rules explanation - 15 minutes

Ice breaker - 10 minutes

Dance class - 1 hour

Dividing into groups - 10 minutes

Brainstorming - 30 minutes

Performance preparation - 1 hour

Performance - 30 minutes

Debriefing and feedback session - 1 hour

Summarizing - 10 minutes

Description of the module (min 400 words):

The session begins with welcoming words from the facilitator. The facilitator then invites each participant in the group to introduce themselves. As an option this can be done in the circle by name. After it, the facilitator explained the purpose of the dance class, the benefits of movement for mental health, and basic rules for participation.

The workshop began with icebreakers. Facilitator gathers all participants in a circle. First round:

Each person introduces themselves by stating their name and performing a simple dance move. The move can be anything, such as a hand wave, a step, or a jump.

Second round:

In this round, the first participant repeats their name and performs the same move they did in the first round. The second participant then repeats the name and move of the first person, and afterward introduces themselves with their name and new move. Each subsequent participant repeats all the previous names and movements before introducing their own.

By the end of the circle, the last participant will repeat the name and move of everyone in the group, then introduce themselves and show their own move.

After icebreakers, the facilitator gathers participants in a circle and initiates a discussion about emotions, how they accumulate, how they affect us, and how we can express them through movement.

The facilitator explains the importance of expressing both positive and negative emotions to maintain mental well-being. Movement will be the tool through which participants will explore their feelings.

The facilitator plays a variety of music tracks, each evoking different emotions such as joy, sadness, calmness, or excitement. Participants are encouraged to listen closely to the music and let it guide their movements. They are free to move in whatever way feels natural, expressing the emotions that arise as they hear the music.

The facilitator leads by example, moving freely alongside the participants and emphasizing that there is no wrong way to express oneself. Everyone performs individual movements that represent how they feel in the moment, without any specific choreography.

While standing in the circle, the facilitator selects 3-5 participants based on the movements they have demonstrated during the music.

These participants are invited to step into the center of the circle. In the center, each participant repeats their movement, and together, they work to combine their individual movements into a seamless sequence. Each participant performs their move in a set order, linking them into a flowing routine.

This process is repeated 2-3 times, with different participants being chosen each round. Each new group in the center creates a unique sequence of movements.

Next step is dividing participants into diverse groups of 4-5, mixing local communities and migrants.

After participants are divided into small groups, their task is to brainstorm and come up with a dance concept that represents the transformation of emotions.

Each group selects a pair of contrasting emotions to depict through their dance, such as:

- Sadness to joy
- Calmness to energy
- Fear to confidence
- Confusion to clarity
- Frustration to peace

During this brainstorming session, the groups discuss how these emotional shifts can be represented through different movements, body language, and interaction between the dancers. The goal is to ensure that the transition between the emotions is clear and engaging.

Once the groups have chosen their emotional transformation, they select music that matches the emotions they want to express. They then create a dance performance based on the movements discussed during the brainstorming session.

Each group works collaboratively to develop dance that visually represents the transition from one emotion to another.

After preparing their dances, each group takes turns presenting their performance. The other participants serve as the audience and are tasked with guessing which emotional transformation is being portrayed through the dance. After each performance, the group can reveal the intended emotions and discuss their creative process.

In the next part, the facilitator gathers all participants in a circle and starts the debriefing by asking them to reflect on their experience during the dance class and performances.

Suggested questions:

"How did the music and movements help you express different emotions?"

"Was it difficult to transition from one emotion to another during your performance?"

"How did you feel while watching others perform?"

Participants are encouraged to share their thoughts openly, focusing on how they connected emotionally with the dance and how it helped them understand and express their feelings.

To gather more structured and detailed feedback, the facilitator can

provide participants with a short feedback form or ask them to draw or write down their thoughts about the activity.

The module concludes with a brief summary that highlights the day's achievements. If the facilitator is aware of new activities, they can invite participants to join. Additionally, information on how to stay in contact with one another will be shared.

Implementation step by step:

1. Arrange a date and venue
2. Create an announcement about the workshop and distribute it in the local community
3. Set up and test a reliable sound system with a diverse playlist covering various emotions
4. Provide water and cups in an accessible area for participants
5. Prepare registration and feedback forms
6. Module implementation
7. Collect feedback
8. Analyze feedback
9. Plan future workshops

Outcomes achieved through the module:

- help participants express and explore a range of emotions through movement
- enhance communication skills and build confidence through dance
- encourage creativity, collaboration, and cultural exchange among participants
- promote body awareness and coordination, allowing participants to connect physically with their emotions

Variations of the module:

1. Organize the dance class in an outdoor space to perform dances in public spaces for local communities. For this purpose, the venue should be arranged in advance.
2. Incorporate different dance styles (e.g., traditional dances from the participants' countries) to celebrate cultural diversity.

Do you have any additional comments or suggestions?

It may be necessary to provide additional explanations.

Ensure that all participants are comfortable during the workshop.

Name of the module:	Frisbee classes
Direction of module:	Sport
Form of module:	Workshop
Level of module:	1st
Duration of module:	4 hours 45 minutes
Number of participants:	15-20 participants
Background of migrant's participants:	Migrants newly arrived in the city. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-19 y.o.
Aim:	
To foster a sense of community and connection among young people through the Frisbee classes. This activity aims to enhance teamwork, improve social interactions, and promote cultural exchange.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

A youth worker or youth leader with experience in organizing outdoor sport activities. The facilitator should be able to create an inclusive environment that encourages participation from all, while also being knowledgeable about Frisbee and its rules to ensure safety and enjoyment during the activity.

Materials:

- frisbee 5-6
- music system
- water and cups

Timetable of the module:

1. Introduction and rules explanation (10 minutes)
2. Ice breaker (20 minutes)
3. Frisbee Lecture (40 minutes)
4. Forming Teams (5 minutes)
5. Team Frisbee Game (20 minutes)
6. Group Frisbee Game (15 minutes)
7. Team Competition (30 minutes)
8. Debriefing (30 minutes)
9. Feedback Session (30 minutes)

Description of the module (min 400 words):

The facilitator starts by welcoming all participants and briefly explains the purpose of the activity. The facilitator then invites each participant in the group to introduce themselves. As an option this can be done in the circle by name. The facilitator emphasizes that Frisbee is not only a fun game but also a way to build connections between migrants and local residents.

The next step is an icebreaker activity to help participants get to know each other and create a sense of community.

Participants form a circle. Each participant introduces themselves by stating their name and sharing a hobby or something they enjoy doing in their free time.

This activity helps participants get to know each other, encourages informal communication, and makes it easier to establish connections.

Next step is a frisbee lecture. The facilitator gives a short introduction to Frisbee, covering its origins, basic rules, and some fun facts about the game. Importantly, the facilitator explains the safety rules to avoid injuries during the game, such as not throwing the disc too hard, maintaining a safe distance between players, and proper catching techniques.

The facilitator might share how Frisbee became popular, explain the main rules like passing the disc and scoring, and demonstrate basic throwing and catching techniques.

After the lecture, the facilitator divides the participants into small teams of 4-5 people. It's essential to mix migrants and local residents in each team to encourage cultural exchange and ensure effective interaction. The facilitator makes sure that the teams are balanced in terms of skill and abilities for fair play.

Each small team plays within their group, practicing throws, passes, and teamwork. This stage helps participants develop coordination and teamwork skills, which are crucial for adapting to new social environments.

The facilitator observes the teams, encourages mutual support, and offers advice on throwing techniques and teamwork.

After playing in small teams, all participants come together in a large circle and play Frisbee as one big group, passing the disc to each other. It also provides an opportunity for more interaction between participants, promoting inclusiveness.

The facilitator can introduce different types of throws, such as over-the-head or underhand throws, to make the game more engaging. Additionally, they can create fun challenges, like catching the disc with a knee or elbow instead of hands.

Next step is team competition. Participants are divided into two larger teams for a friendly competition. Teams can compete in various tasks, such as the most accurate passes or highest number of completed throws.

After the competition the facilitator gathers all participants for a group discussion about the activity. Participants are asked to reflect on their experience: what they learned, how they felt during the games, and how they interacted with their teammates.

The facilitator might ask specific questions such as: “How did you feel working with others?”, “What was challenging for you in the game?”, and “What did you enjoy the most about playing Frisbee with your team?”

After debriefing, the facilitator dove participants into a feedback session. A feedback session can be conducted in several ways depending on the further work with this module, e.g. photo or video interviews with participants, discussion and debriefing format, questionnaire which is created in advance.

Implementation step by step:

1. Arrange a Date and Venue
2. Create an announcement about the workshop and distribute it in the local community
3. Prepare 5-6 Frisbee discs
4. Prepare special place with water and cups for participants
5. Prepare registration and feedback forms

6. Module implementation
7. Conduct evaluation session and collect feedback
8. Analyze feedback
9. Plan future workshops

Outcomes achieved through the module:

- social integration and team building
- cultural exchange and mutual understanding
- physical health and fitness

Variations of the module:

Indoor Adaptation - if weather conditions are unfavorable, the Frisbee activity can be adapted for indoor spaces, such as a gym or sports hall. The rules may be slightly adjusted to account for limited space, with a focus on accuracy and control rather than long-distance throws.

Do you have any additional comments or suggestions?

1. Check the weather forecast before the activity and prepare a backup plan in case of adverse conditions.
2. Conduct a safety briefing at the start of the activity, covering basic game rules and injury prevention.
3. Instruct participants to be considerate of each other's physical abilities and maintain a positive and supportive atmosphere during the game.

Name of the module:	Morning exercise in the neighborhood
Direction of module:	Sport
Form of module:	Workshop
Level of module:	2nd
Duration of module:	3 hours 30 minutes
Number of participants:	20-30 participants
Background of migrant's participants:	Language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-25 y.o.
Aim:	
To help young migrants psychologically adapt to the local community through sports activities and communication with neighbors.	
Number of staff (if necessary):	1 sport instructor, 1 facilitator.

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.

Materials:

Materials necessary for obstacle course
(straws, plates, cups)

Timetable of the module:

Introduction – 5 minutes
Icebreakers – 15 minutes
Warming up – 15 minutes
Sport exercises – 60 minutes
Break – 15 minutes
Obstacle course – 60 minutes
Debriefing – 15 minutes
Feedback session – 5 minutes

Description of the module (min 400 words):

The workshop starts as the facilitator welcomes all participants and introduces themselves. They briefly discuss the goals of the workshop, what participants will learn, and quickly go over the workshop program.

During the next part of the workshop, participants will learn each other's names and share quick information about themselves. This will be achieved using simple games (icebreakers). First, the facilitator will ask participants to stand up and line up in alphabetical order. Participants will need to ask each other's names and coordinate to line up properly. If time permits, the activity can be repeated using last names. Next, the participants will form a circle, and each participant, starting with one, will share two truths

about themselves and one lie. The rest of the group will try to guess which statement is false.

After the icebreakers are done, the exercise instructor will conduct a warm-up. The facilitator monitors participants and provides assistance as needed.

Once the warm-up has ended, the exercises will begin. The first part of the exercises will be led by the instructor and will focus on individual activities such as stretching, calisthenics, etc. Next will be paired workouts. The facilitator will split participants into pairs, ensuring each pair is mixed. After that, the instructor will provide exercises that require a partner to perform correctly.

After all the exercises are completed, participants will have time to cool down and rehydrate.

Once the break finishes, the facilitator will bring participants together and split them into groups of three, if possible. Each group will then participate in the obstacle course, which should consist of 5 to 10 obstacles. Obstacles could include

Dance Relay: Print a list of dance moves; each team member should perform one of the moves.

Simple Obstacles: Set up obstacles like jumping ropes or crawling spaces.

Human Basketball: One player has a cup taped to their forehead, and other players try to score 30 points to pass the obstacle.

Straw Buildings: The team tries to connect two tables using straws.

Photo Finish: Participants need to take pictures of 10 things named by the facilitator to pass this obstacle.

When all teams pass their obstacles, the fastest one is declared the winner.

The facilitator then starts by asking questions about the workshop,

such as what was the hardest part of the experience and what participants learned today.

At the end, the facilitator either asks questions or hands out feedback forms. Once all participants have provided their feedback, the facilitator reviews and reflects on the responses.

Implementation step by step:

1. Arrange date and venue
2. Arrange with an sport specialist
3. Prepare the necessary materials
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Enhancing the emotional well being of young people;
- Strengthening social ties and support networks between young migrants and young people from the local community;
- Opportunities for cultural exchange and understanding between young people from different backgrounds;

Variations of the module:

1. Whole Activity can take place outside. Be wary about the weather.
2. It is possible to expand the number of participants in the group. In this case it is necessary to prolong the implementation time and to increase the number of obstacles.

Name of the module:	Bicycle City Tour
Direction of module:	Sport
Form of module:	Outdoor physical activity
Level of module:	2nd
Duration of module:	3 hours
Number of participants:	10-15 participants
Background of migrant's participants:	Migrants newly arrived in the community. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
Encourage integration by allowing young migrants to connect with local youth through a shared activity while learning about significant cultural and practical locations within the city.	
Number of staff (if necessary):	1 facilitator, 1 local guide

Facilitator profile:

A youth worker or youth leader with knowledge of the city and local culture, ideally with experience in working with migrant communities or facilitating group activities.

Materials:

Bicycles (participants can bring their own or rent a city bike)
Helmets (for safety)
15 maps or pre-planned route with key locations marked
Water bottles and light snacks for participants

Timetable of the module:

Introduction and meeting at the starting point - 10 minutes
Icebreaker - 10 min
Bicycle city tour with stops at important locations - 2 hours
Debriefing- 30 minutes
Feedback - 20 min
Final words - 15 min

Description of the module (min 400 words):

The module starts with an introduction at a designated meeting point, usually a centrally located park or public space where participants can meet and get to know each other.

The facilitator briefly explains the goals of the tour and goes over the logistics, including the route, safety instruction, and how participants can rent a city bike if they don't have one. The use of a city bike rental system is emphasized to ensure inclusivity for participants who do not own a bicycle. In many cities, such systems are easy to use, affordable, and accessible, providing an excellent option for migrant participants. The icebreaker part involves participants pairing up and the facilitator asking questions such as the most interesting cycling experience you've had.

Each pair has 2 minutes to talk about it after the time is up the pairs change and the facilitator asks another question.

The cycling tour lasts around two hours, with multiple stops at selected key locations. These stops could include historic landmarks, popular recreational areas, community centers, and practical sites that may be useful for newly arrived migrants, such as employment centers, language schools, and health clinics.

By exposing migrants to these locations, the activity ensures they gain a better understanding of how to navigate their new environment. The local guides, who lead the tour, provide explanations of each location and share stories about the city's history or the significance of particular places.

The structure of this module intentionally creates opportunities for informal interaction. While riding together, participants naturally form small groups and strike up conversations, which builds connections that may continue beyond the activity.

This peer-to-peer element is critical, as it gives migrants an opportunity to ask questions and learn in a relaxed, unstructured manner from locals who understand the area intimately. This organic interaction can be far more meaningful than formal meetings or classroom-based learning, helping to break down social barriers between locals and migrants.

Through the debriefing session, participants will evaluate their feelings. Right after the activity, ask participants about what happened, how they are feeling now and felt during the activities. Talk about their observations and thoughts. Talk about the awareness points and learning outcomes, link with real life.

Use open-ended questions. Also make sure that all participants have the opportunity to express themselves.

Make sure you do the feedback part.

Because it will help the organizers to understand what could be improved and how to continue the initiative or contact with this group of participants. The feedback part can be in various forms such as questionnaires, interviews, etc.

The module concludes with a brief summary, highlighting the day's achievements. If the facilitator knows of new activities, he/she can invite them. And also share information on how to keep in contact with one another.

Implementation step by step:

1. Select a date and route
2. Prepare the necessary materials and safety instructions
3. Create and distribute an announcement about the tour
4. Module implementation
5. Collect feedback
6. Analyze and plan future activities

Outcomes achieved through the module:

- Improved social connections between young migrants and young locals representatives;
- Enhanced knowledge of important cultural and practical locations in the city;
- Increased confidence and sense of belonging for migrants;
- Development of informal support networks among participants;

Variations of the module:

- 1.This activity can be adapted to focus on different themes, such as exploring local history or visiting public services.
- 2.The module could also be extended to include walking tours or other forms of transport for participants with limited mobility.

Do you have any additional comments or suggestions?

Create safety instructions to give participants before bicycle tour.

Name of the module:	Table Tennis Team Play for Migrant and Local Youth
Direction of module:	Sport
Form of module:	Competition
Level of module:	3nd
Duration of module:	3 hours
Number of participants:	10-16 participants
Background of migrant's participants:	Migrants from different cultural backgrounds, newly arrived in the host community, or individuals who have been in the host country for up to 1,5 years with the basic language skills that are giving them the option to communicate with locals about basic things.
Age of participants:	16-25 y.o.
Aim:	
To create an environment where young migrants and local residents can connect and interact through engaging in a casual, friendly competition. The activity fosters social bonds, improves intercultural understanding, and encourages teamwork and communication skills among participants.	

Number of staff (if necessary):	1 facilitator
<p style="text-align: center;">Facilitator profile:</p> <p>Youth worker or young leader with basic table tennis skills, and experience working with youth groups.</p>	
<p style="text-align: center;">Materials:</p> <p>2-4 table tennis tables (depending on the size of the group) Table tennis paddles (2 per table) Table tennis balls (multiple, in case of losses) Scorecards Pens or markers Access to a space that accommodates the necessary number of tables and participants, preferably an indoor sports hall</p>	
<p style="text-align: center;">Timetable of the module:</p> <ol style="list-style-type: none"> 1.Introduction and Warm-up - 30 minutes 2.Team Formation and Explanation of Rules - 15 minutes 3.Practice Rounds - 30 minutes 4.Team Matches - 1 hour 5.Break and Social Time - 15 minutes 6.Finals and Friendly Competition - 30 minutes 7.Closing and Feedback - 15 minutes 	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>This module uses table tennis as a medium to bring together young migrants and local residents, facilitating interaction in a relaxed, playful environment. Table tennis, being a fast-paced yet simple game, offers an excellent way to break down barriers between participants. The sport requires concentration, quick reflexes, and team coordination, all of which encourage players to communicate and engage actively with their teammates.</p>	

The workshop begins with the facilitator welcoming all participants and introducing themselves. The facilitator then outlines the goals of the workshop and schedule, explains key rules and concepts that will be important later, and provides a brief safety overview.

Next, the facilitator conducts a quick warm-up followed by an icebreaker activity. The facilitator gathers all participants in a circle, and each participant introduces themselves by name. Then, the facilitator initiates a "time bomb" game with a ball. One participant starts with the ball, calls out another participant's name, and throws the ball to them. The person who catches the ball has two seconds to call out another person's name and pass the "time bomb." If someone cannot name a person to throw it to within the time limit, they are out. The game continues until only one participant remains.

Once icebreakers are complete, the facilitator divides participants into groups of 4-5 people, ensuring a mix of migrants and locals. The facilitator then explains the rules of table tennis and the format of the tournament. Each group is assigned to a table to practice for a few rounds.

After the practice rounds, team matches begin. Each group plays against the others in a tournament format. Each match consists of 4-5 games between different players from the groups, with the winning team advancing to higher tournament rounds. The facilitator's role is to ensure a friendly atmosphere, keeping the focus on cultural exchange rather than competition.

Before the final game, the facilitator calls a break to avoid exhausting participants.

After the break, the tournament final takes place. Once a winner is determined, the winning team receives small rewards and praise from other participants.

After completing the tournament, participants gather together.

The facilitator starts by asking questions about the workshop, such as what was the hardest part of the experience and what they learned today.

At the end, the facilitator either asks questions or hands out feedback forms. Once all participants have provided their feedback, the facilitator reviews and reflects on the responses.

Implementation step by step:

1. Arrange a date and venue.
2. Prepare the necessary materials.
3. Create an announcement about the event and distribute it in the local community
4. Module implementation
5. Process feedback from participants and draw conclusions after implementation
6. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Increased intercultural communication between participants.
- Strengthened teamwork and problem-solving skills.
- Enhanced social bonding through shared experience.

Variations of the module:

For smaller groups, one-on-one matches can be used with different participants playing each round. Alternatively, tournaments with elimination rounds can be organized to increase competitiveness if the group desires a more intense experience.

Make sure that the location is allowed to hold such activity

Name of the module:	Volleyball Classes
Direction of module:	Sport
Form of module:	Volleyball Classes
Level of module:	3nd
Duration of module:	2 hours 30 minutes
Number of participants:	12-20 participants
Background of migrant's participants:	Staying in the country for up to 5 months. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
Build strong social connections between young migrants and local residents through teamwork and physical engagement, fostering a sense of community and belonging.	
Number of staff (if necessary):	1 facilitator, 1 sport instructor

Facilitator profile:

Youth worker, young leader, sports coach or community worker familiar with group dynamics and multicultural engagement.

Materials:

Volleyballs
Volleyball net
Cones
Water
First aid kit

Timetable of the module:

1. Introduction - 15 minutes
2. Warm-up - 15 minutes
3. Team formation and instructions - 10 minutes
4. Game sessions - 60 minutes
5. Cooldown and reflection - 20 minutes
6. Feedback session - 20 minutes

Description of the module (min 400 words):

Volleyball Classes provide an engaging and interactive way for young migrants and local residents to come together in a shared physical space. Through this module, participants will engage in a friendly volleyball match, with the primary focus on fostering teamwork, mutual understanding, and social integration. The sport of volleyball, which requires close collaboration between players, is an ideal medium to encourage interaction among individuals from different backgrounds, particularly those who may feel isolated or unfamiliar with their new environment.

The session begins with an introductory icebreaker to establish rapport among participants and create an open atmosphere. This initial phase is crucial because it sets the tone for the activity, ensuring that everyone feels comfortable and welcomed. The icebreaker could involve sharing names, fun facts, or light exercises that promote laughter and ease social tension.

This phase allows participants to get familiar with each other, which is essential for effective teamwork in the following stages.

A warm-up session conducted by the sport instructor follows the introduction, consisting of light physical exercises that prepare participants for the game while also promoting group cohesion. The warm-up serves not only a physical purpose but also an emotional one, as participants learn to synchronize their movements and support each other.

After the warm-up, participants are divided into mixed teams, intentionally blending migrants and local residents. This composition is important as it encourages cultural exchange and reduces the risk of isolating migrants within the group. The teams will be given a brief explanation of volleyball rules, focusing on the cooperative nature of the game. The facilitator will emphasize that the goal of the session is not to win, but to enjoy the game and improve teamwork.

The main portion of the activity involves an hour of rotating volleyball games. Every 15 minutes, teams will rotate, ensuring that participants play with different people, thus broadening their social circle within the group. These rotations are vital for promoting dynamic interactions, breaking down barriers, and giving participants multiple opportunities to engage with both familiar and unfamiliar peers.

The facilitator and sport instructor plays an active role in observing team dynamics, offering guidance where necessary, and ensuring that the game remains inclusive and fun for all skill levels.

In the final 20 minutes, the session concludes with a cooldown, where participants engage in stretching exercises to relax their muscles.

This is followed by a group reflection, during which participants sit together to discuss their experiences during the game. The facilitator asks guiding questions such as, "How did working with different teammates feel?" and "What did you learn about communication today?"

This reflective component is critical in reinforcing the social and psychological goals of the module, allowing participants to internalize the importance of collaboration, trust, and mutual support.

After the reflection session, the facilitator should ask participants about feedback and analyze it later.

Overall, Volleyball Classes offer a structured yet flexible environment for young migrants to build relationships with local residents. By using a sport that requires communication, trust, and shared effort, this module directly addresses feelings of isolation and promotes a sense of belonging in a new community.

Implementation step by step:

1. Welcome participants and introduce the facilitator.
2. Conduct an icebreaker session where participants share names and interesting facts about themselves.
3. Explain the goals of the activity and provide a brief overview of the timetable.
4. Lead a warm-up session with light exercises.
5. Divide participants into mixed teams of locals and migrants.
6. Explain the basic rules of volleyball and the emphasis on teamwork.
7. Start the first game, rotating teams every 15 minutes.
8. Actively encourage participants and provide guidance throughout the game.

9. End with a cooldown and stretching session.
10. Conduct a group reflection, asking participants to share their thoughts on teamwork and cultural exchange during the game.
11. Analyze Feedback given and apply it for next events

Outcomes achieved through the module:

- Enhanced communication skills among participants.
- Greater sense of community and mutual understanding.
- Improved teamwork and collaboration skills.
- Reduction of social barriers between migrants and local residents.

Variations of the module:

Introducing themed games where teams compete under different rules to increase engagement.

Adding a mini-tournament structure for longer sessions, allowing participants to form bonds over a series of games.

Do you have any additional comments or suggestions?

Prepare safety instruction which would include safety tips and safety clothing necessary for class.

Name of the module:	Mini marathon
Direction of module:	Sport
Form of module:	Marathon
Level of module:	4th
Duration of module:	Approximately one month (4 days for meetings, 1 day mini marathon)
Number of participants:	Minimum of 10 in the organizing team; number of mini-marathon participants varies
Background of migrant's participants:	Minimum of 6 months in a country
Age of participants:	16-25 y.o.
Aim:	
To promote physical activity and community engagement through the Mini Marathon, fostering connections between local youth and migrant groups. This activity aims to enhance social cohesion, encourage a healthy lifestyle.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

Educator with experience in event planning and physical activities. The facilitator should have strong communication and leadership skills, as well as the ability to engage and motivate diverse groups, particularly young people and migrants.

Materials:

- Registration forms
- Water stations and supplies
- Promotional materials (posters, social media posts)
- Prizes for winners and consolation prize
- Writing materials, papers
- First aid kit

Timetable of the module:

1. Meeting 1: Introduction meeting (3 hours)
2. Meeting 2: Preparation Review (2 hours)
3. Meeting 3: Final Preparations (3 hours)
4. Mini-marathon day (3 hours)
5. Final meeting (2 hours)

Description of the module (min 400 words):

Meeting 1: Introduction meeting

Facilitator holds an introduction meeting to welcome the participants. During this meeting, the facilitator explains the purpose of the Mini Marathon, discusses its goals, and assigns initial roles and tasks to the team members.

After introduction icebreakers take place for example:

"Human Bingo": Distribute bingo cards with characteristics such as "speaks multiple languages" or "loves cooking." Participants mingle to find others who match these characteristics.

Following the introductions, a brainstorming session is conducted to create a comprehensive plan for the event.

The team discusses and outlines key tasks, including determining the marathon dates, securing the marathon route or location, and developing recruitment and promotion strategies for participants. They also decide on guest invitations, arrange for first aid services, and plan advertising efforts such as posters and social media campaigns.

Meeting 2: Preparation review

The organizing team gathers to assess the status of each task from the action plan. The facilitator checks if the necessary permits for the marathon location are secured and aligned with the planned dates. They also review participant registration numbers to ensure a sufficient turnout and evaluate the effectiveness of promotional activities. Any issues or delays are addressed, and adjustments are made as necessary to ensure smooth execution of the event. The meeting concludes with a review of the event day schedule, confirming roles and responsibilities.

Meeting 3: Final preparations

The organizing team meets to finalize key arrangements, including setting up registration desks, water stations, and first aid points. They conduct a walkthrough of the marathon route to ensure everything is in place and ready for the event. Additionally, the facilitator briefs the team on their specific roles and tasks for the event day. If possible, a rehearsal or simulation of the event is conducted to address any potential issues and ensure that all team members are familiar with their duties and the event schedule.

Mini-marathon day:

The event starts with the arrival of participants and guests. The registration desks are set up to handle participant and guest check-ins.

After completing the registration forms, an introductory segment begins where the facilitator, along with members of the organizing team, welcomes everyone and provides a brief overview of the event. The marathon officially starts, and participants take to the route. Throughout the event, the team monitors the progress and addresses any immediate concerns.

As the marathon concludes, an award ceremony is held to recognize the winners and distribute consolation prizes to other participants. The facilitator, along with the organizing team, delivers closing remarks, expressing gratitude to all involved and summarizing the event's successes.

Final meeting:

Debriefing part:

The facilitator leads a debriefing session with the organizing team. This involves reviewing the overall execution of the marathon, discussing what went well, and identifying any issues or challenges encountered during the event. The facilitator guides the team in reflecting on their experiences, highlighting successes, and addressing areas for improvement.

Key aspects of the debriefing include assessing the effectiveness of the planning and preparation phases, the efficiency of communication among team members, and the smoothness of event operations.

Feedback session

The facilitator conducts a feedback session where team members share their individual experiences and observations. This involves collecting feedback on various aspects of the event, including team dynamics, volunteer roles, and participant satisfaction.

A feedback session can be conducted in several ways depending on the further work with this module, e.g. photo or video interviews with participants, discussion and debriefing format, questionnaire which is created in advance.

Implementation step by step:

1. Make plan and structure for the mini marathon
2. Announce the opportunity through local networks, social media, and community centers
3. Identify potential participants from local communities and migrant groups
4. Finalize the organizing team based on skills, availability, and motivation
5. Arrange venue for the meetings
6. Prepare registration forms
7. Implementation of the module
8. Analyze feedback
9. Plan future workshop

Outcomes achieved through the module:

- Enhanced youth participation and engagement
- Increased visibility for local and migrant youth contributions
- Positive health and well-being impact
- Young participants learn to communicate and build relations through sport between migrants and local communities

Variations of the module:

1. Adjusting the marathon distance (e.g., 5km) depending on the participants' fitness levels.
2. Adding additional activities or workshops during the event to enhance community involvement.

Do you have any additional comments or suggestions?

- Ensure that a first aid team is present at the Mini Marathon site to handle any potential health emergencies.
- Check the weather forecast in advance to be prepared for any changes that could affect the event, and plan accordingly.
- Prepare registration forms for participants and guests
- Determine the method for collecting feedback and prepare the necessary materials (such as feedback forms or online platforms) to gather insights from participants after the event.

Name of the module:	Family marathon
Direction of module:	Sport
Form of module:	Marathon
Level of module:	4th
Duration of module:	6 hours 40 minutes
Number of participants:	12 families (6 migrant families and 6 local families)
Background of migrant's participants:	Minimum of 6 months in the country, language proficiency at the level of communicating effectively and express thoughts
Age of participants:	16-25 y.o. (possible to participate with parents)
Aim:	
<p>To foster integration and community bonding between local families and migrant families through exploration of important local places and teamwork. This activity aims to promote cultural exchange, enhance understanding of the local community, and strengthen relationships among participants.</p>	

Number of staff (if necessary):	1 facilitator
<p style="text-align: center;">Facilitator profile:</p> <p>Youth worker or social worker with experience in working with diverse groups. Strong skills in communication and team-building. The facilitator should be capable of creating a welcoming and inclusive atmosphere, encouraging participation and collaboration among all families.</p>	
<p style="text-align: center;">Materials:</p> <ul style="list-style-type: none"> - maps with checkpoints - badges for facilitators and participants - list and necessary materials for Mission impossible 	
<p style="text-align: center;">Timetable of the module:</p> <ol style="list-style-type: none"> 1. Registration and welcome (20 minutes) 2. Icebreaker (20 minutes) 3. Mission impossible (40 minutes) 4. Introduction of the activity (10 minutes) 5. Team formation (10 minutes) 6. Marathon (3 hours) 7. Debriefing (1 hour) 8. Feedback session (1 hour) 	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>Participants arrive, complete the registration process, and receive a welcome from the facilitator. Each family is given a name badge. The activity begins with an short introduction from the facilitator. Mentions that in case of questions or difficulties each participant can ask for help or explanation.</p> <p>The facilitator then invites all participants in the group to introduce themselves. As an option this can be done in the circle by name. The next step is an icebreaker activity to help participants get to know each other and create a sense of community.</p>	

First round:

The participants gather in a circle. Each participant introduces themselves by sharing their name and a hobby or interest.

Second round:

In this round, the participants repeat their name and perform a simple gesture. The move can be anything, such as a hand wave, a step, or a jump.

First session is designed on team building activity to help participants open up and create a friendly atmosphere, namely Mission impossible:

Participants are given 40 minutes to complete 12 tasks as one large group. The goal is to foster teamwork, leadership, and creativity. The tasks must be completed within the specified time and include activities such as:

Taking a group selfie with all participants.

Creating a dance and a song together.

Designing a poster and a map of the place where the exchange is taking place.

At the end of the 40 minutes, the group presents the results of their tasks. The facilitator provides feedback and highlights the importance of teamwork in achieving their goals.

Preparation: A task list needs to be prepared in advance and distributed to the group at the start of the activity.

After the team building facilitator explains the theme and goals of the marathon. Participants are informed that the activity is about exploring important local community places, learning about them, and sharing experiences. The facilitator emphasizes the importance of integration and teamwork between migrant and local families.

Next step is participants are divided into teams, with each team consisting of one migrant family and one local family.

The facilitator ensures that families are not separated. Each team receives a map with 10 checkpoints and instructions on how to navigate through the marathon.

After forming a group each team follows the map and visits the 10 checkpoints, which are important locations within the local community.

These may include:

- Municipality – where participants learn about the local government structure.
- Youth Center – a place for social activities and youth engagement.
- Library – a community resource center for education and culture.
- Museum – preserving the local heritage and history.
- Sports Center – promoting physical activities and wellness.

At each checkpoint, teams are greeted by representatives who offer a brief presentation or tour about the site's role in the community. Additionally, they will share their experiences working with migrants or on integration projects, explaining how migrant participants can engage with these institutions and find opportunities for themselves within these spaces. Teams also engage in small discussions about the significance of the locations and how they relate to integration. Local families can assist migrant families with translation if needed.

At the end of the marathon, all teams gather at the starting point for a structured debriefing led by the facilitator. The key points include:

Reflection on what participants learned about the local community. Sharing experiences of teamwork and integration between families. Discussing the challenges they faced and how they overcame them together.

Highlighting which places were most significant for their understanding of the community.

The facilitator has to highlight how cooperation between families enriched the overall experience.

A feedback session can be conducted in several ways depending on the further work with this module, for example:

Feedback forms: Participants fill out surveys, available on paper or online.

Video interviews: Each family records a short video sharing their impressions of the marathon and how it helped them feel more integrated.

After the event, the facilitator should analyze the feedback collected from participants during the feedback session. This includes reviewing the successes and challenges of the activity to assess its effectiveness. The facilitator should also continue working with the target group and the institutions involved in the marathon to build and maintain stable networking connections. This will help ensure that the participants remain engaged and integrated within their local community.

Implementation step by step:

1. Arrange with local places where the checkpoints will be located, and provide their staff with instructions regarding the marathon
2. Create an announcement about the Family marathon and distribute it in the local community
3. Design and print the marathon map for each team

4. Create and prepare a list of 12 tasks (as well as the necessary materials in accordance with the tasks) for the game Mission impossible
5. Prepare badges for all participants
6. Prepare registration and feedback forms depending on the format (e.g., paper feedback forms, online surveys, or equipment for video interviews)
7. Module implementation
8. Conduct evaluation session and collect feedback
9. Analyze feedback
10. Plan future workshops

Outcomes achieved through the module:

- Participants gain knowledge of important community places
- Families build meaningful connections with locals
- The event fosters teamwork, communication, and integration between migrant and local families

Variations of the module:

1. More Checkpoints - additional locations can be included, depending on the duration of the marathon.
2. Digital tools - use QR codes for tasks at checkpoints or digital maps to enhance the experience.
3. Social Media - teams can document their experiences at each checkpoint and share them on social media platforms.

Do you have any additional comments or suggestions?

It is recommended to maintain relationships with the institutions involved in the event, as they could become valuable allies, stakeholders, or partners for future projects.

Name of the module:	Youth Kayaking Expedition
Direction of module:	Sport
Form of module:	Outdoor Adventure and Team Building Activity
Level of module:	4th
Duration of module:	1 day
Number of participants:	16-30 participants
Background of migrant's participants:	Staying in the country for up to 4 months. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
To build international and intercultural tolerance, facilitate communication and relationship-building among young people from diverse backgrounds, improve the well-being of individuals by providing supportive activities, and prevent social isolation and exclusion from the local community.	

Number of staff (if necessary):

2 instructors (kayak guides)
2 facilitators
If possible:
1 Psychologist
1-3 Volunteers

Facilitator profile:

Youth leaders aged 18-25 from the local community, possessing good communication skills to effectively engage with participants, provide clear instructions, and offer guidance and support throughout the activities. With strong facilitation skills, the facilitator should be experienced in managing group dynamics, encouraging participation, and fostering a positive and inclusive environment. An anti-discrimination approach is crucial, requiring the facilitator to be committed to promoting equality and inclusivity, and to address any discriminatory behavior or language promptly and sensitively.

Materials:

- Kayaks and safety equipment (life jackets, helmets)
- First aid kit
- Playing materials (animal symbols, flashcards with key kayaking terms in languages of participants)
- Firewood and barbecue utensils
- Sausages, potatoes for the fire
- Beverages, bread and other food
- Transport provided (people – if needed, fire products)
- Fireplace next to the river

Timetable of the module:

Meeting point - 30 minutes.

At the starting point of the kayaking trip - 1 hour 10 minutes

Name game - 10 minutes

Lifeguard briefing: safety rules on water - 15 minutes
Collaborative development of rules for effective and safe kayaking - 15 minutes
Kayak dictionary game - 20 minutes
Team (pair) formation - 5 minutes
Embark on the kayaking journey - 5 minutes
Kayaking journey (depending on the decision on the length of the trip)
Et arrival point - 3 hours 15 minutes
Each pair have an opportunity to present themselves - 30 minutes
Formation of larger teams - 5 minutes
Lighting the fire, roasting sausages together, Live Book Game - 2 hours
Final circle - 40 minutes
Feedback Session – 15 minutes
Departure back to the initial meeting point

Description of the module (min 400 words):

Meeting Point

Gather all participants.

Brief on the purpose and program of the trip.

Transfer to the River (bus/foot).

At the starting point of the kayaking trip

At the beginning, provide an icebreaker that will help participants to get to know each other and to address each other properly.

It can be a game - name + gesture in which participants in a circle are saying their name and showing gesture.

Next person needs to repeat previous ones and show new gesture. But you can use ones that you know.

Lifeguard briefing: safety rules on water

Collaborative development of rules for effective and safe kayaking

The Kayak Dictionary Game helps participants learn essential different vocabulary related to kayaking and safety.

The aim is to ensure effective communication and cooperation during the trip. Participants are divided into small mixed-language groups. Each group receives flashcards with key kayaking terms in one language and their translations on the other side. Group members take turns holding up a flashcard, saying the word aloud in their language, and then in the other languages. Others repeat the words to reinforce learning. The game can include a memory match component and physical activities mimicking kayaking actions.

This interactive game ensures all participants are prepared for effective and safe communication during the kayaking expedition.

Formation of two-person kayak teams through a fun game involving animal-themed symbols (e.g., two turtles, two storks, two cats, etc.).

Each pair engages in casual conversation to learn more about each other (hobbies, favorite writer, music, food, vacations, films, etc.).

Embark on the kayaking journey.

During the kayaking journey

Participants will have to coordinate their movements, make decisions together, and support each other to successfully manage the challenges of kayaking.

Participants will enjoy the river.

Each pair has an opportunity to present themselves and share their unique experiences of kayaking.

This presentation focuses on highlighting the connections and bonds formed during the activity. Each team begins the presentation by completing the sentence: “Our team connects through...”

Formation of larger teams

Participants are combined into 4 international groups (e.g., domestic animals, birds, mammals, amphibians etc).

They are assigned tasks to each group: lighting the campfire, preparing sausages, setting the table, cleaning up after the meal.

Lighting the fire, roasting sausages together

Participants in groups prepare and share stories based on themes they select.

Possible themes include: Person(s) who impressed(s) me. Life lessons from grandparents. Dreams for the future. What I like about Poland. Inspirational Quote and Its Meaning. Each participant - storyteller becomes a “live book” and shares his/her story with the group. After each story, listeners ask questions and discuss.

Final circle

Participants meet as a whole group.

The facilitator invites participants to reflect on the Live Book game by asking a variety of questions to foster an open and supportive environment for discussion. (e.g

“How did you feel while participating in the game?”

“Which stories resonated with you the most and why?”

“Did you find any similarities between your story and those shared by others?”

“What new insights did you gain from hearing others' stories?”

“Was there anything that surprised you or changed your perspective?”

“What emotions did you experience while listening to the stories of others?”

“What did you learn about different cultures through the stories shared?”

“How did the stories help you understand the experiences of people from different backgrounds?”

“What important lessons did you take away from the Live Book Game?”

The facilitator asks participants to share the highlight of their day, whether it was a specific activity, a moment of connection, or an achievement during the kayaking trip.

Each participant has an opportunity to speak, ensuring everyone’s voice is heard.

Participants are invited to express gratitude to their teammates, the facilitators, and anyone who made a positive impact on their experience. This fosters a sense of appreciation and mutual respect among the group.

The facilitator shares final thoughts on the importance of the day's activities in promoting intercultural understanding, teamwork, and personal growth. He emphasizes the value of maintaining the connections formed and applying the lessons learned in their daily lives.

Later, the facilitator distributes feedback forms or asks questions directly, gathering the feedback to review it later and draw conclusions.

Departure back to the initial meeting point

Implementation step by step:

1. Selection of kayaking trip location, distance of itinerary and location for the fire.
2. Finding a kayaks provider and lifeguards.
3. Recruiting an psychologist and volunteers.
4. Recruiting participants.
5. Rental of transport if necessary:
6. Procurement or preparation of necessary products and materials:
7. Meeting with the event team and preparation of an action plan and division of tasks and carrying out a risk assessment for all activities and locations.
8. Preparation of contact information and emergency procedures.
9. Training of staff and volunteers before the event
10. Running module
11. Process feedback from participants and draw conclusions after implementation
12. If relevant, try to plan the implementation of other modules in the local community.

Outcomes achieved through the module:

- Enhanced international and intercultural tolerance achieved.
- Improved communication and relationship-building accomplished.
- Better well-being for individuals provided.
- Reduced social isolation and exclusion attained.
- Practical skills development completed.
- Increased cultural awareness and knowledge gained.
- Positive behavioral changes observed.
- Long-term impact established.

Variations of the module:

1. Other outdoor activities such as hiking or cycling.
2. Professional outdoor guides or adventure coaches.

3. Adjustment of the themes of the Live Book Game to match participants' interests.

4. If you want to add participants that are less than 4 months in the country it's necessary to also have a translator. If you do this, keep in mind that time will be longer because there will be translation of things.

Do you have any additional comments or suggestions?

- Ensure that the group has at least 12 participants to facilitate meaningful interaction and team-building.
- Consider potential weather conditions and have contingency plans in place.
- Promote environmentally sustainable practices during the event, such as using Eco-friendly materials and minimizing waste.
- Document the event through photos, videos, and participant testimonials to create a record of the experience and share with stakeholders

5.3 Education

Education focuses on equipping young migrants with the knowledge and skills necessary for adapting to their new environment and navigating daily life.

Why it's included:

- **Language acquisition:** Facilitates communication and integration into the host society by improving language proficiency.
- **Cultural orientation:** Helps migrants understand local norms, customs, and values, reducing cultural misunderstandings.
- **Empowerment:** Builds confidence through learning new skills, such as problem-solving and critical thinking, which are essential for personal and professional growth.

Activities: Workshops, language classes, cultural awareness sessions, and practical life skills training.



5.4 List of the education modules

Mindfulness and Meditation Workshop

Integration and language meeting in the Integration Center

Living library about local history

Career Day: Building Your Resume and Exploring Internship Opportunities

Workshop on Basic Banking Knowledge for Migrants

Digital Security in Banking for Migrants

Herbal tea collection

City game - Important places for local community

Preparation of Outdoor painting workshop

Eco-picknic

Workshop of conflict resolution

Eco-event on planting of plants to improve a place for rest

Name of the module:	Mindfulness and Meditation Workshop
Direction of module:	Education
Form of module:	Workshop
Level of module:	1st
Duration of module:	3 hours 30 minutes
Number of participants:	15-20 participants
Background of migrant's participants:	Minimum of 3 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
To create a welcoming and supportive environment for young people. This activity aims to build and strengthen bonds between local and migrant youths through mindfulness and meditation.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

A youth worker or community leader experienced in facilitating collaborative projects with diverse groups, especially migrants. Strong communication and interpersonal skills. Good to have experience with mindfulness and meditation

Materials:

Yoga mats or comfortable seating cushions

Audio system for music

Playlist with music

Relaxation tools (e.g., yoga mats, scented candles, soft lighting)

Timetable of the module:

1. Introduction - 10 minutes
2. Icebreaker - 20 minutes
3. Stress management techniques - 1 hour
4. Guided meditation - 1 hour
5. Group reflection - 30 minutes
6. Feedback session - 30 minutes

Description of the module (min 400 words):

The session begins with welcoming words from the facilitator. The facilitator introduces the purpose of the workshop and explains the benefits of mindfulness and meditation for managing stress and fostering emotional well-being.

The facilitator then invites each participant in the group to introduce themselves. As an option this can be done in the circle by name.

The next step is an icebreaker activity to help participants get to know each other and create a sense of community.

1. Participants stand in a circle and introduce themselves, sharing their name and one word that represents their current emotional state.

2. According to the word that reflects their current emotional state, the participants have to make a sound.

The facilitator supports the participants and leads by example.

Next step is to provide participants with stress management techniques.

This section is divided into two detailed parts:

Part 1: The facilitator divides participants into small, mixed teams ensuring an equal number of migrants and local residents in each group. Once the teams are formed, the facilitator asks participants to reflect on and share their personal methods for dealing with stress. Participants may share techniques like breathing exercises, taking walks, journaling, or engaging in hobbies.

Each group is then tasked with compiling these shared techniques and selecting a spokesperson to present the group's findings. After 15 minutes of group discussion, the spokespersons from each group present their techniques to the entire workshop.

Part 2: After the group presentations, the facilitator leads an informative session that builds on the participants' shared techniques. The facilitator provides comprehensive information on stress, its impact on mental and physical health, and effective techniques for managing stress. Some of the techniques discussed include:

Progressive muscle relaxation (PMR) - a step-by-step guide to relaxing each muscle group in the body.

Mindful breathing - a simple yet powerful technique focusing on controlled breathing to calm the nervous system.

Body scan meditation - bringing awareness to different parts of the body to release tension.

Grounding techniques - practical exercises to stay present in stressful situations (e.g., focusing on the five senses).

Visualization - using guided imagery to mentally escape to a peaceful place.

The facilitator explains how and when to use each technique and provides real-life examples of their application. Participants are invited to ask questions and clarify how they can implement these techniques in their daily lives.

The facilitator leads the group in a guided meditation aimed at deepening mindfulness practice and reinforcing the stress management techniques learned earlier. Participants are asked to sit comfortably, either on yoga mats or cushions.

Participants are encouraged to discuss their feelings during the meditation and how they can apply these methods in their personal and professional lives. This reflection focuses on how the mindfulness practices and stress management techniques can be integrated into daily life.

The workshop concludes with a feedback session. Participants are asked to share their overall impressions of the workshop, highlighting what they found most helpful and any challenges they faced.

Implementation step by step:

1. Arrange the date and venue

2. Create an announcement about the workshop and distribute it in the local community
3. Set up and test a reliable sound system with a diverse playlist
4. Prepare the necessary materials (e.g., yoga mats, scented candles, soft lighting)
5. Module implementation
6. Conduct evaluation session and collect feedback
7. Analyze feedback
10. Plan future workshops

Outcomes achieved through the module:

- Improved emotional awareness and stress management skills.
- Practical mindfulness techniques that can be applied daily.
- Reduction of stress and anxiety levels among participants.

Variations of the module:

1. Meditation could be done from outside
2. Include personal storytelling sessions where participants share their experience.

Name of the module:	Integration and language meeting in the Integration Center
Direction of module:	Education
Form of module:	In person meeting
Level of module:	1st
Duration of module:	2 hours
Number of participants:	12-24 participants
Background of migrant’s participants:	To create a dynamic space for interactive language learning through free and engaging discussions on topics close to young people. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through betterment of language skills.
Age of participants:	16-19 y.o.
Aim:	
Help young migrants better integrating with local youth and better their psychological well being through artistic expression	

Number of staff (if necessary):

1 facilitator
4 volunteers (1 as facilitator for each table in World Café Formula)

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment. Experience in language teaching and youth education, if possible bilingual (in languages being used in the workshop).

Materials:

Sheets of paper with topics for each table
Large sheets of paper for noting discussion outcomes
Cards with words and drawings related to each topic (in both languages)
Markers and pens
Dictionaries for additional assistance
Watch or timer to control conversation time
Soft ball

Timetable of the module:

Welcome and Icebreaker - 10 minutes
World Café about Modern Interests of Young People - 50 minutes
Discussion of the Whole Group about the Experience of the World Café - 15 minutes
Summary of Group Discussions by the Facilitators of Each Table - 20 minutes
Question and Answer with a Ball - 10-20 minutes (depending on the number of participants)
Closing - 5 minutes

Description of the module (min 400 words):

Icebreaker: Name and Gesture

Participants stand in a circle. Each person takes a turn saying their name and performing a gesture to go along with it (e.g., waving a hand, bowing, jumping). The next person repeats the previous person's name and gesture, and then adds their own name and gesture. The game continues until everyone has introduced themselves by repeating all the previous names and gestures, then adding their own. This activity is simple and helps participants remember names and break the ice without requiring advanced language skills.

World Café about Modern Interests of Young People

Description of the World Café Formula: World Café is a module of group discussion that encourages interaction and creative exchange of ideas. Participants rotate themed tables so that everyone has a chance to take part in different discussions. At each table there is a facilitator who helps guide the conversation, especially supporting participants with lower language skills. This activity is designed to be dynamic and engaging, allowing participants to enhance their language skills through natural conversations on various creative topics at different themed tables.

Discussion topics: travel and adventures, art and creativity, future technologies, daily routines and everyday life

Preparation: Arrange 4 tables with chairs, place on each table a sheet of paper with the topic of the conversation and a large sheet

of paper to note the effects of the conversation. Lay out cards with words related to the topic of conversation (and drawings) in both languages used by participants.

Examples of words and drawings on cards:

Travel and adventures: trip, destination, vacation, airplane, mountains, beach, map, favorite place, mountain trip, sunbathing, sailing

Art and creativity: painting, photography, film, sculpture, book, brush, easel, camera, film camera, book, director, cameraman, mood

Future technologies: robot, artificial intelligence, programming, invention, computer, light bulb, lab, innovation, revolution 4.0, future

Daily routines and everyday life: routine, hobbies, work, school, breakfast, lunch, dinner, go to, come back, shower, watch TV, walk, clock, bike

Examples of questions the facilitator can ask to encourage discussion

Travel and adventures: What place in the world would you like to visit and why? What is the most interesting adventure you have had during your travels? Do you prefer traveling to the mountains, the beach, or big cities?

Art and creativity: What forms of art inspire you the most? Do you create your own artworks? If yes, what kind? What is your favorite movie, book, or artwork?

Future technologies: What new technologies fascinate you the most? How do you imagine the world in 20 years because of technology? Are you interested in programming or robotics?

Daily routines and everyday life: What is your typical day like? What hobbies do you have and why? How do you spend time with your family and friends?

Proceedings:

- Explanation of the World Café rules and brief introduction to the topics to be discussed at the tables(10 minutes)
- First round of discussion (10 minutes)
 - Participants sit at selected topic tables.
 - Facilitator at each table introduces the topic and encourages discussion.
- Change of tables (2 minutes)
 - Participants choose the next topic of conversation and move to the relevant table.
- Second round of discussion (10 minutes)
- Change of tables (2 minutes)
- Third round of discussion (10 minutes)
- Change of tables (2 minutes)
- Last round of discussion (10 minutes)
- Discussion of the whole group about the experience of the World Café (10 minutes).
 - The facilitator can ask: What feelings did you have during the activity? What did you find most challenging during the activity? What moments were the most rewarding for you? Did you notice any differences in your confidence at the beginning and at the end of the activity?

Summary of the group discussions by the facilitators of each table.

Facilitators cite the main themes taken up. They discuss the linguistic errors that occurred, explain the theoretical linguistic basis of the errors made. (20 minutes)

- Question and Answer with a ball (10-20 minutes, depending on the number of participants)
 - To reinforce language skills through spontaneous question and answer, allowing participants to practice new vocabulary and grammatical structures in a fun and interactive way, throw a softball to one of the participants and invite to ask a question related to the topic of one of the tables to someone in the group. A person asks a question and throws the ball to the selected person, who answers and asks their question to someone else.
 - The round continues until everyone has asked a question and given an answer.
- Closing (5 minutes)
 - Thank participants for their active participation and enthusiasm. Invite participants to provide feedback on the session and suggest improvements for future activities.
 - Conclude the session on a positive note, reinforcing the community spirit and encouraging continued language learning.

Implementation step by step:

1. Arrange a date and venue
2. Arrange with an art specialist
3. Prepare the necessary materials
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation

7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Participants improved their language skills through interactive and engaging activities, which helped them learn new vocabulary and practice conversational skills in a natural setting.
- The session encouraged active listening, respectful dialogue, and collaboration, helping participants develop crucial interpersonal skills. 3. Through fun and interactive icebreakers and dynamic discussions, participants felt more at ease and gained confidence in their ability to communicate in the target language.
- The activities fostered a sense of camaraderie and teamwork, helping to build a cohesive and supportive group environment where participants connected over shared interests and collaborative discussions.

Variations of the module:

1. Arrange a date and venue
2. Arrange with an art specialist
3. Prepare the necessary materials
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Variations of the module:

1. Introduction of other topics of conversation
2. Limitation of the number of rounds to two or three

Name of the module:	Living library about local history
Direction of module:	Education
Form of module:	Meeting with local citizen
Level of module:	2nd
Duration of module:	3 hours 5 minutes
Number of participants:	20-30 participants
Background of migrant's participants:	Staying in the country for a minimum of 6 months, Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
To help young migrants adapt psychologically by understanding local history and deal with issues that are unclear to migrants in the local community.	
Number of staff (if necessary):	1 facilitator, min 4 local representatives who will be living books

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.

Materials:

Big room (min 60 m²) Possible use of 2 rooms
Chairs according to the number of participants
It is possible to use handouts according to the topic

Timetable of the module:

Introduction and Ice-breaking Activities - 30 minutes
Introducing local representatives who will act as living books - 5 minutes
Living library rules explained - 5 minutes
Division into groups - 5 minutes
First circle of the library - 20 minutes
Second library circle - 20 minutes
Third circle of the library - 20 minutes
Forth circle of library - 20 minutes
Debriefing in the general group - 30 minutes
Presentation of local history - 15 minutes
11. Summing up the living library - 15 minutes

Description of the module (min 400 words):

The Living Library module is a structured approach designed to foster understanding and cultural exchange between migrants and local representatives, providing a unique opportunity for participants to engage with fascinating individuals from the local community.

The workshop begins with the facilitator introducing themselves and welcoming participants.

The facilitator explains the goals of the workshop, what participants will learn, and the workshop schedule.

Once the introduction is complete, the facilitator initiates icebreakers. Examples of icebreakers include:

Name Circle: Participants form a circle and share their names and an interesting fact.

Human Bingo: Distribute bingo cards with characteristics such as "speaks multiple languages" or "loves cooking." Participants mingle to find others who match these characteristics.

Paired Introductions: Pair participants to introduce each other to the group, further fostering a sense of community and breaking down barriers.

The facilitator can choose their preferred icebreakers and determine the number of activities.

After the icebreakers, the facilitator introduces the local representatives, who will act as "Living Books." Each representative shares their name, background, and a unique aspect of their life. Local representatives could include significant local community figures, such as the mayor, veterans, journalists, police officers, firefighters, or individuals with noteworthy life experiences.

Following these introductions, the facilitator divides participants into small groups, ensuring a mix of local and migrant youth. Each group is assigned to a "Living Book" to engage in dialogue. After around 20 minutes or the necessary time, each group rotates to a new Living Book. This cycle continues until all groups have met with each Living Book. A break can be introduced if needed.

Once all groups have spoken with each Living Book, the facilitator gathers everyone for an activity exploring local history and the significance of each Living Book's insights into the community. The facilitator weaves in the experiences of each Living Book, emphasizing how they have impacted the local community.

The next part of the workshop is a debriefing session. The facilitator gathers participants, asking what they learned and encouraging them to share reflections on the knowledge gained. It's crucial to let participants speak as much as possible; the facilitator should encourage each participant to share their opinion and foster constructive debate.

At the end of the debriefing, the facilitator distributes feedback forms, either in paper or electronic format, to gather honest feedback.

Finally, the facilitator offers closing remarks, summarizing what participants learned, sharing information on upcoming events, and thanking participants for their time.

Implementation step by step:

1 Preparation:

1.1 The organizer of the Living Library module should find a suitable location and the necessary room to hold the Living Library.

Note that the space is important because it is necessary to create a comfortable environment for participants so that several people can talk at the same time in the same room without disturbing each other.

1.2 Choose a theme for the Living Library.

1.3 Find speakers who will be in the role of living books. Note that it is necessary to prepare the speakers that the structure of their speech is a story for 10-12 minutes and 8-10 minutes for answering questions from the participants.

1.4 Prepare materials such as a poster, posters or social media posts to invite participants.

1.5 Make publications and distribute the materials on your media platforms and those of your partners.

1.6 Prepare a participant registration form so that the number of people who will participate can be known in advance.

2 Prepare the venue

Check that the space can accommodate small groups of 5-8 people in different parts of the space. Take into account that people will be speaking at the same time. And there will be at least 4 groups.

2.1 Prepare the number of chairs for the total number of participants. It is possible to add 3-5 chairs additionally.

2.2 You can also prepare a screen and a projector if you will use them for the local history presentation stage.

3 Day of the Living Library

3.1 Implementation of the module

4.1 Process feedback from participants and draw conclusions after implementation

4.2 If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Reducing stress of migrants through better understanding local history
- Help young migrants better integrate with local community

Variations of the module:

1. It is possible to use a projector for presentations. In this case, presentation materials are needed on the topic covered by the library.
2. Perhaps more participants as living books. In this case, each of the circles corresponds to the number of living books. In this case, the time for activity increases. And it is necessary to take into account that a larger room will be needed.

Do you have any additional comments

There shouldn't be less than 15 participants in the group.

Name of the module:	Career Day: Building your CV and exploring internship opportunities
Direction of module:	Education
Form of module:	Workshop
Level of module:	2nd
Duration of module:	5 hours 10 minutes
Number of participants:	15-20 participants
Background of migrant's participants:	Minimum of 6 months in the country. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	18-25 y.o.
Aim:	
To equip young participants with practical skills for CV creation and job application processes. This activity aims to enhance participants' understanding of effective CV building, foster self-confidence in presenting their skills, and provide insight into internship opportunities.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

A youth leader with experience in career counseling, knowledge of current CV requirements and internship opportunities, and the ability to conduct interactive sessions is required.

Materials:

Computer or laptop with internet access
Projector or screen for presentations
Paper and pens for participants
CV templates (both printed and digital)
Flyers or informational materials about internships

Timetable of the module:

Introduction - 15 minutes
Icebreaker - 15 minutes
Lecture - 30 minutes
CV creation - 60 minutes
CV presentation - 30 minutes
Brainstorming session - 60 minutes
Q&A session - 30 minutes
Debriefing session - 30 minutes
Feedback session - 30 minutes
Summarizing - 10 minutes

Description of the module (min 400 words):

The workshop begins with a brief introduction where participants are welcomed and given an overview of the day's objectives and agenda. The facilitator then invites each participant in the group to introduce themselves. As an option this can be done in the circle by name.

The next step is an icebreaker activity to help participants get to know each other and create a sense of community.

In the first round, participants stand in a circle and introduce themselves by stating their name and a personal hobby. This initial exchange helps participants get to know each other in a relaxed setting, creating a friendly atmosphere for the workshop.

In the second round, participants continue in the circle but now share their career aspirations. Each participant briefly describes the profession they would like to have or the field they are interested in working in.

After the icebreakers, the facilitator provides detailed information on what constitutes an effective CV, including different formats (chronological, functional, combination) and key components such as contact information, summaries, work experience, education, and skills. With the help of a projector, the facilitator can show CV examples or a presentation on the screen. The facilitator prepares the presentation at his/her discretion, depending on the needs of the group. Participants learn about tailoring CV for specific job roles and industries, with opportunities for questions and clarifications throughout.

Next step is an individual activity where participants are encouraged to create their own CV. Participants use provided templates and guidance to craft their own CV. The facilitator offers step-by-step support, helping participants to fill out each section of their CV and providing individual feedback. This hands-on activity allows participants to apply their newly acquired knowledge in a practical setting.

After creating their CV, participants have the opportunity to present them to the group. This presentation session allows for peer and facilitator feedback, where strengths are highlighted and areas for improvement are suggested.

The next part is a brainstorming session, which focuses on exploring internship opportunities. The facilitator introduces several potential internships and divides participants into mixed groups. The facilitator provides each group with flyers or informational materials about internships, allowing participants to learn more about the profession and identify key CV aspects. Each group works on identifying essential CV elements and skills required for different internship roles. Groups then present their findings, receiving feedback and additional insights from the facilitator.

The workshop continues with a Q&A session focused on common interview questions. Participants practice answering these questions and receive feedback from the facilitator. This practice helps participants prepare for real interviews and improves their response strategies. Participants can work in a large group or small groups and share their interview/internship experiences.

During the debriefing session, participants will have the opportunity to reflect on their experiences. Following the activity, ask participants to share their thoughts on what happened, how they felt during the activities, and how they are feeling now. Encourage them to discuss their observations, insights, and any emotions they experienced.

The workshop concludes with a feedback session.

The facilitator encourages participants to discuss any challenges they faced during the CV creation process, how the activity influenced their understanding of job applications, and how their perceptions of potential career paths have evolved.

The facilitator summarizes the key points covered, collects feedback from participants about the workshop, and provides additional resources for further support. The facilitator is thanked for the participation of the participants. If relevant, announces new meetings, offers new opportunities and announcements.

To ensure comprehensive feedback, the facilitator may collect responses in various formats. This can include written feedback forms, online surveys, or verbal comments during the session.

Implementation step by step:

1. Select a date and place
2. Create and distribute an announcement about the workshop
3. Develop workshop materials:
 - slides on CV creation, including formats, key components, and customization tips;
 - identify and prepare relevant internship opportunities.
4. Prepare participant registration and feedback forms
5. Workshop implementation
6. Collect feedback
7. Analyze feedback
8. Plan future activities with participants

Outcomes achieved through the module:

- Improved skills in CV creation and tailoring for specific job roles.
- Enhanced self-presentation and interview preparation abilities.
- Increased awareness of internship opportunities and how to apply for them.

Variations of the module:

1. Replace the lecture with a pre-recorded webinar or video tutorial.
2. Incorporate mock interviews with local recruiters or career coaches.
3. Offer follow-up individual career counseling sessions for additional support.

Do you have any additional comments or suggestions?

Test and set up the computer and projector to ensure they function properly before starting.

Name of the module:	Workshop on Basic Banking Knowledge
Direction of module:	Education
Form of module:	Workshop
Level of module:	2nd
Duration of module:	3 hours 15 minutes
Number of participants:	20-25 participants
Background of migrant's participants:	Recent migrants who are no more than 3 months in the country. Unfamiliar with the local banking system.
Age of participants:	16-25 y.o.
Aim:	
To create an understanding, welcoming and supportive environment for young people to exchange their experience and knowledge about the world.	
Number of staff (if necessary):	1 facilitators, 1 translator, 1 bank worker

Facilitator profile:

Youth worker or young leader with knowledge about the banking system in the country.

Materials:

Flip charts
Markers
Projector
Example bank forms

Timetable of the module:

Introduction & Icebreaker - 15 min
Group Discussion - 40 min
Presentation on Banking Basics - 45 min
Break - 15 min
Interactive Group Work - 45 min
Group Debriefing & Q&A - 35 min
Feedback Session - 10 min

Description of the module (min 400 words):

This module is designed to help young people engage in a shared learning experience focused on basic banking knowledge in their country. The workshop begins with an introduction session where participants are welcomed, and facilitators create a comfortable, supportive environment. The goal is to foster interaction between migrants and locals, as this peer-to-peer exchange helps both groups understand each other's perspectives, particularly the challenges that migrants face when dealing with an unfamiliar banking system.

After introduction facilitator will conduct icebreakers such as Two truths and one lie. Facilitator gathers participants in a circle. Each participant shares three statements about themselves – two truths, and one lie. Then, everyone tries to guess which is the lie by asking questions.

The first part of the workshop involves splitting participants into smaller, mixed groups. This approach encourages participants to share personal experiences and challenges related to banking in the host country. The goal of this segment is to bring forth real-life issues, such as difficulties with understanding bank forms, differences in banking procedures from their home countries, or confusion over local currency and banking technologies like ATMs or mobile apps. These group discussions are vital because they allow migrants to voice their concerns while benefiting from the local participants' familiarity with the system.

Following the group discussions, a bank worker leads a presentation that provides essential information on banking in the host country. Key topics include where and how to open a bank account, the types of documents required, the basics of the local currency, and how to use ATM and cash deposit machines. Special attention is given to digital banking tools such as mobile apps, which are increasingly used for daily transactions. This part of the workshop equips participants with the practical knowledge they need to navigate their financial needs independently.

After the presentation, participants are given a short break before moving on to an interactive group task. Here, groups are tasked with simulating various banking scenarios such as opening a bank account, withdrawing cash from an ATM, or setting up a mobile banking app. These hands-on activities are designed to provide migrants with confidence in using these banking tools, while also allowing locals to share their firsthand experiences.

This group work further deepens the peer-to-peer learning process and allows participants to apply the knowledge they've just learned in a supportive environment.

Next part of the workshop involves each group presenting their findings. This is followed by an open Q&A session where participants can address any remaining questions or uncertainties. The bank worker offers additional guidance and clarifies any points of confusion. This session serves as a confidence-building exercise, as participants not only gain a clearer understanding of the banking system but also learn from the experiences of others.

At last the facilitator will hand down feedback forms to gather honest feedback about the workshop, what points were right and what needs to be improved.

Implementation step by step:

1. Arrange a date and place
2. Arrange with an bank worker and translator
3. Create an announcement about the event and distribute it in the local community
4. Prepare the necessary materials
5. Prepare the workshop space.
6. Implementation of the module
7. Review the feedback provided
8. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Increased knowledge of local banking systems among migrant participants.

- Enhanced confidence in using basic banking tools such as ATMs and mobile banking apps.
- Peer-to-peer support and exchange of experiences between migrants and locals.
- Development of practical skills to handle banking challenges independently.
- Creation of cultural bridges between migrant and local youth.

Variations of the module:

1. The workshop relies on putting participants into conflicting situations in a safe environment. If the group doesn't feel safe and comfortable, they can avoid the conflict altogether and not participate actively in the activity. If you see that this could happen, you can include some quick team building activities and prolong the workshop or eg. remove the fist opening.
2. Larger group: max amount of participants - 30. In that situation remember that the time will be longer for activities.

Do you have any additional comments or suggestions?

The module can be adapted for different financial literacy levels or extended to cover more advanced banking topics like savings accounts, loans, and financial planning for young adults. Additionally, it could include role-playing scenarios to simulate more complex banking interactions.

Name of the module:	Digital Security in Banking
Direction of module:	Education
Form of module:	Workshop
Level of module:	2nd
Duration of module:	5 hours 25 minutes
Number of participants:	12-20 participants
Background of migrant's participants:	Recent migrants who are no more than 3 months in the country. With the basic language skills.
Age of participants:	16-25 y.o.
Aim:	
Empower and teach young migrants how to recognize and protect themselves against digital fraud in the banking sector, focusing on phishing, fraudulent SMS, and impersonation attempts.	
Number of staff (if necessary):	1 facilitator and 1 translator

Facilitator profile:

Youth worker or young leader with basic knowledge about cyber security.

Materials:

Projector or large screen
Sample SMS messages (printed or displayed)
Bank website screenshots with phishing indicators
Mobile phones (or mockups) for role-playing
Pens
Paper

Timetable of the module:

Introduction to digital security - 45 minutes
Icebreaker - 15 min
Understanding local banking systems - 45 minutes
Spotting fraudulent SMS and emails - 60 minutes
Break - 15 minutes
Role-playing scenario - 60 minutes
Interactive discussion and Q&A - 30 minutes
Debriefing - 20 minutes
Feedback - 20 minutes
Final words - 15 minutes

Description of the module (min 400 words):

The workshop begins with an introductory session where participants are made aware of the importance of digital security in their new country, especially regarding banking services. Many young migrants may have previously used different systems or relied more heavily on in-person banking in their home countries. Therefore, introducing them to the online mechanisms of local banks is crucial. The facilitator will discuss the transition to digital banking in their new environment, emphasizing the convenience but also the risks associated with it.

Following the introduction, the facilitator will conduct icebreaker activities. For example: Each participant will introduce themselves by stating their name and the name of a food starting with the same letter as their name. The next person will then say their name and the name of a food starting with the same letter as their name, and repeat the previous person's name and food. This continues around the circle until everyone has participated.

After the icebreakers the workshop moves into a session on identifying fraudulent communications. Participants are shown examples of common phishing emails and text messages designed to impersonate banks. They will be guided through typical red flags, such as misspellings, fake URLs, and urgent requests for personal information. This step is important because it helps demystify how scams are structured and why they may look convincing at first glance. Migrants are likely to face such scams as they establish themselves in the country, and understanding these nuances provides them with a practical defense against falling victim.

The workshop's interactive nature is further developed during the role-playing segment. Participants are divided into small groups, where they are given realistic scenarios involving scam calls or phishing messages. The purpose of this exercise is to simulate real-world situations in a safe environment, allowing participants to rehearse how to respond and apply the knowledge they have gained. Role-playing helps embed learning more effectively than passive listening because it forces participants to engage critically with the material.

It also builds their confidence in recognizing suspicious behavior in real-time and provides an opportunity to develop quick and appropriate reactions, such as reporting the scam or blocking the number.

Next part is the open forum where participants can share their experiences or ask questions related to online security. The facilitator uses this time to clear up any misconceptions, reinforcing the key points about security and safe banking practices. This discussion not only solidifies the workshop's content but also fosters a sense of community among the participants, as they realize they are not alone in facing these challenges. This peer-to-peer element is vital as it enables migrants to support each other, sharing tips and experiences that go beyond the workshop content.

Through the debriefing session, participants will evaluate their feelings. Right after the activity, ask participants about what happened, how they are feeling now and felt during the activities. Talk about their observations and thoughts. Talk about the awareness points and learning outcomes, link with real life.

Use open-ended questions. Also make sure that all participants have the opportunity to express themselves.

Make sure you do the feedback part. Because it will help the organizers to understand what could be improved and how to continue the initiative or contact with this group of participants. The feedback part can be in various forms such as questionnaires, interviews, etc.

The module concludes with a brief summary, highlighting the day's achievements. If the facilitator knows of new activities, he/she can invite them. And also share information on how to keep in contact with one another.

Implementation step by step:

1. Arrange data and place
2. Arrange with translator
3. Create announcement about the event and distribute it in local community
4. Prepare necessary materials
5. Prepare workshop place
6. Implementation of the module
7. Review the feedback provided
8. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Increased awareness of digital security risks in banking
- Ability to identify phishing and fraudulent communications
- Greater confidence in using digital banking systems safely
- Development of a peer-support network among participants

Variations of the module:

The module can be adapted to focus on different types of digital fraud, including online shopping or social media scams.

Do you have any additional comments or suggestions?

The role of the interpreter is very important and the time may get a little longer due to the need to translate some things.

Name of the module:	Herbal tea collection
Direction of module:	Education
Form of module:	Workshop
Level of module:	2nd
Duration of module:	2h 30min (+4h for travel part if applicable)
Number of participants:	15-25 participants
Background of migrant's participants:	Minimum of 3 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-25 y.o.
Aim:	
<p>To foster mutual understanding and integration among young people in the local community and young migrants through a collecting and exploration of herbs. This activity aims to create a relaxed and open atmosphere for participants to learn about cultural differences, enhance their knowledge of herbology, and develop social connections through collaborative engagement in herb collection and discussion.</p>	

Number of staff:

1 facilitator

Facilitator profile:

A youth worker or youth leader with experience in working with diverse groups, especially young migrants. The facilitator should possess strong communication skills and the ability to create an inclusive and welcoming environment. Experience in conducting educational activities related to nature or herbal studies would be an advantage.

Materials:

- 20 Bags/boxes and buckets
- 20 Gloves
- 20 Garden knife/scissors

Timetable of the module:

Instruction on the meeting point - 20 minutes

Icebreakers - 15 minutes

Theoretical part about herbs - 30 minutes

Travel time - 120 minutes (if the meeting point doesn't coincide with the herb collection point)

Herbal collection - 60 minutes

Feedback session - 30 minutes

Travel time - 120 minutes

Description of the module (min 400 words):

Participants gather on the meeting point. The facilitator then invites each participant in the group to introduce themselves. As an option this can be done in the circle by name.

The facilitator welcomes participants and provides an overview of the event's program. Facilitator motivate participants to engage actively and create a relaxed atmosphere. If there is a language barrier with migrant participants, the facilitator remains patient and seeks translation assistance from within the group.

The facilitator also explains the purpose of the activity, emphasizing that participants are here to learn about herbs, explore cultural differences, and foster mutual understanding and integration.

The next step is an icebreaker activity to help participants get to know each other and create a sense of community.

First part: Participants stand in a circle and take turns introducing themselves by saying their names. This simple activity helps everyone become more familiar with each other and sets a relaxed tone for the session.

Second part: Two Truths and a Lie

In this activity, participants form a circle and pair up randomly. Each person shares three statements about themselves with their partner—two of which are true, and one is a lie. The partner then guesses which statement is the lie. After both have shared and guessed, they switch partners and repeat the process. This continues for 5-7 rounds, allowing participants to interact with multiple people and learn interesting facts about each other.

The session starts with a theoretical part about herbs. Participants will be introduced to the basics of herbology. The facilitator will provide an overview of the different types of herbs, their uses, and their significance in various cultures.

The facilitator may use visual aids, such as images or samples of herbs, to enhance understanding. Participants will also learn how herbs are connected to cultural traditions, which can be a bridge for discussing similarities and differences between their own backgrounds and those of others in the group.

Travel time - if the meeting point doesn't coincide with the herb collection point

During the herbal collection activity, participants will be divided into small groups. Each group will explore the surrounding area to gather different types of herbs. While collecting, participants are encouraged to engage in conversations, share knowledge, and learn from each other.

This theoretical foundation is essential for participants to appreciate the hands-on activity that follow and to deepen their knowledge of the subject matter.

After collecting herbs, the facilitator gather participants for a debriefing and feedback session.

The facilitator can choose different methods for conducting feedback sessions based on the available technical resources. Feedback can be gathered using printed or digital questionnaires, and both brief test forms and detailed question forms can be utilized.

In addition to written feedback, participants can express their emotions and thoughts verbally in groups, which the facilitator should document. It's important to prepare all necessary materials in advance.

This feedback session offers significant benefits, as it encourages more open communication among participants, facilitating smoother integration. Moreover, it helps to overcome language barriers, making it easier for everyone to participate fully.

Travel time - if the meeting point doesn't coincide with the herb collection point

Implementation step by step:

1. Arrange date and venues (for collecting herbs and for meeting point)
2. Gather necessary materials, including visual aids for the theoretical part, safety instructions and all additional supplies for herb collecting.
3. Arrange transportation if travel between locations is required.
4. Create an announcement about the workshop and distribute it in the local community
5. Prepare registration and feedback forms
6. Module implementation
7. Conduct evaluation session and collect feedback
8. Analyze feedback
9. Plan future workshops

Outcomes achieved through the module:

- Enhanced Cultural Integration
- Increased Knowledge of Herbal Practices

Variations of the module:

1. Staff variation can be 2 people: 1 facilitator, 1 biologist
2. The collected herbs can be used to conduct tea ceremony (it is important to prepare all the necessary equipment and make sure of technical safety)
3. The collected herbs can be used to make bouquets

Do you have any additional comments or suggestions?

Safety instructions could include tips such as: comfortable shoes, sunscreen, spray against mosquitoes or ticks etc.

Name of the module:	City game - Important places for local community
Direction of module:	Education
Form of module:	City Game
Level of module:	3rd
Duration of module:	4 hours 10 minutes
Number of participants:	20 (4 groups of 5 participants)
Background of migrant's participants:	Minimum of 3 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-19 y.o.

Aim:

To encourage teamwork and foster connections between young people in the local community through an interactive city game. This activity aims to promote collaboration, enhance communication skills, and increase awareness of important community locations, while also creating a sense of belonging and cultural exchange among participants.

Number of staff (if necessary):	9 people (1 facilitators and 8 volunteers)
<p style="text-align: center;">Facilitator profile:</p> <p>Youth worker or young leader with experience in conducting city games</p>	
<p style="text-align: center;">Materials:</p> <p>Badges for facilitator and volunteers Map with stations (for all participants) Checklist with stations for each team Pens (for all participants) Certificates for awarding teams Small gifts for awarding teams</p>	
<p style="text-align: center;">Timetable of the module:</p> <p>Introduction and rules explanation - 15 minutes Icebreaker - 10 minutes Dividing to the groups - 5 minutes City game time - 2 hours Summarizing and results of the city game - 30 minutes Debriefing - 30 minutes Feedback after the city game - 30 minutes Summarizing - 10 minutes</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>The workshop begins with an introduction and rules explanation. Explain to participants that the city game, "Important places for the local community," involves exploring key locations in the venue. Clearly outline the rules and structure of the city game. The participants should be informed about the contact details of the organizers so that they can contact them in case of any issues during the city game. The facilitator continued with an icebreaker.</p>	

The facilitator gathers participants in a circle and provides the next activity.

A "Two truths and a lie" activity works well: each participant shares two true facts and one falsehood about themselves, and others guess the lie.

Have participants form a circle and pair up randomly. Each person shares three statements about themselves with their partner—two truths and one lie. The partner guesses which statement is the lie, then they switch roles. After both have shared and guessed, they find new partners. Repeat for 5-7 rounds.

Facilitator divide participants into diverse groups of 4-5, mixing young people from the local community and young migrants.

Use one of the methods to divide participants into groups, such as matching pieces of a puzzle or drawing colored sticks, to form the groups randomly and fairly.

After dividing participants into city game time.

Teams will navigate between stations using the provided map. At each station, a volunteer will present the history of the station/place and give them tasks related to each location. After completing the tasks, volunteers will score points on each team's checklist. The goal is to visit as many stations as possible in 2 hours and collect the maximum number of points. At the end of the game, participants have to return to the starting area to summarize the results and announce the winners.

At the end of the 2-hour city game, all participants meet at the starting point.

Each team takes turns presenting their results and completed tasks. The facilitator counts the points, after which the teams are awarded with small gifts.

Next step is the debriefing part after the city game. Ask open-ended questions such as: “What did you learn?” and ‘What difficulties did you face?’. For constructive feedback, allow participants to express their thoughts and feelings about the experience.

A feedback session can be conducted in several ways depending on the further work with this module, e.g. photo or video interviews with participants, discussion and debriefing format, questionnaire which is created in advance.

The feedback form should be determined before the activity and all necessary materials should be prepared in advance.

The facilitator summarizes the city game and thanks everyone for their participation. If relevant, announces next activities, invites to keep in touch in the local community.

Implementation step by step:

1. Arrange the date and venue, according to important places for communities in your venue
2. Arrange the volunteers group
3. Design a clear map indicating the locations of each station. Print enough copies for all teams.
4. Create and distribute an announcement about the city game
5. Create a list of activities/tasks to be performed by the teams at each station

6. Create a checklist with stations for teams to rate their completion of tasks
7. Create and prepare certificates to award the teams for participation in the city game
8. Gather small gifts for winners
9. Prepare registration and feedback forms
10. Module implementation
11. Debriefing
12. Collecting feedback
13. Summarizing
14. Analyze feedback
15. Plan future activities

Outcomes achieved through the module:

- to get participants to know the important places of local communities
- learn about the local environment
- participants create meaningful connections with their local peers
- encourage teamwork, communication, and problem-solving skills

Variations of the module:

1. Create more stations, but take into account the timing of the city game
2. Implement the city game by using digital resources, such as QR codes, online maps of attractions
3. Publish the results of activities at each station in social networks

Do you have any additional comments or suggestions?

1. Pay attention to the weather;
2. Prepare the necessary amount of materials;
3. Before starting City game ensure that all volunteers are on their stations;
4. The participants need to know the contact of the facilitator or one of the volunteers so that in the process of the game, if a difficult situation arises, they can contact for further coordination.
5. Choose stations that are useful for both the local community and migrants. This may allow for more integration and increased awareness.

Name of the module:	Outdoor painting workshop
Direction of module:	Education
Form of module:	Workshop
Level of module:	3rd
Duration of module:	5 hours 40 min
Number of participants:	10-12 participants
Background of migrant’s participants:	Minimal knowledge of the spoken language, minimum 2 months in local community
Age of participants:	15-25 y.o.
Aim:	
Empower and teach young migrants how to recognize and protect themselves against digital fraud in the banking sector, focusing on phishing, fraudulent SMS, and impersonation attempts.	
Number of staff (if necessary):	1 facilitator, 1 art teacher

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.

Materials:

Paint material (colors, brushes, sprays, water, cans or buckets, paper, canvases)

Timetable of the module:

Starting of the Workshop - 10 minutes

Icebreakers - 10 minutes

Preparing for Painting and Discussing Topic of the Project - 30 minutes

Sketching and Painting with Mentor and Assistants (Part 1) - 110 minutes

Coffee & Tea Break - 15 minutes

Sketching and Painting with Mentor and Assistants (Part 2) - 110 minutes

Presentation of Paintings - 20 minutes

Concluding Drawing and Painting Work, Cleaning - 5 minutes

Debriefing Session - 20 minutes

Feedback Session - 5 minutes

Description of the module (min 400 words):

The workshop begins with the facilitator introducing themselves and welcoming the participants. The facilitator then explains the goals of the workshop, outlines what the participants will learn, and goes over the workshop program.

The next part of the workshop focuses on getting to know each other.

The facilitator will gather participants in a circle. Each participant will introduce themselves by stating their name and the name of a food starting with the same letter as their name. The next person will then say their name and the name of a food starting with the same letter as their name, and repeat the previous person's name and food. This continues around the circle until everyone has participated.

After learning each other's names, and while still in the circle, the facilitator will coordinate a second icebreaker game. Each participant will name someone else in the circle who has not been named yet. The named person will then say the name of the person who called them and their food, both will run to the middle of the circle to exchange a high-five. This process is repeated until everyone has had a chance to participate.

After icebreakers are done, facilitator will gather participants in one group. Then the art teacher should explain basic techniques of painting, composition and other things that will help participants in the next part of the workshop. After this quick lesson facilitator will split participants into smaller groups(around 4-5 people). Each group individually will discuss how they are wanting to do their project main topic should be things that are connecting migrants with the local community. After discussion groups should take necessary materials and start painting their own projects.

During the next part, participants will work on their projects. The art teacher and the facilitator should assist each group. In the middle of

the work, there is a break to help participants stay focused and encourage them to get to know each other better.

After each group has completed their work, there should be a presentation of the work created by each group. Every group shares their work and explains the meaning behind their project.

After the designs are completed, the facilitator will gather all participants together and ask them questions about the workshop, such as what was the most interesting thing they learned today and whether they are satisfied with the art they created.

Once the debriefing session has ended, the facilitator and participants will clean up the area, ensuring all materials and trash are properly disposed of.

At the end, the facilitator will hand out a feedback form, either in electronic or paper form, containing questions about what went well and what could be improved during the workshop. The facilitator should review all the feedback afterward.

Implementation step by step:

1. Arrange a date and venue
2. Arrange with an art specialist
3. Prepare the necessary materials
4. Create an announcement about the event and distribute it in the local community
5. Implementation of the module
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Reduced stress in young migrants
- Built cultural bridges between locals and migrants
- Helped young migrants integrate with the local community

Variations of the module:

Number of participants can be increased, requires more materials

Name of the module:	Eco-picknic
Direction of module:	Education
Form of module:	Workshop
Level of module:	3rd
Duration of module:	4 hours 30 minutes
Number of participants:	20-30 participants
Background of migrant's participants:	Staying in the country for minimum 1 year, language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16 – 19 y.o.
Aim:	
This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being, promote cultural exchange and to educate about environment	
Number of staff (if necessary):	1 facilitator, 1 gardening instructor

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.

Materials:

Saplings
Gardening soil
Gardening utensils (Gloves, tools)
Materials for making chess figures

Timetable of the module:

Getting to Know Each Other - 5 minutes
Icebreaking activity – 10 minutes
Preparing sapling to be planted – 30 minutes
Eco-chess – 1 hour 30 minutes
Break – 20 minutes
Planting saplings – 1 hour
Presentation – 20 minutes
Cleaning session – 10 minutes
Debriefing session – 20 minutes
Feedback session – 10 minutes

Description of the module (min 400 words):

The facilitator begins by welcoming all participants and providing a brief overview of the workshop. The facilitator explains the purpose of the activity: to provide participants with knowledge about ecology and to bring together migrants and local communities.

The facilitator then invites each participant to introduce themselves. As an option, this can be done in a circle, with each person sharing their name.

The next step is an icebreaker activity to help participants get to know each other and create a sense of community.

For the icebreaker, the facilitator can choose an activity of their choice. The main goal is for the activity to help participants open up and create a friendly atmosphere. For example, the activity "2 Truths and 1 Lie" could be used. Each participant writes down three facts about themselves on paper, with two being true and one untrue. Participants then talk in pairs, presenting their facts to each other and trying to guess which fact is not true. To manage time, each participant can ideally talk to 5-7 people from the group. At the end of the icebreaker, the facilitator can ask which facts surprised the group the most and give a few minutes for participants to share what they heard.

After completing the icebreakers, the facilitator should divide participants into groups of four, ensuring each group is a mix of locals and migrants. Following the division, participants will receive a brief lesson on preparing saplings from a gardening instructor. Each group will then prepare their own saplings to plant in a designated area and planned how they want them to be planted.

When all saplings have been prepared, the facilitator will gather all participants to explain the next part of the workshop. Each group will be tasked with making chess pieces out of trash. Using bottles, corks, litter, and other materials provided by the facilitator, each group will create a full set of chess pieces.

Once all groups have completed this, participants will take a break. After the break, participants will start planting their prepared saplings in the designated area. The facilitator and gardening instructor will assist any groups needing help with the planting process. Once all groups have finished, each group will present their mini garden and their set of chess pieces.

During the debriefing session, participants will discuss their experiences, feelings, and any new insights they gained from the activity, emphasizing lessons about ecology and cultural exchange between local and migrant communities.

After the debriefing concludes, the facilitator will distribute feedback forms or gather feedback personally.

During closing remarks, the facilitator will share information about any upcoming events and encourage participants to continue building connections with each other.

Implementation step by step:

1. Arrange the date and location
2. Coordinate with the gardening instructor
3. Prepare necessary materials
4. Create an announcement about the event and distribute it in the local community
5. Execute the workshop module
6. Process feedback from participants and reflect on outcomes
7. If applicable, plan the implementation of similar modules in the local community

Outcomes achieved through the module:

- Help integrating migrants into local community;
- Reduce stress of migrants through physical exercises;
- Makes easier for young migrants to connect to local youth;
- Learning about importance of the ecology

Variations of the module:

It is possible to expand the number of participants in the group. In this case it is necessary to prolong the implementation time.

Name of the module:	Workshop of conflict resolution
Direction of module:	Education
Form of module:	Workshop
Level of module:	4th
Duration of module:	2 hours
Number of participants:	10-20 participants
Background of migrant's participants:	Minimum of 6 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	18-25, but the age gap shouldn't be larger than 3-4 years
Aim:	
Improve the conflict resolution ability of participants that will help them in faster adaptation and integration.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

Youth worker or young person aged 18 - 25 years old with good communication skills and deep understanding of the topic. Preferably some experience in conducting workshops.

Materials:

Flipchart
Markers
Colorful
Paper
Coffee
Break stuff

Timetable of the module:

Getting to know each other, energizer - 15 minutes
Fist opening activity - 10 minutes
Color trade - 10 minutes
Reflection and introduction of Thomas-Kilmann Conflict Modes - 20 minutes
Coffee break - 15 minutes
Win as much as you can - 40 minutes
Reflection and connection to real life - 15 minutes

Description of the module (min 400 words):

Conflict resolution skills are essential for young people, especially migrants, as they adapt to new social and cultural environments. These skills help them handle disagreements and misunderstandings in a constructive way, promoting understanding and respect in diverse settings.

Migrants often encounter language differences, cultural misunderstandings, and discrimination, making conflict resolution abilities particularly valuable for easing these challenges and facilitating smoother integration into new communities.

When discussing conflicts, it is important to recognize that migrants are particularly sensitive to this topic. This sensitivity can lead to conflicts occurring more frequently.

Additionally, these skills empower young people to advocate for themselves and others, fostering cooperation and harmony. Learning to resolve conflicts effectively not only aids in personal development and resilience but also prepares them to contribute positively to society.

The workshops can be conducted in both national and mixed groups, but they can be particularly effective when it comes to helping a diverse group come together. It's easier to form connections when the group has to undergo a common conflict or fight against a common obstacle. Because conflict resolution workshops provide plenty of challenge, it's easier for the group to come together.

The workshop begins with an introduction and ice-breaking activities to help participants get to know each other and the facilitators. This initial session is crucial for creating a relaxed and open environment where participants feel comfortable sharing their experiences and participating actively.

After the introduction there are two short activities where the participants are placed into a situation requiring them to divide resources (for detailed description of the methods, see step by step implementation). Both times the group is going to fight over who gets how much, but in the end they will realize that if they

communicate well enough, everyone can win. It strengthens the approach of openness and willingness to communicate before fighting.

After the activities there is a reflection where participants share their memories and observations about the activity, based on which the facilitator gradually introduces the five conflict resolution methods. After all methods are introduced, advantages and disadvantages of all methods are briefly discussed. The framework gives participants a concrete tool to choose the correct conflict resolution approach in real life situations.

The workshop ends with an activity forcing everyone to apply their freshly acquired knowledge in a new situation. The activity scenario forces a dynamic where conflicting parties are encouraged to work against each other. The only way to end the negative situation is through negotiation. The activity is harder than previous examples, as there isn't an obvious positive solution and the agreement requires more effort.

Implementation step by step:

1. Welcome everyone and introduce the topic and form of the workshop.
2. Do an energizer and a name activity to make everyone get to know each other.
3. If you can see the group is not coming together very well or the people are withdrawn, do an additional team building activity. If you are unsure, it's better to spend more time here and sacrifice other activities than to let the activities fall apart because of lack of participants' engagement.

4. Fist opening:

Divide participants' in two groups. The groups should be international.

Tell one group that they have to clench their fist. Mind your wording: they are not supposed to keep the fist clenched, but just to enter the activity this way. Also don't tell the difference directly, because noticing it is the point of the exercise.

Tell the other group that they have to find one person (preferably from another country) with clenched fist and make them open their hand.

Stop the activity after about five minutes.

The activity shows that even though people with their fists clenched don't have a reason not to open them, they are still very likely to oppose the other group.

5. Color trade:

Divide participants' in three groups. Make sure the groups are international.

Each group receives: 5 red cards, 5 blue cards, 5 yellow cards (the colors not important, use any you have).

Give each group a different objective. Make sure that other groups can't hear it. If the venue allows for it, make one group come to the a minute after the others.

Group 1: collect 10 yellow cards

Group 2: collect at least 8 cards in one color and at least 7 cards in another color

Group 3: collect 20 cards

Stop the activity after 5-10 min depending on group dynamics.

6. Reflection and introduction of Thomas-Kilmann Conflict Modes. Gather in a circle and ask participants questions: how they feel about the activity, what has just happened,

what problems they encountered, how did they try to solve them, how it could be improved, what connection to real life situations they can see.

When a participant mentions a specific approach to conflict resolution, reveal the corresponding Thomas-Kilmann Conflict Mode, until the entire chart is completed. Briefly discuss advantages and disadvantages of the modes.

7. Coffee break.

8. Win as much as you can:

<https://experianta.com/directory/methods/win-as-much-as-you-can/>

(see the downloadable file). Make sure the groups are international.

9. Final reflection and discussion about how participants can apply the acquired knowledge in real life.

Outcomes achieved through the module:

- Participants become more open and communicative during conflicts, relating these situations to their own experiences.
- Participants can adapt their conflict resolution methods to a given situation.
- Faster adaptation to a local community.
- Increase group work skills

Variations of the module:

The workshop relies on putting participants into conflicting situations in a safe environment. If the group doesn't feel safe and comfortable, they can avoid the conflict altogether and not participate actively in the activity. If you see that this could happen, you can include some quick team building activities and prolong the workshop or eg. remove the fist opening.

Larger group: max amount of participants - 30. In that situation remember that the time will be longer for activities.

Name of the module:	Eco-event on planting of plants to improve a place for rest
Direction of module:	Education
Form of module:	Workshop
Level of module:	4th
Duration of module:	4 hours 50 minutes
Number of participants:	15-20 participants
Background of migrant's participants:	Minimum of 4 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-25 y. o.
Aim:	
<p>To promote environmental awareness among young people in the local community through hands-on tree planting. This activity aims to foster a sense of responsibility for nature, strengthen community bonds between local youth and young migrants, enhance and beautify the city's green spaces, and encourage teamwork and environmental stewardship.</p>	

Number of staff (if necessary):

2 facilitators

Facilitator profile:

Youth leader with experience in organizing outdoor activities. Familiarity with working with diverse groups, including migrants. Strong communication and facilitation skills, with the ability to create an inclusive and engaging environment.

Materials:

- Plants (trees or shrubs)
- Soil for planting
- Gardening tools (shovels, watering cans) for participants
- Protective gear (gloves, masks if needed) for participants
- Tables for naming trees + waterproof markers for participants
- Water, cups and snacks for participants
- Trash bags for cleanup

Timetable of the module:

Introduction - 10 minutes

Icebreakers - 20 minutes

Explanation of Activity and Educational Session - 40 minutes

Planting Session - 120 minutes

Cleanup and Event Closure - 30 minutes

Discussion and Reflection - 40 minutes

Feedback Session - 30 minutes

Description of the module (min 400 words):

The workshop begins with an introduction. Facilitator gathers participants in a designated spot. The facilitator welcomes everyone, briefly explains the importance of the activity, and sets the tone for the event.

The next step is an icebreaker activities to help participants get to know each other and create a sense of community.

Name activity:

Each participant names a plant or flower starting with the first letter of their name (e.g., Sara - Sunflower). As each person speaks, the next person repeats all previous names and adds their own. This helps with both name memorization and introducing the idea of plants and nature.

Green connection:

Participants form pairs and each pair discusses a personal experience they've had with nature, such as planting a tree, hiking, or simply enjoying time in a park. After a few minutes, the pairs take turns introducing each other and summarizing their partner's experience with nature to the whole group.

In the next step, the facilitator explains the goals of the eco-event, highlighting how planting trees or shrubs contributes to environmental sustainability, air quality, and community well-being. During the educational session, the facilitator discusses the importance of trees for ecosystems.

The facilitator can also share tips on proper planting techniques, including:

How to dig the correct size of a hole for different types of plants.

The importance of using quality soil and watering techniques to help the plants thrive.

How to care for the plants after planting to ensure they grow healthy.

When the planting session starts each participant is given a tree to plant in a designated area. After planting, they name the tree and attach a signed table with the chosen name, adding a personal touch to their contribution to the project.

Throughout the process, facilitators and representatives from the tree-planting service (the organization that provided the trees and necessary materials for the event) assist and coordinate the participants. They ensure proper planting techniques are followed and offer guidance to ensure the trees are planted correctly and cared for.

After all trees or shrubs are planted, participants gather all materials, clean up the area, and properly dispose of any waste. This includes collecting branches, leftover soil, and any trash generated during the event. They pack up all tools and ensure the area is neat and clean.

After the planting activity, participants gather in a circle for discussion and reflection.

The facilitator asks open-ended questions to help participants process their experience:

"How did you feel while planting the trees?"

"What impact do you think this will have on the local community and the environment?"

"Did this change your perspective on environmental care or working together in a group?"

Participants are encouraged to share personal stories about how they interact with nature in their own countries or communities. The discussion allows participants to reflect on their emotions, the meaning of their collective efforts, and how they can apply what they've learned to future initiatives.

A feedback session can be conducted in several ways, depending on how the organizers plan to use the input for future events. The facilitators can offer multiple methods for gathering feedback:

- Photo or video interviews with participants
- Group discussion
- Questionnaire or survey

Implementation step by step:

1. Arrange with local government to get permission for planting in public spaces and ensure the chosen location is suitable
2. Arrange date and place
3. Arrange local eco-NGO or community sponsor to fund or donate materials (plants, soil, tools, gloves, water, etc.)
4. Create and distribute an announcement about the workshop

5. Prepare special place with water and snacks for participants on the venue
6. Prepare registration and feedback forms
7. Workshop implementation
8. Cleanup and event closure
9. Evaluation and collecting feedback
10. Analyze feedback
11. Plan future workshops

Outcomes achieved through the module:

- Participants will develop a sense of ownership and connection to the community.
- They will learn about environmental stewardship and practical skills for planting and caring for plants.
- The activity fosters teamwork, communication, and a positive group dynamic.

Variations of the module:

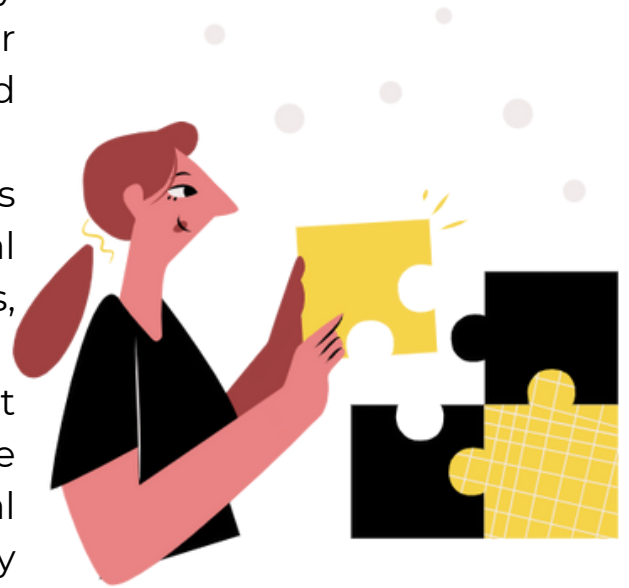
1. Instead of planting trees, participants can plant flowers to create a colorful and inviting space.
2. The event could be expanded into a larger community project and make it an annual tradition.

5.5 Art

Art provides a platform for creative expression, emotional healing, and cultural exchange.

Why it's included:

- **Expression:** Offers participants a way to process and express their emotions, particularly those related to migration and adaptation.
- **Cultural Exchange:** Encourages participants to share their cultural heritage and learn about others, fostering mutual understanding.
- **Accessibility:** Similar to sports, art requires minimal language proficiency, making it an ideal starting point for migrants newly arrived in the community.
- **Inclusion:** Provides an accessible activity for individuals of varying skill levels and backgrounds



Activities: Painting, music, dance, storytelling, and collaborative art projects that promote self-expression and intercultural dialogue.

5.7 List of the art modules

Creation of Posters for Distribution

Vocal workshop

Caricature Collaboration: Creating a Community Mural

Mask Making and Performance: Bringing Characters to Life

Photography workshops

Macrame workshop

Migrant Tales

ART picnic in the park

Drama session

Graffiti Workshops: Techniques and Expression

Improvisation workshops

Legends in stop motion

Guide to Your New Home

Photo Exhibition: My City 2.0

Shadow Theatre Workshop: Playing with Light and Shadow

Name of the module:	Creation of Posters for Distribution
Direction of module:	Art
Form of module:	Workshop
Level of module:	1st
Duration of module:	4 hours
Number of participants:	20 participants
Background of migrant's participants:	Staying in the country for up to 1 year. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y.o.
Aim:	
Encourage collaborative creativity and mutual understanding through the creation and distribution of informative posters on relevant topics.	
Number of staff (if necessary):	1 facilitators. 1 person with knowledge in art

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills.

Materials:

- Large sheets of paper or poster boards - A3
- Markers, colored pencils, and crayons
- Scissors, glue, and tape
- Printed materials with information on the chosen topics
- Laptops or tablets for research (if available)
- Access to a printer (for printing out digital elements if necessary)

Timetable of the module:

1. Introduction and icebreakers - 30 minutes
2. Explanation of the workshop goals and process - 15 minutes
3. Topic selection and research - 45 minutes
4. Initial poster sketching and planning - 30 minutes
5. Poster creation - 1 hour 30 minutes
6. Break - 15 minutes
7. Presentation and feedback - 45 minutes
8. Wrap-up and distribution planning - 20 minutes

Description of the module (min 400 words):

The creation of posters workshop is designed to foster creative collaboration between young migrants and local residents, encouraging mutual understanding and cultural exchange. This module utilizes art as a medium for communication and education, enabling participants to express their perspectives on various topics relevant to their experiences and communities.

The workshop begins with an introduction and icebreakers to help participants feel comfortable and start interacting with each other

This initial phase is crucial for setting a friendly and open atmosphere, which is essential for effective collaboration. Participants are then introduced to the workshop's goals, which include creating informative and visually appealing posters on selected topics. These topics can range from cultural integration, local services available for migrants, to broader themes like environmental awareness or health education.

Following the introduction, participants are divided into mixed groups of migrants and locals. This composition ensures a diversity of perspectives and experiences within each group. The groups then select their topics, either provided by the facilitators or chosen based on their interests. This choice empowers the participants and makes the activity more engaging and relevant to them.

The next phase involves researching the chosen topics. If digital resources are available, participants can use laptops or tablets to gather information. Facilitators should provide guidance and ensure that the information gathered is accurate and useful. This research phase not only enriches the content of the posters but also enhances the participants' knowledge and critical thinking skills.

After completing their research, participants move on to sketching and planning their posters. This stage is about organizing ideas and deciding how best to visually represent the information. Facilitators should encourage creativity while providing support to ensure that the posters are informative and aesthetically pleasing.

The main part of the workshop is the poster creation. Participants use the provided materials to bring their ideas to life.

This hands-on activity is engaging and allows participants to work together closely, fostering teamwork and communication. As they create their posters, they discuss and share their viewpoints, which helps build empathy and understanding between the migrant and local participants.

Once the posters are completed, each group presents their work to the larger group. This presentation session is an opportunity for participants to explain their creative process, the information they chose to include, and the decisions behind their design choices. Feedback from facilitators and peers encourages reflection and learning.

The workshop concludes with a planning session for distributing the posters. Participants can decide on locations and methods for distribution, such as community centers, schools, or local events. This final step gives a sense of purpose and real-world impact to their creative efforts, reinforcing the value of their work.

Implementation step by step:

1. Arrange a date and venue.
2. Prepare the necessary materials.
3. Arrange with art person
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Enhanced mutual understanding and empathy between migrants and local residents
- Improved creative and collaborative skills
- Increased knowledge on relevant topics
- Tangible posters for educational and informational use in the community

Variations of the module:

1. Digital poster creation using graphic design software
2. Extending the workshop to include a public exhibition of the posters. Choose and book the place earlier for this exhibition. And decide if this will be an exhibition in some school or in another place if in another place remember to invite people.
3. Incorporating additional art forms such as photography or collage

Do you have any additional comments or suggestions?

- Consider incorporating a follow-up session where participants can reflect on the impact of the posters and any feedback received from the community.
- Include a segment where participants learn basic design principles to enhance the quality of their posters.
- Provide opportunities for participants to share personal stories related to the poster topics, fostering deeper connections and understanding.
- Ensure that the workshop space is equipped with all necessary materials and has access to digital resources for research.

Name of the module:	Vocal workshop
Direction of module:	Art
Form of module:	Workshop
Level of module:	1st
Duration of module:	3 hour 20 minutes
Number of participants:	10-15 participants
Background of migrant's participants:	A knowledge of the local language at the level of understanding and expression one's thoughts , Staying in the country for minimum of 2 months
Age of participants:	16-25 y. o.

Aim:

To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through musical expression

Number of staff (if necessary):	1 vocal trainer, 1 facilitator
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.</p>	
Materials:	<ul style="list-style-type: none"> - Place with good acoustic - Projector - Speaker - Music instrument (depending on the program guitar, piano etc.) - Prepare list of local songs
<p style="text-align: center;">Timetable of the module:</p> <p>Start of the Workshop - 5 minutes Getting to Know Each Other - 5 minutes Icebreakers - 10 minutes Introduction to Simple Music Theory - 30 minutes Breathing Exercises - 5 minutes Exercises Before Singing - 25 minutes Break - 15 minutes Learn a Traditional Song from a Different Country - 45 minutes Presentation of Songs - 20 minutes Debriefing - 20 minutes Feedback Session - 20 minutes</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>Young migrants might have a hard time fitting into new communities. Songs can help them integrate by bridging cultural gaps, as music provides a universal language that fosters emotional connections, shared experiences, and mutual understanding between newcomers and locals.</p>	

The workshop starts as the facilitator welcomes all participants and introduces themselves. They briefly discuss the goals of the workshop, what participants will learn, and quickly go over the workshop program.

During the next part of the workshop, participants will learn each other's names and share quick information about themselves. This will be achieved using simple games (icebreakers). First, the facilitator will ask participants to stand up and line up in alphabetical order. Participants will need to ask each other's names and coordinate to line up properly. If time permits, the activity can be repeated using last names. Next, the participants will form a circle, and each participant, starting with one, will share two truths about themselves and one lie. The rest of the group will try to guess which statement is false.

After this activity, the vocal trainer will explain to participants the elementary concepts of music theory and how to achieve a great sound using their voices. This includes concepts such as tone, rhythm, and proper singing techniques. The facilitator's role is to help participants understand everything, especially if someone is having problems understanding spoken language.

The vocal trainer will also teach participants breathing exercises to help them achieve better technique, which will assist them later in the workshop. Additionally, the vocal trainer will teach some simple concepts and exercises to help participants sing better.

There will be a short break during which participants can get to know each other better, eat some snacks, and drink water. This will help with the stamina needed for the rest of the workshop.

After the break, the facilitator will split participants into groups of about four people each. It is important to ensure each group is mixed in terms of nationality. Each group will receive a song from a different country, with immigrants helping locals learn and perform these melodies. Creativity within the groups should be encouraged, and all participants in each group should be involved in the project. Each group will perform their song. The song can be performed as karaoke. The facilitator should ensure that everyone participates and encourage everyone to sing along with the performers.

The facilitator will gather all participants in a circle and ask them questions about the workshop, such as, "What was the most interesting fact you learned today?"

Each participant should provide their feedback. It can be given in electronic form, on paper, or in person. The facilitator will gather and prepare the feedback to provide information about what went well and what could be improved in the workshop.

This revision corrects spelling, grammar, and clarity issues, ensuring that the description is comprehensive and easy to follow.

Implementation step by step:

1. Arrange date and venue with good acoustic
2. Arrange with vocal teacher.

3. Prepare a list of songs.
4. Prepare all necessary materials.
5. Create an announcement about the event and distribute it in the local community
6. Prepare the place for participants.
7. Implementation of the module
8. Process feedback from participants and draw conclusions after implementation
9. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Help young migrants better integrate into local communities.
- Reduce the stress of young migrants through musical expression and better integration with the local community.
- Improve connections between locals and migrants through musical exercises.

Variations of the module:

It can be done with larger group but time of the workshop should be increased

Do you have any additional comments or suggestions?

- The place where the event will be organized should have great acoustics.
- The place should be large enough so that each group does not interfere with the others.

Name of the module:	Caricature collaboration: creating a community mural
Direction of module:	Art
Form of module:	Workshop
Level of module:	2nd
Duration of module:	2 hours
Number of participants:	20-30 participants
Background of migrant's participants:	Young migrants that are at least 3 months in the country and have the basic knowledge of language.
Age of participants:	16-25 y. o.
Aim:	
<p>To create an inclusive environment where young migrants and local youth can connect and express themselves through art. This activity aims to foster mutual understanding, encourage cultural exchange, and build friendships by engaging participants in the shared experience of creating caricatures in a fun and supportive setting.</p>	

<p>Number of staff (if necessary):</p>	<p>1 facilitator, 1 professional art teacher or artist.</p>
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker with experience in caricature drawing and youth engagement. Should have experience working with diverse groups, particularly migrants, and possess strong communication and facilitation skills.</p>	
<p style="text-align: center;">Materials:</p> <p>Sheets of paper or canvas for participants Drawing pencils and erasers 30 sets Colored markers 30 sets Easels or drawing boards 30 sets Tape or adhesive for hanging artwork 5 pcs</p>	
<p style="text-align: center;">Timetable of the module:</p> <p>Introduction and warm-up - 10 minutes Group division and explanation - 10 minutes Drawing session - 60 minutes Mural assembly - 20 minutes Reflection - 20 minutes Feedback - 15 minutes</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>The module begins with a brief introduction and warm-up activity designed to relax participants and get them into an artistic mindset. This initial phase also serves to introduce the facilitator, a professional art teacher skilled in caricature drawing and experienced in youth engagement.</p> <p>Professional art teacher teaches the basics of caricature drawing and some key elements.</p>	

This instructional phase ensures that all participants have a good foundation and feel confident about their drawing skills.

Participants are then divided into pairs, ideally mixing young migrants and local young residents to ensure diverse interactions. Each pair is given drawing materials and instructed to create a caricature of their partner. The act of drawing each other not only serves as an icebreaker but also provides an opportunity for participants to engage in conversation, share personal stories, and learn about each other's backgrounds in a relaxed setting.

Throughout the drawing process, the art teacher remains available to offer guidance, provide tips, and assist with any challenges that arise. This ensures that everyone feels supported and can improve their skills.

The drawing session lasts about an hour, during which participants are encouraged to focus on capturing the unique features and expressions of their partners in a light-hearted and humorous way.

Once the drawings are completed, the caricatures are assembled into a large mural on a designated wall. This collective artwork symbolizes the coming together of different individuals to form a cohesive community. The visual impact of the mural showcases the diverse yet unified nature of the group, highlighting the importance of inclusion and mutual respect.

Through the debriefing session, participants will evaluate their feelings.

Right after the activity, ask participants about what happened, how they are feeling now and felt during the activities.

Talk about their observations and thoughts. Talk about the awareness points and learning outcomes, link with real life.

Use open-ended questions. Also make sure that all participants have the opportunity to express themselves.

Make sure you do the feedback part. Because it will help the organizers to understand what could be improved and how to continue the initiative or contact with this group of participants. The feedback part can be in various forms such as questionnaires, interviews, etc.

The module concludes with a brief summary, highlighting the day's achievements. If the facilitator knows of new activities, he/she can invite them. And also share information on how to keep in contact with one another.

Implementation step by step:

1. Arrange the date and venue
2. Arrange professional art teacher or artist
3. Create and distribute an announcement about the workshop
4. Gather materials
5. Prepare an introduction presentation
6. Prepare registration and feedback forms
7. Workshop implementation
8. Collect feedback

9. Cleanup and event closure

10. Analyze feedback

11. Plan future workshops

Outcomes achieved through the module:

- Enhanced social bonds between migrants and local youth
- Increased understanding of cultural diversity
- Improved communication and teamwork skills
- A sense of community and belonging among participants
- Development of artistic skills in the youth community

Variations of the module:

1. Instead of caricatures, participants can create abstract portraits or as a type of picture.
2. Implementing digital art tools for creating caricatures for tech-savvy groups. In that case there need to be different materials.

Do you have any additional comments or suggestions?

Facilitator must be very attentive because caricatures can cause bad emotions or negative laughter which can make participants uncomfortable.

Name of the module:	Macrame workshop
Direction of module:	Art
Form of module:	Workshop
Level of module:	2nd
Duration of module:	3 hours 25 min
Number of participants:	12-16 participants
Background of migrant's participants:	Language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-19 y. o.
Aim:	
To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression using the macramé technique.	

<p>Number of staff (if necessary):</p>	<p>1 facilitator, 1 macrame technique teacher</p>
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.</p>	
<p style="text-align: center;">Materials:</p> <p>Macrame cords in various colours Scissors Measuring tapes Wooden rings or sticks for hanging macrame pieces Tables and chairs Step-by-step instructions</p>	
<p style="text-align: center;">Timetable of the module:</p> <p>Start of the Workshop - 5 minutes Getting to Know Each Other - 5 minutes Icebreakers - 20 minutes Macrame Technique Presentation - 30 minutes Project in Pairs - 60 minutes Break - 15 minutes Collaborative Project - 60 minutes Cleaning Place After - 5 minutes Reflection and Discussion - 20 minutes Closing - 10 minutes</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>Macramé is the art of creating beautiful designs through knotting. Young migrants often need a creative outlet and may have trouble connecting with the local community.</p>	

Designing and making macramé is a great way to help them better integrate with the local community while also reducing stress through artistic expression.

The workshop begins with the facilitator introducing themselves and welcoming the participants. The facilitator then explains the goals of the workshop, outlines what the participants will learn, and goes over the workshop program.

After the introduction, the facilitator begins by having the participants introduce themselves. Each participant should share their name and one interesting fact about their life. Following this, the facilitator pairs people up. Each pair develops their own secret handshake. After creating a handshake, they split and find another pair, teaching each other their handshakes and then developing a new one together. The crazier the handshakes, the better. Repeat this as many times as the facilitator desires.

Next, the macramé teacher introduces basic tying techniques. The facilitator distributes cords to each participant for practice, along with instructional drawings for guidance. Each participant should be able to execute all basic knots.

After this, the facilitator splits the group into pairs, ensuring each pair is a mix of locals and migrants. Each pair then comes up with their own design of the macrame, if they don't have any design in a head the facilitator should guide them to come out with one. The facilitator and teacher provide support and guidance as needed.

When done each pair shows their creations.

Then participants take a break to eat something and talk with each other.

After the break, it's time for collaborative work. All participants gather around a large wooden dowel and start working together to create a huge macramé piece. The final design should incorporate all the smaller designs made in pairs. The teacher and facilitator assist participants with the creation of the large macramé. Once the piece is complete, it is displayed and hung on the wall for everyone to see.

After completing the macramé project and cleaning up, participants gather together. The facilitator starts by asking questions about the workshop, such as what was the hardest part of the experience and what they learned today.

At the end, the facilitator either asks questions or hands out feedback forms. Once all participants have provided their feedback, the facilitator reviews and reflects on the responses.

Implementation step by step:

1. Arrange a date, venue and place to hang huge macrame
2. Arrange with an art specialist
3. Create an announcement about the event and distribute it in the local community
4. Prepare the necessary materials
5. Implementation of the module

6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Participants express themselves through the art of macrame, fostering creativity and individuality.
- Participants, engaged in hands-on activities, reduce stress.
- Participants complete projects, providing a sense of accomplishment and boosting self-esteem.
- Participants interact with peers from different backgrounds, promoting cultural understanding and exchange.
- Participants work together on a collaborative project, fostering teamwork and cooperation, enhancing group cohesion
- Participants learn and practice various macrame techniques, improving their manual dexterity and crafting skills.
- Participants improve language skills and cross-cultural communication through bilingual instructions and group work.

Variations of the module:

1. Different age of participants.
2. Experiment with different types of fibers such as hemp, jute, or yarn to create varied textures and styles.
3. Workshop can be made longer for creating projects

Do you have any additional comments or suggestions?

It is possible to create a social media group, where participants can continue to share their projects, seek advice, and stay connected.

Name of the module:	Mask Making and Performance: Bringing Characters to Life
Direction of module:	Art
Form of module:	Workshop and Performance
Level of module:	2nd
Duration of module:	4 hours 15 minutes
Number of participants:	20-30 participants
Background of migrant's participants:	Language proficiency at the level of understanding and basic expression of one's thoughts, Staying in the country for minimum of 2 months
Age of participants:	16-25 y.o.
Aim:	
To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression.	
Number of staff (if necessary):	1 facilitator, 1 art teacher

Facilitator profile:

A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.

Materials:

Mask-making supplies (paper, plaster gauze, paint, brushes, decorations)

Protective coverings for workspaces

Audio equipment for music or sound effects

Timetable of the module:

Starting the workshop – 5 minutes

Getting to know each others – 5 minutes

Icebreakers games – 15 minutes

Explanation of mask-making process and demonstration - 30 minutes

Designing and creating masks -2 hours

Performance route- 30 minutes

Debriefing session – 30 minutes

Feedback session – 20 minutes

Description of the module (min 400 words):

Workshop is using mask making to help young migrants reduce stress and make easier for them to integrate with locals. Making masks is a creative and manual exercise making it ideal for reducing stress and bonding with others.

The workshop starts as the facilitator welcomes all participants and introduces themselves. They briefly discuss the goals of the workshop, what participants will learn, and quickly go over the workshop program.

During the next part of the workshop, participants will learn each other's names and share quick information about themselves. This will be achieved using simple games (icebreakers). First, the facilitator will ask participants to stand up and line up in alphabetical order. Participants will need to ask each other's names and coordinate to line up properly. If time permits, the activity can be repeated using last names. Next, the participants will form a circle, and each participant, starting with one, will share two truths about themselves and one lie. The rest of the group will try to guess which statement is false.

Facilitators then introduce the concept of mask-making, providing a information about masks in various cultures to inspire participants. This introduction sets the stage for participants to think about their own identities and stories they might want to convey through their masks. A demonstration of the mask-making process follows, with facilitators explaining each step clearly and ensuring participants understand how to use the materials provided.

Participants spend the next two hours designing and creating their masks. This hands-on activity nurtures creativity and provides a therapeutic outlet for self-expression.

The second session focuses on bringing the masks to life through performance. The facilitator splits participants into groups of 4-5 people. Each group creates a performance using their newly made masks, with the performance addressing local issues, migrant challenges, or moments of bonding between groups. It's important for the facilitator to ensure that the groups are mixed.

All groups will then participate in a performance route, walking through the area and stopping to present their skits and performances at various points.

The next part of the workshop is the debriefing session. The facilitator gathers all participants in a circle and asks them questions about what they learned during today's workshop, such as, "What was the most unexpected thing you learned today?"

Finally, the facilitator provides each participant with a feedback form or asks them questions about the workshop, including what went well and what could be improved for future workshops. The facilitator should then review all the feedback and reflect on it.

Implementation step by step:

1. Arrange a date and venue.
2. Arrange with an art specialist.
3. Prepare all necessary materials.
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Better integration of migrants through collaborative workshops.
- Reduced stress within the migrant group.

- Creation of communication bridges between locals and migrants.
- Development of a more welcoming environment for migrants through artistic exercises.

Variations of the module:

After finished workshop an exhibition can be made in youth center to showcase mask made

Name of the module:	Photography workshops
Direction of module:	Art
Form of module:	Workshop
Level of module:	2nd
Duration of module:	4 hours
Number of participants:	10-15 participants
Background of migrant's participants:	Staying in the country for up to 1 year, language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	18-25 y. o.
Aim:	
<p>To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression.</p>	

Number of staff (if necessary):	1 facilitator. 1 photographer.
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.</p>	
Materials:	There is no need for special materials
<p style="text-align: center;">Timetable of the module:</p> <p>Getting to Know Each Other - 5 minutes Icebreaking activity – 10 minutes Introduction to Art Photography - 30 minutes How to Use Your Phone Camera in Manual Mode - 15 minutes Work with Light - 20 minutes Work with Perspective - 20 minutes Work with Frames - 20 minutes Making Photos of Inanimate and Animate Nature - 20 minutes Making Photos of Models from Participants and How to Pose - 20 minutes Photo Competition - 40 minutes Presentation of the pictures – 20 minutes Evaluation and Conclusions after the Workshops - 15 minutes</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>The photography workshop as a module of psychological adaptation of young migrants offers an immersive and enriching experience that goes beyond just the technical aspects of photography. It teaches participants how to use their cameras to explore, understand, and respect different cultures.</p>	

By combining hands-on photography training with cultural education, this module helps foster a deep appreciation for the diversity and richness of global communities.

The workshop begins with the facilitator introducing themselves and welcoming the participants. The facilitator then explains the goals of the workshop, outlines what the participants will learn, and goes over the workshop program.

After the introduction, the facilitator begins by having the participants introduce themselves. Each participant should share their name and one interesting fact about their life. Following this, the facilitator pairs people up. Each pair develops their own secret handshake. After creating a handshake, they split and find another pair, teaching each other their handshakes and then developing a new one together. The crazier the handshakes, the better. Repeat this as many times as the facilitator desires.

After the icebreaker, participants should get their phones. The facilitator should explain how to open the camera in manual mode. The photographer explains the basic functionality and usage of manual camera mode.

In the next part of the workshop, the photographer will show how to work with light, perspective, and framing. After the photographer explains these basic concepts, the facilitator should split participants into pairs. The groups should be mixed between migrants and locals. Each group will practice for a while with

settings, taking pictures of things around the place. Later, one member of the pair will become the model to practice taking pictures of live people. The photographer will also explain how to pose properly for the picture.

After this part of the workshop is done, the facilitator will explain the rules of the photography contest. Each group should take pictures representing issues within the local community or things that bond migrants and locals.

When all groups have finished their photo sessions, each group will present the photo they chose. They should also explain the meaning behind it. Afterward, each group will vote for a winner (except, of course, their own group). The team with the most votes wins the competition.

After choosing the winner, participants gather together. The facilitator starts by asking questions about the workshop, such as what was the hardest part of the experience and what they learned today.

At the end, the facilitator either asks questions or hands out feedback forms. Once all participants have provided their feedback, the facilitator reviews and reflects on the responses.

Implementation step by step:

1. Arrange a date and venue
2. Arrange with an art specialist
3. Create an announcement about the event and distribute it in the local community

4. Module implementation
5. Process feedback from participants and draw conclusions after implementation
6. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Enhancing the emotional well being of young people;
- Stress relief through artistic expression;
- Strengthening social ties and support networks between young migrants and young people from the local community;
- Opportunities for cultural exchange and understanding between young people from different backgrounds;
- Development of creative skills and new hobbies.

Variations of the module:

Possible to use different places, different styles of photography, and different models.

If you can't find a professional photographer you can find a more experienced facilitator that will provide all the information.

Name of the module:	Migrant Tales
Direction of module:	Art
Form of module:	Workshop
Level of module:	3rd
Duration of module:	7 hours
Number of participants:	15-20 participants
Background of migrant's participants:	At least 1 year in the country and with good knowledge in language.
Age of participants:	16-25 y. o.
Aim:	
<p>To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through Create a comic booklet that will educate society about migration and the adaptation of migrants in a new community.</p>	

Number of staff (if necessary):	2 facilitators
<p style="text-align: center;">Facilitator profile:</p> <p>Youth leader or youth worker with experience in art, education, and migration issues.</p>	
Materials:	<ul style="list-style-type: none"> - Paper - Pens and pencils - Coloring materials (markers, crayons, colored pencils) - Large flip charts - Sticky notes - Reference materials on migration
<p style="text-align: center;">Timetable of the module:</p> <ol style="list-style-type: none"> 1. Introduction and welcome – 15 minutes 2. Icebreaker activity – 30 minutes 3. Theoretical session on migration – 1 hour 4. Brainstorming and concept development – 1 hour 5. Lunch break – 45 minutes 6. Drawing session – 1 hour 30 minutes 7. Creation of the comic booklet – 1 hour 30 minutes 8. Presentation and feedback – 30 minutes 	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>This method is designed to bring together young migrants and local youth to collaboratively create a comic booklet that educates society about who migrants are and how they adapt to a new community. The workshop spans six hours, providing ample time for theoretical learning, creative expression, and collaborative production. The session begins with a brief introduction and welcome, setting the stage for a day of learning and creativity. An icebreaker activity</p>	

follows, helping participants feel comfortable and connected with one another. This is crucial for fostering an inclusive and open environment where everyone feels valued.

The theoretical session on migration offers foundational knowledge about the topic. Participants learn about different migration experiences, the challenges migrants face, and the processes of adaptation and integration. This session not only provides essential context but also helps to dismantle stereotypes and build empathy among participants. The facilitator encourages questions and discussions to ensure that all participants are engaged and understanding the content.

After the theoretical session, participants engage in a brainstorming and concept development activity. They are divided into small groups, mixing migrants and local youth, to discuss and decide on the key messages and stories they want to include in the comic booklet. This collaborative approach ensures that diverse perspectives are represented and that the content is relevant to both migrants and the broader community. Groups use sticky notes and flip charts to jot down ideas, which are then shared and discussed with the larger group.

Following a lunch break, participants return to start the drawing session. They begin by sketching characters and scenes based on the concepts developed earlier. Facilitators provide guidance and support, helping participants to bring their ideas to life through art. This session is not just about drawing; it's an opportunity for

participants to express their experiences and viewpoints creatively, fostering a sense of ownership and pride in their work.

Next, participants move on to creating the actual comic booklet. Using their drawings and stories, they compile a cohesive booklet that tells the story of migration and adaptation. This part of the workshop requires teamwork, as participants must decide on the layout, sequence, and final touches of their comic. Facilitators assist in ensuring that the booklet is both informative and engaging.

The workshop concludes with a presentation and feedback session. Each group presents their completed comic booklet to the entire workshop, explaining their creative process and the messages they aimed to convey. The facilitator provides constructive feedback, and a group discussion follows, allowing participants to reflect on their experiences and share their thoughts on the project. This session is vital for reinforcing the learning outcomes and for participants to gain confidence in their work.

Implementation step by step:

1. Arrange a date and venue.
2. Prepare the necessary materials.
3. Create an announcement about the event and distribute it in the local community.
4. Module implementation.
5. Process feedback from participants and draw conclusions after implementation.
6. If relevant, try to plan the implementation of other modules in the local community.

Outcomes achieved through the method:

- Enhanced understanding of migration and adaptation processes
- Increased empathy and reduced stereotypes among participants
- Development of creative and teamwork skills
- Production of an educational comic booklet on migration

Variations of the method:

1. The workshop can be adapted for different age groups or community settings.
2. Virtual sessions can be organized if in-person meetings are not feasible.
3. The comic booklet theme can be adjusted to focus on specific aspects of migration, such as refugee experiences or cultural integration.

Do you have any additional comments or suggestions?

- Ensure that the theoretical session includes a variety of perspectives on migration to provide a well-rounded understanding.
- Consider inviting a guest speaker with lived experience of migration to share their story during the theoretical session.
- Provide participants with a brief overview of comic book creation techniques before the drawing session to help them feel more confident in their artistic abilities.
- Encourage participants to think about the different audiences who might read the comic booklet and tailor their messages accordingly.

- Make sure to have all materials prepared and organized before the workshop to avoid any delays or disruptions.
- Gather feedback from participants after the workshop to learn about their experiences and gather suggestions for future improvements.

Name of the module:	ART picnic in the park
Direction of module:	Art
Form of module:	Workshop
Level of module:	3rd
Duration of module:	4 hours 30 minutes
Number of participants:	20 participants
Background of migrant's participants:	Staying in the country for up to 1 year. Language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-25 y. o.
Aim:	
<p>To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression.</p>	

Number of staff (if necessary):	1 facilitator, 1 art specialist
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.</p>	
Materials:	<p>Art supplies: 30 canvases, 20 sets of paints, water and 30 cups for water, 40 brushes of different size and type, 15 sets of markers, 10 sets of colored pencils</p> <p>Polyethylene foil - min 20 meters</p> <p>Picnic blankets</p> <p>Easels (optional)</p> <p>Music player and speakers (for background music)</p> <p>Waste disposal bags</p> <p>Wet and dry tissues</p> <p>Bottled water for participants</p>
<p style="text-align: center;">Timetable of the module:</p> <p>Introduction and warm-up activity - 20 minutes</p> <p>Art session 1 - 90 minutes</p> <p>Presentations in groups - 15 minutes</p> <p>Break - 30 minutes</p> <p>Theoretical part - 30 minutes</p> <p>Art session 2 - 90 minutes</p> <p>Reflection and sharing - 30 minutes</p> <p>Break - 30 minutes</p> <p>Feedback - 20 minutes</p> <p>Closing and cleanup - 15 minutes</p>	

Description of the module:

ART Picnic in the Park' is a creative event aimed at creating an atmosphere of creativity and acceptance of each other through art in the local community of young people. It uses artistic expression for the psychological adaptation of migrants. As the group of participants is mixed, participants can gain experience during the event about the local community, as well as the experience of new members of the community represented by young migrants.

The event takes place in a park, providing a natural backdrop that helps participants to relax and be creative.

The session begins with welcoming words from the facilitator and an introduction of the organizing team. The facilitator also tells the purpose of the module and the timings on which the activity will take place. Mentions that in case of questions or difficulties each participant can ask for help or explanation.

The facilitator then invites each participant in the group to introduce themselves. As an option this can be done in the circle by name.

The next step is an icebreaker activity to help participants get to know each other and create a sense of community. In the role of icebreaker, the facilitator can choose an activity of their choice. The main thing is that the activity should help participants open up and create a friendly atmosphere. For example, in this case the activity '2 truths and 1 lie' could be an icebreaker.

Each participant writes 3 facts about themselves on paper. Of which 2 are true and 1 is untrue. Then the participants in pairs talk to each other presenting their facts. And it is necessary to guess which fact is not true.

In this case it is possible to keep track of time and each participant can optimally talk to 5-7 people from the group. At the end of the icebreaker, the facilitator can ask which facts surprised the group most. And give a couple of minutes for participants to share what they heard.

The first art session is an individual activity where participants are encouraged to create something that represents their personal journey, emotions, or cultural background. The facilitator provides guidance and prompts to inspire creativity but allows participants the freedom to express themselves in their own way. At this stage it is best to allow participants to sketch on paper the main ideas they have.

After the individual works are completed, participants come together to present their creations in small groups of 3-4 people. Each participant is given the opportunity to tell the story behind their work, explaining what it is and the emotions it conveys. This sharing session promotes understanding, empathy and a deeper connection between participants as they listen to and value each other's experiences and perspectives.

An art specialist will help in the theoretical part. He can prepare a presentation, a short lecture, painting tips, a question and answer

section, etc., which can help participants to improve their art theory skills. Which can help participants to improve their art theory skills.

The second art session focuses on a collaborative project - creating a drawing from a series of connected works that symbolize unity and shared experience. A polyethylene foil is stretched between two trees to be drawn on.

It is best to do it in a place where there are no branches and the crown of the tree is high, also it should be taken into account that the distance between the trees should be at least 5 meters. Participants work together to develop a sense of teamwork. The facilitator guides the group, making sure that everyone is engaged and contributing to the collective artwork.

Through the debriefing session, participants will evaluate their feelings. Right after the activity, ask participants about what happened, how they are feeling now and felt during the activities. Talk about their observations and thoughts. Talk about the awareness points and learning outcomes, link with real life.

Use open-ended questions. Also make sure that all participants have the opportunity to express themselves.

Make sure you do the feedback part. Because it will help the organizers to understand what could be improved and how to continue the initiative or contact with this group of participants. The feedback part can be in various forms such as questionnaires, interviews, etc.

The module concludes with a brief summary, highlighting the day's achievements. If the facilitator knows of new activities, he/she can invite to them. And also share information on how to keep in contact with one another.

The activity wraps up with a cleanup, ensuring the park is left as it was found.

Implementation step by step:

1. Arrange a date and venue
2. Arrange with an art specialist
3. Prepare the necessary materials
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Enhancing the emotional wellbeing of young people;
- Stress relief through artistic expression;
- Strengthening social ties and support networks between young migrants and young people from the local community;
- Opportunities for cultural exchange and understanding between young people from different backgrounds;
- Development of creative skills and new hobbies.

Variations of the module:

1. It is possible to expand the number of participants in the group. In this case it is necessary to prolong the implementation time.
2. It is possible to include young migrants who do not speak the local language. In this case a translator should be included. This will increase the implementation time of the module.

Do you have any additional comments or suggestions?

Before conducting activity:

- be sure of good weather;
- it is recommended to choose a location with a sufficient area of free space so that each participant can choose a place that he/she likes;
- make sure that the location is allowed to hold such activity.

If a translator is included during the implementation of the module, regularly make sure that all participants understand what is being discussed at each stage of the implementation.

Name of the module:	Drama session
Direction of module:	Art
Form of module:	Workshop
Level of module:	3rd
Duration of module:	2 hours
Number of participants:	15-25 participants
Background of migrant's participants:	Min 6 months in country and language skills at least to understand the workshops.
Age of participants:	16-25 y. o.
Aim:	
Increase of participants' cultural understanding, breaking stereotypes, and integrating migrants into the local community.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

Youth worker or young leader. That is interested in working with migrants and the local community.

Materials:

Story cubes,
snacks for coffee break,
chairs.

Timetable of the module:

1. Getting to know each other, energizer - 15 minutes
2. Creative warmup: story cubes - 20 minutes
3. Writing a play about breaking stereotypes - 30 minutes
4. Coffee break - 10 minutes
5. Acting warm up - 15 minutes
6. Presentation and short feedback - 30 minutes

Description of the module (min 400 words):

The workshop addresses the harmful effects of stereotypes because they create unfair and oversimplified images of people based on their nationality, ethnicity, or other characteristics. These preconceived notions lead to misunderstandings, discrimination, and social exclusion. Fighting stereotypes is crucial in this workshop to foster mutual respect and understanding within the community. By challenging these false beliefs through the activities, participants can appreciate the diversity and richness of different cultures, leading to more harmonious and inclusive interactions. The playwriting activity specifically focuses on creating stories that highlight and debunk common stereotypes, helping participants see beyond their preconceived notions.

The workshop uses acting as a core method because it is a powerful tool for breaking cultural barriers. Acting allows participants to step into different roles and perspectives, encouraging empathy and deeper understanding.

Through role-playing and dramatization, participants explore and express their emotions and experiences in a safe and creative environment. This approach helps bridge cultural gaps by highlighting common human experiences and emotions, making it easier for migrants and local community members to connect on a personal level. Acting out scenarios where cultural differences are navigated and celebrated can lead to profound realizations and mutual respect among participants.

The workshop uses energizers and creative warm-up activities to set a comfortable and engaging atmosphere. These activities help participants relax, get to know each other, and build trust. By starting with fun and interactive exercises, participants become more willing to share their ideas and collaborate. Energizers and icebreakers reduce anxiety, making it easier for individuals to open up and participate fully in the creative process. Activities such as the story cubes game stimulate creative thinking and provide a playful start, making participants feel more at ease and ready to contribute their thoughts and ideas.

The acting warm-up exercises in the workshop help participants overcome their fear of performing in front of others. These exercises gradually build confidence and ease participants into the acting process. Activities like stretching, vocal exercises, and mirroring movements help individuals become more aware of their bodies and voices, which are essential tools for acting. By engaging in these warm-ups, participants shed their inhibitions and feel more comfortable expressing themselves on stage.

This preparation is vital for ensuring that everyone can perform to the best of their ability and enjoy the experience. It also encourages participants to take risks and be more expressive during the main performance.

The workshop involves working and acting together in small groups to create a bond between migrants and the local community. Collaborative activities require communication, cooperation, and mutual support, which helps build strong interpersonal connections.

Through the process of writing and performing a play, participants learn to value each other's input and work towards a common goal. This shared experience fosters a sense of unity and belonging, breaking down barriers and promoting integration. As participants interact and create together, they form friendships and networks that extend beyond the workshop, contributing to a more integrated and cohesive community.

Implementation step by step:

1. Arrange a date and venue.
2. Prepare the necessary materials.
3. Create an announcement about the event and distribute it in the local community
4. Module implementation
5. Process feedback from participants and draw conclusions after implementation
6. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Better intercultural understanding.
- Tighter integration of migrants in the local community.

Variations of the module:

1. The warmup exercises can be changed if the facilitator can provide their own.
2. The topic of the play can also be adjusted, but it should focus on the cultural knowledge exchange.
3. You can add more participants but in that situation you need more facilitators.

Do you have any additional comments or suggestions?

- When dividing participants into groups, make sure they are international.

After you make the first division for the story cube activity, observe the group dynamic. If you can see that participants take longer to feel comfortable in the environment, you can keep the same groups for writing the play.

- Otherwise it is better to change the groups for writing the play. It allows participants to meet more people. After observing them during the story cube game, you can try to balance the groups so that the most active people are evenly distributed and not put in one group.

Name of the module:	Graffiti Workshops: Techniques and Expression
Direction of module:	Art
Form of module:	Workshop
Level of module:	3rd
Duration of module:	6 hours 40 min
Number of participants:	15-20 participants
Background of migrant's participants:	Minimal knowledge of the local language (enough for communication during the workshop) Staying int the country for minimum of 2 months in the country
Age of participants:	16-25 y. o.

Aim:

To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression.

Number of staff (if necessary):	1 facilitators, 1 graffiti specialist
<p style="text-align: center;">Facilitator profile:</p> A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.	
Materials:	Spray paints (variety of colors) Street paints Brushes Protective masks and gloves Large canvas or designated graffiti wall Sketch pads and pencils Aprons or old clothing Cleaning supplies Chairs
<p style="text-align: center;">Timetable of the module:</p> Starting the Workshop - 5 minutes Getting to Know Each Other - 5 minutes Icebreakers - 15 minutes Quick History and Techniques of Graffiti - 20 minutes Planning and Sketching Graffiti Projects - 120 minutes Creating Graffiti - 180 minutes Debriefing Session - 25 minutes Cleaning the Space - 15 minutes Feedback Session - 15 minutes	
<p style="text-align: center;">Description of the module (min 400 words):</p> This workshop is designed to offer young migrants an engaging and culturally enriching activity that promotes self-expression and community integration.	

Graffiti, often perceived as a voice of the marginalized, serves as a powerful medium for these young individuals to share their stories, perspectives, and aspirations with the local community through creative and artistic means.

The workshop begins with the facilitator introducing themselves and welcoming the participants. The facilitator then explains the goals of the workshop, outlines what the participants will learn, and goes over the workshop program.

The next part of the workshop focuses on getting to know each other. The facilitator will gather participants in a circle. Each participant will introduce themselves by stating their name and the name of a food starting with the same letter as their name. The next person will then say their name and the name of a food starting with the same letter as their name, and repeat the previous person's name and food. This continues around the circle until everyone has participated.

After learning each other's names, and while still in the circle, the facilitator will coordinate a second icebreaker game. Each participant will name someone else in the circle who has not been named yet. The named person will then say the name of the person who called them and their food, both will run to the middle of the circle to exchange a high-five. This process is repeated until everyone has had a chance to participate.

Following the introduction and icebreaker games, a graffiti artist will give an introduction to graffiti techniques, the history of graffiti, and the safety requirements for painting.

In the next part, the facilitator will split participants into groups of around 4-5 people. The goal is for each group to come up with a design that highlights one of the most important local issues or focuses on building connections between locals and migrants.

The groups should be mixed between locals and migrants. The facilitator and graffiti artist should assist during the design process. Once the designs are finalized, participants, with the help of the artist, will begin painting them in the chosen space. The facilitator should ensure that all safety precautions and environmental considerations are taken into account.

After the designs are completed, the facilitator will gather all participants together and ask them questions about the workshop, such as what was the most interesting thing they learned today and whether they are satisfied with the art they created.

Once the debriefing session has ended, the facilitator and participants will clean up the area, ensuring all materials and trash are properly disposed of.

At the end, the facilitator will hand out a feedback form, either in electronic or paper form, containing questions about what went well and what could be improved during the workshop. The facilitator should review all the feedback afterward.

Implementation step by step:

1. Arrange a date and place .
2. Arrange with an graffiti specialist

3. Get permission from the local government
4. Create an announcement about the event and distribute it in the local community
5. Prepare the necessary materials
6. Prepare the workshop space.
7. Implementation of the module
8. Review the feedback provided
9. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Allows young migrants to better integrate with local youth through collaborative activities.
- Reduces stress for migrants through collaborative work and artistic expression.
- Ensures migrants feel like part of the group as their work becomes a part of the local community.

Variations of the module:

Can be split into two days, dedicating one day to designing the graffiti and the other to painting it.

Do you have any additional comments or suggestions?

Before conducting activity

- Ensure good weather conditions for the workshop.
- Confirm that you have permission to paint at the chosen location (obtain approval from local authorities).
- If a suitable location isn't available, the activity can be done on paper and temporarily glued to a wall.

Name of the module:	Improvisation workshops
Direction of module:	Art
Form of module:	Workshop
Level of module:	3rd
Duration of module:	2 hours 45 min
Number of participants:	15-20 participants
Background of migrant's participants:	Staying in the country for minimum 4 months, Language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	18-25 y. o.
Aim:	
<p>To create a creative environment for young people in the local community to express themselves through art. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression.</p>	

Number of staff (if necessary):	1 facilitators
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment.</p>	
Materials:	<ul style="list-style-type: none"> - Bingo cards - Feedback forum - Optional projector, whiteboard, speaker
<p style="text-align: center;">Timetable of the module:</p> <p>Start of the Workshop - 5 minutes Getting to Know Each Other - 5 minutes Icebreaker Games - 15 minutes Introduction to Improvisation - 15 minutes Improvisation Exercise - 15 minutes Preparing Improvisation Activity - 45 minutes Presenting Improvisations - 45 minutes Debriefing Session - 25 minutes Feedback Session - 25 minutes</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>Young migrants can face many challenges when trying to fit in with local youth. A significant portion of the tension between these groups arises from not understanding each other's problems. Improvisation is an art form that focuses on spontaneity, emphasizing live performance over preparation. It requires the cooperation of all participants and helps develop social bonds between them.</p> <p>The workshop begins with the facilitator introducing themselves and welcoming the participants.</p>	

The facilitator then explains the goals of the workshop, outlines what the participants will learn, and goes over the workshop program.

After the introduction, the facilitator begins by introducing the participants. Each participant should share their name and one interesting fact about their life. Following this, the facilitator should give each participant a bingo card with various facts or hobbies listed. The goal for participants is to achieve bingo. They will move around, asking each other questions. If someone agrees with a fact or shares a hobby listed on the bingo card, they can sign that square. No more than two squares on a bingo card should have the same signature.

In the next part, the facilitator will explain what improvisation means and introduce basic concepts and techniques for improvising effectively.

Continuing, the facilitator will gather participants in a circle. The participant who was the first to score bingo will start the exercise. This participant begins a story with the word "fortunately" and adds a statement to the story. The next participant continues the story, starting their sentence with the word "unfortunately," and adds their part. The exercise continues, alternating between "fortunately" and "unfortunately," until everyone has contributed to the overarching story. For example, one person might say, "Fortunately, I found a job." The next person could add, "Unfortunately, it's in Antarctica." The wilder the story, the better!

In the next part of the workshop, the facilitator will split participants into groups of around 4-5 people.

It's important to ensure that the groups are a mix of locals and migrants. Each group should then prepare a plan for an activity. They should choose one problem to focus on within their group and create a plan to convey this problem to the other groups without directly stating what it is. During their performance, they must include at least one person from each of the other groups. For example, if a group chooses the problem of a limited supply of crayons in school, they could act out a scene where everyone lines up in a queue, each person waiting for their own crayon.

After the preparation time, each group should present their improvisation activity. After each presentation, the other groups will try to identify the problem that the presenting group was highlighting. Following each presentation, the facilitator should lead a brief discussion about the problem that was presented. During each performance, the facilitator should assist the groups in better conveying their message and encourage all participants to engage in the improvisation.

After the preparation time, each group should present their improvisation activity. After each presentation, the other groups will try to identify the problem that the presenting group was highlighting. Following each presentation, the facilitator should lead a brief discussion about the problem that was presented. During each presentation, the facilitator should assist the groups in better conveying their message and encourage all participants to next engage in the improvisation.

The next part of the workshop is the debriefing session. The facilitator gathers all participants in a circle and asks them

questions about what they learned during today's workshop, such as, "What was the most unexpected thing you learned today?" Finally, the facilitator provides each participant with a feedback form or asks them questions about the workshop, including what went well and what could be improved for future workshops. The facilitator should then review all the feedback and reflect on it.

Implementation step by step:

1. Arrange a date and venue.
2. Prepare the necessary materials.
3. Create an announcement about the event and distribute it in the local community
4. Module implementation
5. Process feedback from participants and draw conclusions after implementation
6. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Mitigate young migrants' stress through artistic expression and improved integration with the local community.
- Enhance understanding of the problems faced by each group.
- Create communication bridges between local groups and migrants.

Variations of the module:

1. Can be second facilitator, like actor, acting teacher
2. Activity can be done outside

Do you have any additional comments or suggestions?

Facilitator should be helping everyone participating in a workshop

Name of the module:	Legends in stop motion
Direction of module:	Art
Form of module:	Workshop
Level of module:	3rd
Duration of module:	7 hours 20 minutes
Number of participants:	5-10 participants
Background of migrant's participants:	Staying in the country for minimum 6 months, Language proficiency at the level of understanding and basic expression of one's thoughts
Age of participants:	16-25 y. o.
Aim:	
To gain a comprehensive understanding of the local culture and achieve deeper adaptation to the community.	
Number of staff (if necessary):	2 facilitators - one per group (max group size 5 participants)

Facilitator profile:

Youth worker or youth leader with background in recording stop motion and knowledge about local legends.

Materials:

Lego/building blocks or other types of materials allow to create elements for stop motion movies.
Phones with camera or camera
Small phone stands
Projector
Laptop
Light

Timetable of the module:

1. Energizer - 15 minutes
2. Presentation of legends - 30 minutes
3. Explanation of what is stop motion film and presentation of software - 15 minutes
4. Dividing into groups - 5 minutes
5. Sculpture activity - 10 minutes
6. Preparing scenario - 45 minutes
7. Coffee break - 20 minutes
8. Preparing necessary elements and background - 1 hour
9. Brak - 10 minutes
10. Creating of a movie - 1 hour 30 minutes
11. Coffee break - 30 minutes
12. Montage of film - 45 minutes
13. Presentation of results - 20 minutes
14. Reflection session - 45 minutes

Description of the module (min 400 words):

The "Art of Connection" module is designed to facilitate the psychological adaptation of young migrants through a peer-to-peer approach by engaging them in collaborative art projects.

This module aims to promote intercultural understanding, emotional expression, and community building. Over the course of one day, participants will engage in a series of activities that encourage creativity, storytelling, and teamwork.

The workshop begins with a warm welcome and an introduction to the day's activities. To help participants feel comfortable and included, a name game activity is conducted. This involves simple, fun exercises that encourage participants to interact with one another, easing any initial tension and fostering a sense of inclusion. After the energizer, participants are introduced to the concept of cultural legends.

The facilitator explains the importance of stories in preserving cultural heritage, carrying values, and promoting understanding. Stories are highlighted as powerful tools for cultural education and empathy building. Participants then share legends from their own cultures, providing a rich tapestry of narratives that reflect diverse histories, struggles, and triumphs.

Following the discussion on cultural legends, the facilitator introduces the concept of stop motion movie making. This involves explaining what a stop motion film is, showing examples, and discussing the basic techniques used in creating one. The facilitator emphasizes the importance of choosing a legend that has a positive impact on adaptation, encouraging participants to select stories that promote themes of resilience, community, and cultural understanding.

Participants engage in a group sculpture activity. This involves using

their bodies to create sculptures representing different topics or themes from the legends they have discussed. This non-verbal exercise allows participants to express ideas and emotions through movement and posture, unlocking a deeper level of creative thinking and encouraging new ways of communicating and collaborating.

With an understanding of the chosen legends and the basics of stop motion, participants then work on writing the script for their stop motion films. In their groups, they brainstorm ideas and outline the plot, characters, and scenes. The scriptwriting process helps participants organize their thoughts and ensures a cohesive story that effectively conveys the chosen legend's message.

Next, participants prepare the materials and set up the scenes for their stop motion films. They gather resources such as Lego, building blocks, and other creative materials. This stage involves creating backgrounds, props, and characters that will be used in their films. Participants are encouraged to be imaginative and resourceful, using the available materials to bring their stories to life.

In the main activity of the workshop, participants are divided into smaller groups, mixing migrants and local residents to ensure diverse perspectives. Each group collaborates to create a stop motion film based on their chosen legend. Using the prepared materials and scenes, they begin the meticulous process of capturing each frame to animate their stories. This process requires them to combine their talents and perspectives, fostering a sense of shared achievement and strengthening the bonds formed during the workshop.

Once the stop motion frames are captured, participants move on to the editing phase. They learn basic editing techniques to compile their frames into a coherent film. This includes sequencing the frames, adding transitions, and incorporating any necessary sound effects or music. The editing phase is crucial as it enhances the storytelling and ensures the film flows smoothly.

After the films are completed, each group presents their stop motion film to the larger group. Participants discuss their creative process, share what they enjoyed, and reflect on any challenges they encountered. The facilitator provides feedback and encourages a group discussion about the overall experience. This session helps participants gain confidence in their work and provides valuable insights into their creative processes.

The workshop concludes with a reflection session where participants discuss what they have learned and how they feel about the experience. This final discussion reinforces the themes of cultural understanding and empathy, highlighting the importance of sharing and listening to stories from different backgrounds.

Implementation step by step:

1. Welcome participants and introduce the workshop.
2. Conduct a name game activity to help participants feel comfortable.
3. Explain the importance of stories in preserving cultural heritage and promoting understanding.
4. Encourage participants to share legends from their own cultures.
5. Introduce the concept of stop motion movie making with examples and basic techniques.

6. Emphasize the importance of choosing a legend that has a positive impact on adaptation.
7. Divide participants into groups.
8. Engage participants in a group sculpture activity to express ideas non-verbally.
9. Guide participants in writing the script for their stop motion films, outlining the plot, characters, and scenes.
10. Assist participants in preparing materials and setting up scenes for the stop motion films.
11. Divide participants into smaller groups and have them create their stop motion films.
12. Teach basic editing techniques and guide participants in editing their stop motion films.
13. Organize a presentation session for groups to showcase their stop motion films.
14. Facilitate a feedback session to discuss the creative process and provide insights.
15. Conclude with a reflection session to reinforce the themes of cultural understanding and empathy.

Outcomes achieved through the module:

- Stop motion animated version of local legends.
- Increased cultural knowledge of migrants.
- Community created by locals working together with migrants.

Variations of the module:

Instead of using Lego you can use other materials like plasticine, but it will be more fragile and will probably require more time to build. Pay attention that depending on what you will choose to create elements for the movie you need to prepare space differently because necessary things will be different.

Name of the module:	Guide to Your New Home
Direction of module:	Art
Form of module:	Recording videos and workshop
Level of module:	4th
Duration of module:	4 hours 45 minutes
Number of participants:	10-15 participants
Background of migrant's participants:	Migrants who have been living in the city for at least one year and have good language skill and knowledge.
Age of participants:	16-25 y. o.
Aim:	
To create an environment where young migrants and local residents can connect and interact and learn useful information about local government . The activity fosters social bonds, improves intercultural understanding, and encourages teamwork and communication skills among participants.	
Number of staff (if necessary):	1 facilitator

Facilitator profile:

Youth worker or young leader. Experienced in video production and editing, with a good understanding of migrant issues and peer-to-peer learning approaches.

Materials:

- Video cameras or smartphones with good video capability
- Tripods
- Microphones
- Laptops with video editing software
- Scriptwriting materials (notebooks, pens, whiteboards)
- Internet access
- Props for video scenes (if necessary)

Timetable of the module:

1. Icebreaker and Introduction - 15 minutes
2. Brainstorming Ideas for Video Topics - 30 minutes
3. Scriptwriting - 1 hour
4. Filming - 1 hour
5. Video Editing - 1 hour
6. Presentation of the Videos - 30 minutes
7. Debriefing and Feedback - 30 minutes

Description of the module (min 400 words):

The creation of informative videos for migrants is a dynamic and collaborative process aimed at easing their integration into the city. The process involves both migrants who have lived in the city for at least a year and local residents, working together to produce short, informative films about essential services and procedures that help new arrivals navigate their new environment.

The workshop begins with an icebreaker activity to build rapport and create a comfortable atmosphere among the participants.

This helps foster a sense of community and collaboration, setting the stage for effective teamwork throughout the project.

Participants then engage in a collaborative brainstorming session to generate ideas for video topics. The topics typically focus on important services and information for migrants, such as accessing healthcare, using public transportation, finding essential locations like grocery stores and pharmacies, and understanding local government services.

Once the topics are decided, participants break into smaller groups, and each group is tasked with writing a script for their video. This phase is essential for organizing the information in a clear and engaging way. The groups also plan where to film and prepare any necessary materials for the production process.

Next comes the filming stage. Participants take on various roles such as acting, directing, and operating the camera. The chosen filming locations are real-world places like hospitals, public transportation hubs, and municipal offices, ensuring the content is practical and relevant for the audience.

After filming is completed, the focus shifts to video editing. Using video editing software, participants compile the footage, add subtitles in both the local language and another language commonly spoken by migrants, and make final adjustments. Additional elements such as voice-overs, music, or visual effects may be added to enhance the overall quality and engagement of the video.

Once the editing is finished, participants present their videos to the group. This presentation allows them to showcase their work and demonstrate the results of their collective efforts.

The workshop concludes with a debriefing session where participants reflect on the entire process, share their experiences, and provide feedback on both the videos and the workshop. This stage encourages constructive discussion, allowing participants to learn from one another and evaluate the project's impact.

After debriefing session has ended facilitator hands down feedback forms to gather honest feedback from participants about what went right and what needs to be improved.

Implementation step by step:

1. Arrange a date and venue.
2. Prepare the necessary materials.
3. Prepare necessary materials.
4. Create an announcement about the event and distribute it in the local community
5. Module implementation
6. Process feedback from participants and draw conclusions after implementation
7. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Increased understanding and knowledge of essential services for new migrants
- Enhanced collaboration and teamwork between migrants and local residents

- Improved video production and editing skills
- Creation of accessible, informative content for new migrants
- Strengthened sense of community and mutual support

Variations of the module:

You can extend the activity to 2 days.

Name of the module:	Photo exhibition: My city 2.0
Direction of module:	Art
Form of module:	Workshop with exhibition
Level of module:	4th
Duration of module:	3 days (Day 1 - 8 hours, Day 2 - 3h 40min, Day 3 - 5 hours)
Number of participants:	20-30 participants
Background of migrant's participants:	Minimum of 4 months in the country, language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y. o.
Aim:	
<p>To foster meaningful connections between young migrants and local residents through a collaborative photography project that highlights significant local community landmarks. The activity aims to enhance participants' photography skills, create a visually engaging community map, and promote cultural exchange and understanding.</p>	

Number of staff (if necessary):	1 facilitator, 1 photographer
<p style="text-align: center;">Facilitator profile:</p> A youth worker or community leader experienced in facilitating collaborative projects with diverse groups, especially migrants. Strong communication and interpersonal skills.	
Materials:	<ul style="list-style-type: none"> - Photo printing equipment or access to a professional photo printing service - Display materials (frames, strings, clips) - Access to a youth center or community hall for the exhibition - Refreshments for exhibition day
<p style="text-align: center;">Timetable of the module:</p> <p>Day 1:</p> <ul style="list-style-type: none"> - Introduction 20 minutes - Icebreakers 30 minutes - Group division 10 minutes - Brainstorming 40 minutes - Presentation and making decision 20 minutes - Theoretical part about photography 30 minutes - Photo shooting 3 hours - Photo sharing and results 1 hour - Creating a map 30 minutes - Debriefing 30 minutes - Feedback session 30 minutes <p>Day 2:</p> <ul style="list-style-type: none"> - Icebreaker - 15 minutes - Preparation for the Exhibition 2 hours - Preparing Participants for the Exhibition Presentation 1 hour 	

- Brainstorming 40 minutes
- Feedback session - 30 minutes

Day 3:

- Photo Map Exhibition 4 hours
- Feedback session 1 hour

Description of the module (min 400 words):

Day 1:

Introduction

The facilitator begins by welcoming all participants and providing a brief overview of the workshop and further exhibition. The facilitator explains that the purpose of the activity is to bring together young migrants and local residents through a shared photography experience

Icebreakers

The facilitator starts by inviting all participants to introduce themselves through a simple Naming. Participants stand in a circle, and each person shares their name and their favorite hobby.

Icebreaker 1: Adjective Name Game

Participants stand in a circle and have to share their name with an adjective that describes them starting with the same letter as their name (e.g., Filip - Fun).

Icebreaker 2: Quick Facts

Participants pair up and have 1 minute to learn two interesting facts about each other. After the time is up, they introduce their partner to the group by sharing those two facts. This activity encourages quick thinking and helps break down initial communication barriers.

Group division

The facilitator divides participants into smaller groups, ensuring a balanced mix of migrants and local residents in each group. By carefully considering the composition of the groups, the facilitator aims to create an environment where everyone feels represented and has the opportunity to engage in meaningful dialogue.

Brainstorming

The facilitator introduces the brainstorming activity by explaining its theme and objectives. The goal of the activity is to create a photo exhibition featuring images taken by the participants. These photos will collectively form a map of significant local community locations.

Participants in the groups, discuss and identify notable, popular, or important places within their local communities. Each group brainstorms and selects 10 key locations to be photographed.

Presentation and making decision

After the brainstorming session, all participants gather in a circle to present the places identified by each group. The goal is to collectively decide on the top 10 locations that each group will photograph.

Participants should ensure that each selected location has a real story associated with it, either from the photographer or the group that took the picture. This adds depth and personal connection to the project.

Following this discussion, participants work together to determine the order of these locations on the map they will create.

The final arrangement should reflect a coherent and meaningful representation of the local community's key places.

Theoretical part about photography

A professional photographer joins the group to conduct a lecture on the fundamental aspects of photography. The session covers essential techniques and basic information necessary for participants to capture high-quality and visually appealing photographs.

Photo shooting

Participants into their groups, head out to the designated locations around the city to take photographs. Each group visits the sites they previously discussed and selected, capturing images that reflect the significance and unique characteristics of each location.

Photo sharing and results

After completing the photo shoots, each group selects the best images from their collection. Along with the photos, participants have to provide a personal story related to each location, adding a deeper connection and context to the images.

Creating a map

Once all groups have chosen their photos and paired them with stories, everyone gathers together to create a map showcasing the significant places within the local community.

Debriefing

Participants come together for a debriefing session led by the facilitator. During this session, the facilitator guides the group in

reflecting on the entire process, from brainstorming to the final map creation.

The discussion focuses on the experiences participants had, the challenges they faced, and the key insights they gained throughout the activity.

Feedback session

The feedback session can be done through a survey, either online or with printed questionnaires, which should be prepared in advance. Participants are encouraged to reflect on various aspects of the project, including the organization, content, and their personal experiences.

Day 2:

Icebreaker

To help everybody better work in their designated groups and to foster better teamwork another icebreaker can be done for day 2.

Start by asking your group to stand in a circle with their hands on the shoulders of the person in front. Explain that when you shout either apple, orange or banana they must perform the associated action: moving forward, backward or spinning around. When the group is comfortable, mix it up by saying two or even three words in sequence.

Preparation for the Exhibition

Facilitators take charge of ensuring that all materials, including the selected photos and accompanying stories, are printed and ready

for display. They also coordinate with the venue to arrange the exhibition space.

Once everything is prepared, all participants gather to set up the exhibition. They work together to arrange the map and photos according to their vision, creating an engaging and visually appealing presentation that effectively showcases the significant places and stories from the local community.

Preparing Participants for the Exhibition Presentation

The facilitator introduces various presentation formats that participants can use to showcase the photo map exhibition. These formats could include guided tours, storytelling sessions, or interactive discussions where visitors can engage with the guests.

Participants then discuss the options and decide together on the format that best fits their vision for the exhibition. They consider how to effectively communicate the stories behind the photos and how to engage the audience in the most impactful way. This preparation ensures that the participants are confident and organized for the final presentation of their work.

Brainstorming and Advertising the Exhibition

Participants gather to brainstorm ideas on how to effectively promote and advertise the upcoming photo map exhibition. They discuss strategies such as creating eye-catching posters, designing engaging social media posts, and identifying key guests to invite.

The group collaborates on preparing promotional materials, ensuring they are ready to reach a broad audience.

Feedback Session

Collect feedback from the participants after concluding day.

Various forms of feedback can be used, such as brief surveys, comment cards. Preparing these materials in advance ensures a smooth process.

Day 3:

Photo Map Exhibition

Participants gather to host the photo map exhibition, showcasing the significant places and stories from their community. Each group presents their work, guiding visitors through the map and sharing the personal stories behind the photos.

The facilitator remains close by, offering support and assistance as needed to ensure everything runs smoothly.

Feedback session

In the concluding phase, a feedback session is organized to gather insights from both participants and exhibition visitors. It's essential to thoughtfully design the feedback collection process to capture diverse perspectives.

Various forms of feedback can be used, such as brief surveys, comment cards. Preparing these materials in advance ensures a smooth process.

Implementation step by step:

1. Prepare a plan of the activity, consider that this 3-day activity is intended to be spread out over a week. However, if the decision is made to condense it into three consecutive days, additional staff will be required to manage smooth execution.

2. Arrange the date and venue
3. Arrange a photographer
4. Create an announcement about the workshop and distribute it in the local community
5. Prepare registration and feedback forms
6. Module implementation Day 1
7. Analyze the feedback collected from Day 1.
8. Prepare registration and feedback forms
9. Module implementation Day 2
10. Module implementation Day 3
11. Analyze feedback
12. Plan future workshops

Outcomes achieved through the module:

- Enhanced understanding and appreciation of different cultural perspectives
- Strengthened social connections between migrants and local residents
- Increased confidence and pride in participants' creative abilities
- A tangible exhibition showcasing the collaborative effort and diverse viewpoints
- Development of Photography Skills

Variations of the module:

- The exhibition can be conducted over three consecutive days instead of spreading it over a week. The condensed schedule can make the event more intense but may require additional logistical support.

- To streamline the feedback collection process from guests, QR codes can be used. This requires preparing and printing the QR codes in advance, which link to digital surveys or feedback forms.

- Inviting professional exhibition organizers to the event can provide valuable assistance in planning and executing the exhibition. These experts can offer guidance on advanced presentation techniques and help participants enhance their exhibition skills, contributing to a more polished and professional final display.

Do you have any additional comments or suggestions?

Facilitator needs to be prepared to put breaks between days to maximize comfort for participants and ease their tiredness.

Name of the module:	Shadow Theatre Workshop: Playing with Light and Shadow
Direction of module:	Art
Form of module:	Workshop
Level of module:	4th
Duration of module:	2 days
Number of participants:	15 participants
Background of migrant's participants:	Staying in the country for up to 1 year. Language proficiency at the level of understanding and basic expression of one's thoughts.
Age of participants:	16-25 y. o.
Aim:	
To create a supportive environment for young people in the local community to communicate between themselves through use of shadow theater technique. This activity aims to strengthen the bonds between young people in the local community and young migrants in the community, improve emotional well-being and promote cultural exchange through artistic expression.	

Number of staff (if necessary):	1 facilitator
<p style="text-align: center;">Facilitator profile:</p> <p>A youth worker or youth leader who understands and shares a peer-to-peer approach. Experience working with diverse groups, particularly migrants. Strong communication and facilitation skills. Ability to create a supportive and inclusive environment. Interested in theater art and familiar with shadow theater techniques</p>	
Materials:	<ul style="list-style-type: none"> - Large white screen or sheet - Various light sources (lamps, flashlights) - Markers and pencils - Tape and glue - Sound system for background music or sound effects
<p style="text-align: center;">Timetable of the module:</p> <p>Day 1: Welcome and Warm-up Activity - 30 minutes Introduction to Shadow Theater - 1 hour Theme Negotiation - 30 hour Rehearsal - 2 hours</p> <p>Day 2: Rehearsal and Refinement - 2 hours Final Performance Preparation - 1 hours Performance - 1 hour Feedback and Reflection - 1 hour</p>	
<p style="text-align: center;">Description of the module (min 400 words):</p> <p>The workshop is designed to blend artistic creativity with cultural exchange, fostering a sense of community and mutual understanding among young migrants and local youth.</p>	

The workshop takes place in a theater. The activity spans two days, allowing ample time for participants to immerse themselves in the art of shadow theater, from conceptualization to performance.

The workshop begins with a warm-up activity. It can be a name game or team building, this will foster communication and connection between participants.

Following the warm-up, participants are introduced to the fundamentals of shadow theater. This includes a brief introduction of the art form, key techniques for creating and manipulating shadows, and an overview of the materials they will use. This educational segment equips participants with the necessary skills.

The theme negotiation phase is a critical component of the workshop. Participants are encouraged to discuss and decide on a theme that resonates with their experiences and aspirations. The chosen theme has to reflect the participants' cultural backgrounds, personal stories, or common challenges, making the final performance deeply meaningful and relevant.

Once the theme is established, participants engage in the hands-on process of creating shadows of movements and other visual elements. This creative task is both enjoyable and educational, as it requires teamwork, problem-solving, and artistic skills.

Rehearsals are a vital part of the workshop, providing opportunities for participants to practice their roles, refine their techniques, and build confidence. The facilitator plays a crucial role during this

phase, offering guidance, feedback, and encouragement. During rehearsals are also a time for participants to experiment with lighting and sound, enhancing the overall production quality.

The workshop culminates in a final performance, attended by representatives of youth centers, youth leaders, families of the participants, and local residents.

After the performance, a feedback and reflection session is conducted. Participants discuss their experiences, share insights, and reflect on the skills and knowledge they have gained.

Implementation step by step:

1. Arrange a date and venue
2. Prepare the necessary materials
3. Create an announcement about the event and distribute it in the local community
4. Module implementation
5. Process feedback from participants and draw conclusions after implementation
6. If relevant, try to plan the implementation of other modules in the local community

Outcomes achieved through the module:

- Enhanced creative expression and artistic skills.
- Improved teamwork and collaboration among participants.
- Positive engagement between migrant and local communities.

Variations of the module:

Can be one day but in that case provide food for participants.

CHAPTER 6: Recommendations for implementation of the model

Implementing a psychological adaptation model based on the peer-to-peer principle requires careful planning, adaptability, and sensitivity to the needs of participants. Taking into account these recommendations, it is possible to get a better and more comfortable process of work for the facilitator, the organising team and the group of participants.

Below are key recommendations for successful implementation:

1. Understand the target group

- **Assess needs:** Conduct a needs assessment to understand the participants' cultural backgrounds, language proficiency, and adaptation challenges.
- **Consider diversity:** Acknowledge the differences within the group, including age, gender, cultural norms, and time spent in the host country/community.

2. Create a safe and inclusive environment

- **Build trust:** Establish a safe space where participants feel comfortable sharing experiences and emotions.
- **Promote equality:** Ensure that all participants, whether migrants or local youth, are treated as equals, fostering mutual respect and understanding.

3. Train facilitators

- **Cultural sensitivity:** Train facilitators in intercultural communication and conflict resolution to address cultural differences effectively.
- **Peer-to-Peer techniques:** Ensure facilitators understand and are experienced in the peer-to-peer approach.

- **Support skills:** Equip facilitators with tools to handle sensitive topics, emotional triggers, and group dynamics.

4. Tailor modules to the local context

- **Adapt to community needs:** Modify modules based on the specific requirements of the host community and participants.
- **Language considerations:** Conduct modules that require minimal language proficiency for early adaptation stages (e.g., sports and art).
- **Incorporate local resources:** Utilize local venues, materials, and community networks to enhance the relevance and accessibility of the modules.

5. Start with accessible modules

- **Sports and Art:** Begin with modules that require little to no language proficiency to engage participants from the outset.
- **Education:** Gradually introduce language and cultural orientation workshops as participants gain confidence.

6. Foster community involvement

- **Engage local youth:** Involve young people from the local community as active participants, promoting social inclusion and mutual understanding.
- **Leverage partnerships:** Collaborate with local organizations, schools, and community groups to support implementation and resource-sharing.
- **Include in the organising team:** If possible, include young people from the local community in the organising team for the module.

7. Monitor and evaluate progress

- **Engage local youth:** Involve young people from the local community as active participants, promoting social inclusion and mutual understanding.

- **Leverage partnerships:** Collaborate with local organizations, schools, and community groups to support implementation and resource-sharing.
- **Adjust modules:** Use feedback to refine and adapt future modules to better meet participants' needs.

8. Ensure sustainability

- **Develop leadership:** Encourage participants, especially local youth and long-term migrants, to take on leadership roles in future sessions.
- **Build networks:** Establish lasting connections between participants, facilitators, and community resources to support ongoing adaptation.
- **Plan continuity:** Create a framework for the methodology's continued implementation within the community or other contexts.

9. Address challenges proactively

- **Language barriers:** Provide translation support or activities that minimize reliance on verbal communication.
- **Cultural sensitivity:** Be mindful of cultural taboos and norms to avoid unintentional discomfort.
- **Emotional support:** Incorporate mental health professionals or peer mentors to address emotional challenges that may arise.

10. Promote the model's benefits

- **Highlight success stories:** Share positive outcomes to build trust and encourage participation from both migrants and local youth.
- **Demonstrate impact:** Show how the methodology fosters psychological well-being, integration, and community cohesion.

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