Date: 19/01/022 Partner: IASIS

**IASIS Methodology**

IASIS has an extensive experience in applying theatrical methodologies to train or empower youth people, especially those who are in a disadvantage social position, includying refugees, unaccompanied minor and young people experiencing mental health disorders. One of our greatest methodological tools is the “Gamification”. For instance, under the Erasmus+ Funding scheme, IASIS has participated in the development of the Project “GVETS”, which aims to develop an interdisciplinary program through gamification for professionals working with children in migration environments. We do recommend Gamification as:

- Gamification as a technique can make it easier for young people to engage with trainings since it makes them more entertaining.

- Gamification provides free and easy access to individuals who lack the information but have the ability to participate in various types of trainings in order to enhance their skills.

Gamification is a method of motivating students in the classroom by combining curriculum, games, and technology. This methodology strives to improve student learning by providing an alternative to typical classroom management and evaluation methods, capturing students' interest through gamified activities with goals and rankings in a collaborative setting (Ribeiro, Leal da Silva & Mussi, 2018). Someone can get the online Gamified experience by clicking here: <https://gvets.eu/>

**Example**

IASIS developed various tools for Youth Workers who interact with young people with mental health challenges as part of the Erasmus+ Program "YouProMe," in order to improve the latter's social and emotional abilities by having fun. The activities and tools developed are meant to provide Youth Workers with the skills they need to plan group activities in a Gamified manner as a purposeful strategy to enhance the social health and participation of marginalized youth. Below we propose 2 activities based on the Gamified methodology:

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| --- | --- |
| **Title** | **Activity 1: Do you see the emotions behind the face?** |
| **Learning outcomes** | Participants will:   * Build their emotional recognition skills * Enhance their team working skills |
| **Duration** | The current activity has an approximate duration of 3 hours |
| **Materials** | * Colorful cardboards * Safety scissors * Black markers * A Basket |
| **Procedure** | The suggested maximum number of trainees that can participate into the current activity are 10. The involvement of more trainees is feasible but more time to execute will be needed while significant repetition might occur. The steps of the activity are:   1. Divide 5 groups of 2 trainees 2. Give to each group 2 pieces of cardboard (25x35 cm) 3. Ask them to cut the cardboards into 10 small squares (5x5 cm) per group 4. Give to each group the list of emotions (Annex A) 5. Ask each group participant to select various emotions and draw face that illustrate the corresponding emotion (like emojis)      1. Ask them to throw the cards in the basket and shuffle 2. Break the groups 3. Ask everyone to sit creating a circle 4. Put the basket in the middle 5. Ask one by one in a clockwise direction to pick a random card from the basket 6. They have to find which emotion is illustrated in the card and justify why they think that emotion corresponds to the emoji 7. Do not let the drawer to reveal the emotion too quick, but initiate a group discussion 8. Once the last card is drawn out start a group conversation about understanding emotions through facial expressions 9. The words in each category (for example, mad) are closely related to the umbrella term (anger), may have the same meaning but different tone. In this case you can ask questions like:  * Is being anger and mad the same? What do you think? What are their differences? * Can you notice if some is worried or nervous? How? * Are there any other emotions? Can you describe some? |
| **Potential Adaptations** | * In case of arguments you can explain that the same emotion can be described with many words. In our case “Disgust” is similar to “Loathing” * In case of significant overlapping ask from each group participant to choose emotions that their partner has not * You are free to edit the List of Emotions based on your natiolional, local and cultural contexts |
| **Assessment Methodology** | The assessment of this activity should be direct and simple. The trainer shall observe:   * the engagement of their beneficiaries * if someone is less engaged * the level of recognition of emotions via drawn facial expressions |

## Annex A

List of Emotions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Enjoyment** | **Fear** | **Sadness** | **Anger** | **Disgust** |
| Pleasure | Nervous | Unhappy | Bitter | Nausea |
| Happiness | Anxious | Hopelessness | Frustration | Dislike |
| Excitement | Scared | Misery | Infuriated | Distaste |
| Amusement | Worried | Despair | Mad | Loathing |
| Fun | Panicked | Melancholy | Insulted | Revulsion |
| Relief | Horror | Loneliness | Irritation |
| Relaxation | Terror | Gloomy | Annoyance |

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| **Function Title and Number** | **Activity 2: Hold the pen** |
| **Learning outcomes** | Participants will:   * Build their team working skills * Gain practical knowledge on how preparation and planning can increase group dynamics |
| **Duration** | The current activity has an approximate duration of 2 hours |
| **Materials** | Please describe the materials that are required to implement the exercises/tools   * 10 pens * 30 plastic cups * 4 tables |
| **Procedure** | The suggested maximum number of trainees that can participate into the current activity are 10. The steps are:  *Phase 1*   1. Divide 2 groups of 5 2. Ask each participant to pick a pen 3. Each group will have a table for their working space and a table where Resources will stay (plastic cups)   Working Space (Group B)  Working Space (Group A)  5 m  Resources  Resources  5 m.   1. In the Resources tables place 15 plastic cups each 2. Participants are asked to create a tower of plastic cups in the Working Space 3. The plastic cups can only get touched and pressed with the pen. No hand or any other mean is allowed 4. Transfer from Resources to Working Space table will be exclusively done with the use of the pen 5. If a plastic glass falls to the ground, then it must stay there, and participants should use the rest only. They are not allowed to pick it up 6. Cups of the tower should not have bents   Μολύβι με συμπαγές γέμισμα  Μολύβι με συμπαγές γέμισμα   1. They have to collaborate and achieve the result 2. They have 15 minutes 3. The team with the taller tower wins   *Phase 2*   1. The 2 groups have to repeat the same exact procedure 2. However, this time each group will have a leader 3. The leader should be assigned randomly, e.g., the winner on the dice 4. The leader will have 5 minutes to assign roles, e.g., who will stay on the Resource table and make the transfer of the cups and who will stay on the Working Space to build the tower or if all team members should stay all together 5. Also, the leader should discuss with the team and predict how many cups the base of the tower should consist of. The more realistic, the merrier to accomplish the tower and win 6. They will have 15 minutes to execute the procedure   Reflection   1. Once all activities are done the Trainer should ask participants what went well and what did not 2. Trainer should initiate an open dialogue on why the preparation and planning of actions increase the rates of success 3. Trainer should emphasize the importance of group dynamics and team working and support their beneficiaries to express their thoughts |
| **Potential Adaptations** | * In the groups can join young with and without mental health problems * You can increase the difficulty by providing different types of pens with various edges |
| **Assessment Methodology** | Indirect assessment is suggested. During the Group Discussion the Trainer can ask questions like:   1. What did you like the most about the activity? 2. What didn't you like? 3. What would you improve? |

**Communication Approch when Interracting with Young People with Disability Issues**

Your words matter a lot when communicating with young people with disabilities, whether physical, mental, or intellectual. There are many cases where you might encounter in your trainings young people who may need special assistance and communication. The below template describes the necessary communicative approach and methodologies to positively reinforce a child with disabilities, enhance their self-esteem, academic achievements and the sense of feeling capable to complete tasks:

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| --- | --- | --- |
| **In Case a Young People…** | **You need to…** | **And NOT to…** |
| Makes a lot of noise in the Training Venue | Say ”Let’s try to speak less loudly” | Say “Stop screaming!” or “Quiet please!” |
| Seems worry or help seems to be needed | Say “If there is anything I can do for you, I will be here to help you” | Say “How can I help you?” |
| Wants to share his experience about disability | Ask “Can you describe your emotions?” | Say “What happened to you?” or “How did you become disabled?” |
| Is crying | Let them discharge emotionally. Crying helps in emotional calibration. | Try to stop them cry or say “Oh, please do not cry, there is no need” |
| Is using inappropriate language | Explain why using kind words are better. | Say “Stop swearing” or punish them |
| Struggles to complete a task | Encourage them by saying “I believe in you, you can do hard things” | Say “What’s wrong with you?” or “You can do it, it is really easy and simple” or “All of your peers have completed this already, why not you?” |
| Is not understanding or seems confused | Explain what you say in a different manner | Say “I have explained it to you many times” or “why cannot you understand this? It is very simple” |
| Succeefully completes a task | Say “Bravo, you are so good on this” | Forget to praise or just say “Well done” |

Also, as your words matter a lot (more than you think), you should take into consideration some standard rules when trying to promote social inclusion and acceptance, and especially when talking about young people with disabilities (physical, intellectual, mental):

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| **DOs** | **DON’Ts** |
| Always use the terms used by disability communities such as “Disabled” and “Non-disabled young people” | Never use terms such as “ill people” or “Normal people” (when describing healthy young people) |
| Preferably say: "young people with intellectual disabilities" | Avoid using “Retarded young people” or “Crazy” and “Psychopath” |
| Use e.g. "D/deaf person" or "hard of hearing person" or "non-verbal person" or "blind people" | Never use "deaf-mute" or "deaf and dumb" |
| Have in mind that a young people who has disability, is still a human being and is not fully defined by their disability | Never ignore that a disabled is still a fellow human being who wants to enjoy life and might not want to talk about their disability from time to time |
| Using the terms of the disability communities means you respect someone’s condition and promote social inclusion but does not mean you have to be super sensitive | Never try to avoid talking about disability, as the most proper approach is the acceptance and not avoidance |

**Supporting Soft Skills of Young People with Mental Health Issues**

Because an autistic young person struggles with social contact and social judgment, he or she may exhibit an unconnected behavior at any time and in many situations without the presence of a specific stimulus. If a Youth Worker/Trainer wishes to help their learner develop soft skills, they must first acquire empathy and comprehend the reason and motivation for a behavioral response, as well as the absence of such reasons and motivations. Someone on the autism spectrum, for example, may act socially inappropriately owing to a need for attention or simply because they believe it is a socially-accepted way of behaving (HEDY, Erasmus+ program with IASIS as a developing partner)

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| **DOs** | **DON’Ts** |
| Be friends with your learners and try to acknowledge their perspectives | Do not take insults or harassments literally. |
| If a learners acts inappropriately you can say “I know that you enjoy when acting/ saying that, but let me explain to you why we should stop acting/ saying that” | Do not consider everything as a breach of discipline and impose punishments |
| Carry out social activities with both disabled and non-disabled learners | Do not carry out social activities separately for disabled groups |
| Teach non-disabled learners to support and guide their disabled peers and not ignoring them | Do not do nothing when discriminations against disabled learners occur |
| Have in mind that non-disabled learners should learn to accept and respect peers with disabilities. They do not have to be caregivers with a burden of responsibility, but engaging with disabled peers is an asset of healthy societies. | Do not leave non-disabled learners ignoring their disabled peers just to avoid the quality reduction of their experience |