

Official Handbook



Re-socialisation in the youth work

“Let's get back to physical”

19-29.07.2024

Progled, Bulgaria

Link to the Handbook Assessment Survey [**HERE**](#).



Association
MOGA



ЦЕНТЪР
ЗА РАЗВИТИЕ
НА ЧОВЕШКИТЕ
РЕСУРСИ



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Introduction

During the pandemic, youngsters had more opportunities to use online social skills or were limited to using them. Four years later, this has resulted in many young people struggling with psychological problems related to social interaction, such as social anxiety, depression, poor self-esteem, and social comparison.

In many countries, government representatives have attempted to support youngsters in regaining or maintaining their face-to-face social skills. However, these efforts need to be combined with other actions to be fully effective.

To address the most important developmental tasks of adolescents (developing autonomy, establishing relationships with peers, constructing identity) the government representatives and youth organizations should work together in providing opportunities to participate in activities that foster completing these tasks.

Let's begin...



How to help youngsters build and restore their social skills?

After the pandemic, youngsters' social skills can be divided into two groups:

- those suitable for online settings;
- those suitable for offline settings.



Local municipalities can organize and promote free social activities in line with the interests of youngsters (broadcasting trending sports games, movie nights, camping, in-person sports events with complimentary food and drinks...).

Carefully designed international youth exchange programs can be a safe space for young people to explore themselves and nurture their face-to-face social skills but also challenge themselves.

In conclusion, both youngsters and adults need to work together to create surroundings that openly cherish and nurture face-to-face social skills as relevant competencies of modern society.

How to incorporate games into the youth work and adapt them to the needs of a specific audience?

Incorporating games into youth work can help young people get to know each other better and feel more confident in social settings.

For example, on the first day, background information about participants can be gathered through **introductory activities** and **appointment games**. These activities help participants feel included and are useful for developing teamwork skills early on.

Activities may help to feel included in the work. At the beginning of working youth, it's important and useful to provide games that are meant also to increase teamwork skills.

As **energizers**, they provide young people the opportunity to know each other, and to feel more comfortable in a new environment: in pairs to discuss their hobbies, the game "Speed Date" with a clock with date appointments, and with specific topics is perfect for its participants to improve their communication skills as well as time management.

In addition, if the topic of the workshop is quite complex, games will help people understand the topic not only faster but also be more engaged in the topic. Such activities as role plays may help people to understand and use verbal and non-verbal communication, including body language, and overcome language barriers.



Critical thinking is one of the skills that young people can develop through games. At the beginning of workshops, they will increase the energy level and the concentration on the important topics.

Adaptation of the games to the participants' needs

The main goal is to understand the atmosphere in groups, and based on it, the facilitator should choose a game. If the group has low social skills, it's better to provide games that require teamwork, and if the atmosphere in the group is smooth, it's good to play some competitive games.

Based on the level of energy in the group, the facilitator can choose to provide more sporty or intellectual games that are based on critical thinking, reflecting, and brainstorming

Games that encourage collaboration and communication can help build trust and camaraderie among participants. Conversely, if the group is already well-bonded, introducing a bit of friendly competition can stimulate excitement and engagement..



Additionally, the facilitator should be mindful of the group's preferences and comfort levels. Some individuals may thrive in active, high-energy environments, while others might prefer more quiet, thoughtful activities. By observing and listening to the group's feedback, the facilitator can tailor the experience to ensure everyone feels included and valued.

Incorporating a variety of games can also keep the sessions dynamic and interesting. This variety allows for different types of interaction and learning, catering to diverse personalities and skill sets. Ultimately, the goal is to create an environment where all participants can learn, grow, and enjoy themselves.

Is the lack of physical activity affecting our mental health?

The physical activity is an important part of human life, and it also has an important impact on mental well-being. Physical activities are important both for individual physical development and for the social parts of human life.



Communities and organizations can play a pivotal role in promoting physical activity by creating accessible and inclusive programs that encourage participation from all age groups.

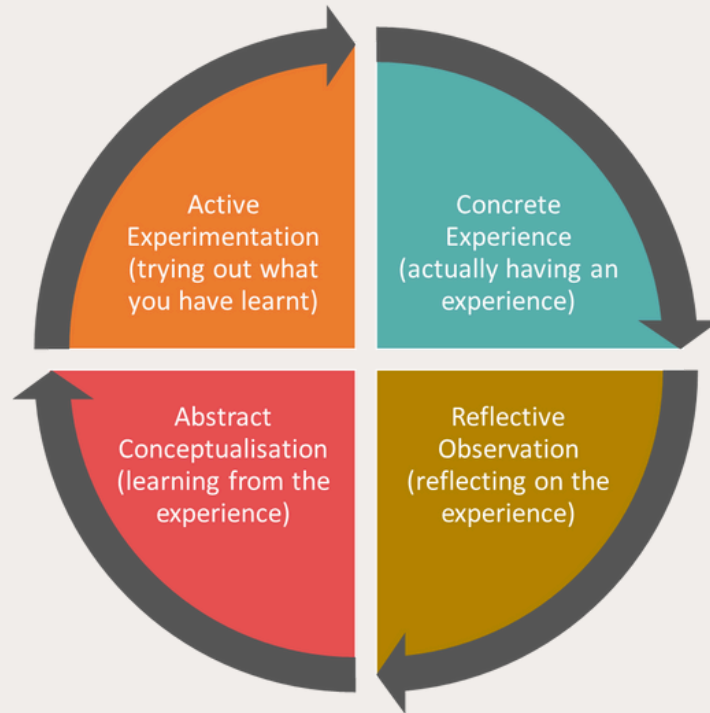
While the COVID pandemic highlighted many challenges related to physical inactivity and its impact on mental health, it also provided an opportunity to recognize the critical role of physical activity in our lives. By prioritizing physical activity and creating supportive environments that encourage movement, we can improve not only our physical health but also our mental well-being and social connectedness.

There are a lot of situations where many people are not able to participate in activities, and we all saw that during the COVID pandemic. Due to the situation, people of all ages suffered from a lack of physical activity, which had a huge impact on their mental health. All of that developed into anxiety, depression, and low self-esteem, which resulted in difficulties in people's social skills.

A lot of people have developed anger issues, they get triggered easily and find it hard to ask for help, which results in isolation and lack of motivation. Because of lack of interest in social activities, young people tend to turn to technology and prefer social interactions through social media. That affects their focus, their routine as well as their way of handling difficult situations that involve a lot of people.



Kolb's learning cycle



Kolb's Learning Cycle (1984)

Kolb's cycle is a specific type of learning based mainly on experience and self-reflection.

At the heart of experiential learning are **emotions**, because we remember people the most when we experience strong feelings.

There are four stages in Kolb's learning cycle:

1. Concrete experience

- active experience of an activity
- brings up thoughts, feelings, experiences

2. Reflective observation

- reflect on concrete experience
- think about your feelings, analyze them

3. Abstract conceptualization

- come up with new ideas based on the reflection

4. Active experimentation

- use the concepts learned to plan and try out new activities
- implementation stage - think about how you can improve the process next time

Kolb's learning styles

Kolb's learning theory sets out four distinct learning styles, which are based on the four-stage learning cycle. The theory explains that different people naturally prefer a certain single different learning style.

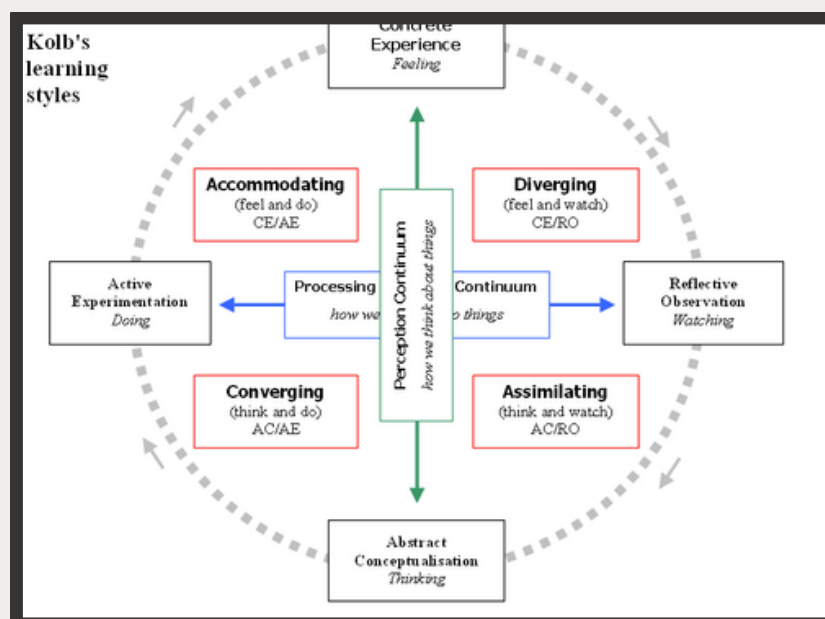
During our project we used Kolb's Learning Style Questionnaire which is designed to help you find out what your personal learning style is. According Kolb the four learning styles are:

1. **Activist** - they want practical tasks and as little theory as possible. They learn best from new experiences, activities involving a lot of action and excitement, as well as taking risks.

2. **Theorist** - they prefer handouts, something to take away and study. They learn best when there is a clear and obvious purpose to the activity, they are rational and logical and like to analyze complex situations.

3. **Reflector** - they learn best from observation. They prefer to have time to think before having to act, and to be able to review what is happening.

4. **Pragmatist** - they like tips and shortcuts. They learn best from activities which offer direct link to real-life implementation and techniques to make their work easier. They want opportunities to implement what has been learned.



To build an effective workshop using Kolb's cycle, we must set clear and **achievable goals**. To guide this process, we can use the following questions:

- How do we want participants to feel?
- What do we want them to think?
- What do we want them to do?

These questions will help us design a workshop that addresses emotional engagement, cognitive understanding, and practical application.



In conclusion, the impact of re-socialization in youth work, particularly in the context of the pandemic, has highlighted the critical need for young people to develop and maintain healthy face-to-face social skills. During this project we learned about the challenges faced by many adolescents in dealing with psychological issues related to social interaction.

Moving forward, collaborative efforts between youth organizations will be essential in creating opportunities for youth to engage in activities that promote autonomy, peer relationships, and the construction of identity. By addressing these key developmental tasks, we can better equip young people to navigate the complexities of social interaction and ultimately thrive in their personal and social lives.

Link to the Handbook Assessment Survey [HERE](#).

