

ATOM PROJECT

SUPPORTING SOCIAL INCLUSION OF YOUNG PEOPLE

ERASMUS+ KA2 221 - SMALL SCALE IN THE FIELD OF YOUTH
PROJECT REFERENCE N. 2022-3-IT03-KA210-YOU-000094011

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CHAPTER 01

THE COMPETENCE FRAMEWORK

1.1 WHY A COMPETENCE FRAMEWORK

This Competence Framework for Youth Workers is a vital resource within the **ATOM project**, aimed at promoting social inclusion and diversity among young people. The project, designed around the innovative **VIBES** (Values, Introspection, Belonging, Empowerment, Support) methodology, seeks to reduce barriers for disadvantaged youth and stimulate new opportunities at both the local and EU levels. At its core, the framework is intended to empower youth workers with the skills and knowledge necessary to guide young people in their journey towards intercultural, social, and critical thinking competence.

The Competence Framework is based on five key phases - explore, learn, share, build, and give - interwoven with the **VIBES** approach. These phases enable youth workers to engage young people in a holistic learning journey, fostering not only personal growth but also contributing to the development of more inclusive communities and societies. The **VIBES** methodology stands out due to its flexibility and adaptability, making it a valuable tool for youth workers across Europe.

The primary objective of the Competence Framework is to equip youth workers with the skills, tools, and strategies needed to help young people develop social and intercultural competences and critical thinking abilities. These competences are crucial in fostering open-mindedness, empathy, and the ability to critically engage with the complex challenges facing our diverse societies. By empowering youth workers with these competences, the **ATOM** project aims to create a ripple effect, ultimately benefiting the young people they serve.



1.2 THE FRAMEWORK

The Competence Framework is structured around several core areas that reflect the key aspects of youth work in the **ATOM** project:

Intercultural Competence: This area focuses on fostering an understanding of different cultures, customs, and perspectives. Youth workers should be able to guide young people in exploring and appreciating diversity, ultimately promoting intercultural sensitivity and inclusivity.

Social Competence: The social competence section emphasizes the development of skills related to effective communication, teamwork, and building positive relationships. Youth workers should help young people understand and navigate social dynamics, encouraging them to become active, responsible members of their communities.

Critical Thinking: Critical thinking is a fundamental skill that enables young people to analyze information, evaluate ideas, and make well-informed decisions. Youth workers should guide young people in developing their ability to question, reason, and engage critically with the world around them.

Empowerment: Empowerment is at the heart of the **ATOM** project. Youth workers should be equipped to inspire young people to take control of their lives, build self-confidence, and realize their full potential. This involves fostering a sense of autonomy, self-efficacy, and motivation.

Support: The support aspect of the framework emphasizes the importance of offering guidance and assistance to young people as they navigate their personal and educational journeys. Youth workers should be able to provide both emotional and practical support, acting as mentors and advocates for the youth they serve.

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CHAPTER 01

THE COMPETENCE FRAMEWORK

1.3 HOW TO USE IT



Before embarking on the journey of introducing the **VIBES (Values, Introspection, Belonging, Empowerment, Support)** methodology to empower and uplift *disadvantaged* young people, it's essential to understand the significance of a well-structured **Competence Framework**. This framework is designed to provide youth workers with the guidance and tools necessary to address the unique **needs** of **youth** facing social **disadvantages**. In this text, we will explore the importance of using the Competence Framework and its benefits in contexts where disadvantaged youth are the focal point.

The **Competence Framework** serves as a blueprint for youth workers, offering a comprehensive approach to equipping them with the necessary skills and knowledge to guide disadvantaged youth through the transformative journey of **VIBES**. It is particularly relevant in contexts where young people may encounter **social, economic, or educational barriers**. This framework is a **proactive** tool that aims to empower youth workers to create a more **inclusive** and **nurturing** environment for these **vulnerable** youth.

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CHAPTER 01

THE COMPETENCE FRAMEWORK

1.3 HOW TO USE IT



Encounter social, economic, or educational barriers. This framework is a **proactive** tool that aims to empower youth workers to create a more **inclusive** and **nurturing** environment for these **vulnerable youth**.

The Benefits of Utilizing the Competence Framework are:

1. Tailoring Support: One of the primary advantages of the Competence Framework is that it allows youth workers to tailor their support to meet the specific needs of disadvantaged youth. These young people often face unique challenges that require a more personalized approach. By following the framework, youth workers can better understand and address these challenges, providing individualized support that can significantly impact the lives of these young people.

2. Building Trust: Disadvantaged youth often harbor distrust due to their life experiences. The Competence Framework serves as a guide for youth workers to build trust and rapport with these young individuals. By utilizing the framework, youth workers can employ strategies that demonstrate empathy, understanding, and genuine care for the well-being of the youth, thus fostering a safe and supportive atmosphere.


3. Empowering the Disadvantaged: The essence of the Competence Framework lies in its emphasis on empowerment. It equips youth workers with the skills to empower disadvantaged youth, encouraging them to believe in their abilities, dreams, and aspirations. This newfound self-confidence can serve as a powerful motivator, propelling young people towards personal growth and success.

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CHAPTER 01

THE COMPETENCE FRAMEWORK

1.3 HOW TO USE IT



4. Critical Support for Critical Thinking: Many **disadvantaged** youth lack opportunities to develop **critical thinking** skills due to the **circumstances** they face. The Competence Framework places a strong **emphasis** on critical thinking development. By helping youth workers **nurture** these skills, young people **can gain the ability** to analyze information, question **assumptions**, and make **well-informed decisions**, thus giving them a greater sense of **control over their lives**.

5. Promoting Social Inclusion: Disadvantaged youth often **feel excluded** from various **aspects of society**. The Competence Framework empowers youth workers to create an **inclusive** environment where these young individuals feel they belong. This sense of belonging is crucial for personal growth and development and can **significantly impact** these youths' future life **choices**.

6. Tailored Support for Specific Challenges: The Competence Framework recognizes that **disadvantaged youth** may face a range of unique challenges, such as **poverty**, **discrimination**, or a **lack of access to quality education**. It equips youth workers with the skills to address these specific challenges and help youth overcome them, fostering a sense of **hope** and **opportunity**.



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CHAPTER 01

THE COMPETENCE FRAMEWORK

1.3 HOW TO USE IT

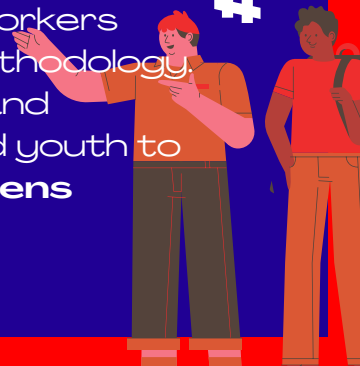
APPLICATION OF THE COMPETENCE FRAMEWORK

Before implementing the VIBES methodology with disadvantaged youth, it is crucial to adhere to the Competence Framework. The framework guides youth workers through the following steps:

- 1. Identifying Needs:** Assess the specific needs and challenges faced by the disadvantaged youth. Use the framework to create an individualized plan for each young person, considering their unique circumstances.
- 2. Building Relationships:** The framework encourages the development of a strong, trust-based relationship between youth workers and disadvantaged youth. This is a crucial first step to ensure that youth are receptive to the transformative aspects of the VIBES methodology.
- 3. Nurturing Empowerment:** Youth workers should use the framework to inspire self-confidence and self-efficacy in the youth. This process will require ongoing encouragement and motivation, allowing young individuals to realise their full potential.
- 4. Cultivating Critical Thinking:** The framework's emphasis on critical thinking development should be incorporated into the process. Youth workers can use this aspect to foster the skills necessary for disadvantaged youth to make informed choices.

In contexts where **disadvantaged** youth are the **focus**, the Competence Framework is a vital instrument for youth workers. It is through the implementation of this framework that youth workers can effectively prepare young **individuals** for the **transformational journey** of the **VIBES** methodology. By recognizing their **unique challenges** and **needs**, **building trust**, **nurturing empowerment**, and **fostering critical** thinking, the Competence Framework paves the way for the disadvantaged youth to embark on a path of personal growth, empowerment, and inclusion. It is a powerful tool that **opens doors** to brighter and more promising **futures** for these young people.

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CHAPTER 02

THE VIBES

APPROACH



2.1 Introduction: the birth and the fundamental principles

VIBES' structural elaboration is based on studies related to **emotional intelligence**, the **Aikido business** model concept, and the "**Blue Ocean** Strategy." VIBES is a method that is based on three orientations: **one horizontal, one vertical, and one diagonal.**

The horizontal orientation is outlined on five steps, in an ensemble mix of learning hard and soft skills: **Explore, Learn, Share, Build and Give.b**

Step by step, as one progresses through these stages, one also evolves with vertical systematicity, to orient the person toward a more collaborative mindset that is open to new points of view. This involves between stages: **Awareness, Empowerment** and **Co-design.**

- **Awareness:** investigating his or her emotional dimension with respect to the path to be taken, defining strengths and limitations, working on them. (ref: Life Design)
- **Empowerment:** values and goals to be undertaken are shared and defined. (ref: Design Thinking)
- **Co-design:** it is the "putting into action" of tasks to be undertaken to achieve goals and generate value. (Life Design + Design Thinking)

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CHAPTER 02

THE VIBES APPROACH



2.1 Introduction: the birth and the fundamental principles

The combination of this trend generates the **diagonal** orientation, which represents the **dialectical evolution** of the individual in three moments: **Vibration, Vision and Value.**

What is instinctual and passionate (Vibration), is organised according to a Vision **perspective**, which is aimed at generating **Economic** and **Social Value** for the person and the society in which he or she lives in a **directly proportional** manner. This is possible through learning the tools of life **design analysis** (moment of Vibration) and **design thinking** (moment of Vision).

VIBES thus makes it possible to functionally develop **each person's emotional dimension**, processing and structuring it toward an innovative construct orientation capable of generating **Economic** and **Social Value** for **oneself** and for the **reality** that surrounds the person.

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2.2 THE PILLARS OF THE APPROACH



VIBES is rooted in **5** theoretical pillars that intersect the^{pn} emotional dimension with the economic and communicative dimensions: **Goleman's emotional intelligence, Business Model Aikido, Blue Ocean Strategy, Life Design, and Design Thinking.**

Let us briefly analyse each of these pillars:

- **Goleman's emotional intelligence:** Daniel Goleman argues for the importance of emotional competence in people's overall intelligence. This theory suggests that the ability to understand and express one's emotions, as well as to understand and empathise with others, is essential for interpersonal relationships and success in both personal and professional life.
- **Business Model Aikido:** is a strategic approach that takes inspiration from Japanese martial arts. Aikido is a martial art that emphasises using the opponent's energy and strength to achieve victory. In the business perspective, Business Model Aikido refers to an approach in which external forces, such as competitors or market changes, are exploited to create a competitive advantage.

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2.2 THE PILLARS OF THE APPROACH



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- **Blue Ocean Strategy:** The "Blue Ocean" strategy is a concept developed by W. Chan Kim and Renée Mauborgne. It is a strategic methodology that invites firms to find new markets or unexplored sectors, creating competitive space without direct competition. The central idea is to move from a "red ocean" (existing market with competition) to a "blue ocean" (new market without competition), enabling companies to achieve sustainable profits.
- **Life Design:** is an approach that encourages people to consciously design their lives, taking into consideration their aspirations, values, interests and talents. This concept is based on the belief that each of us has the power to create a meaningful and fulfilling life through intentional choices and active design.
- **Design Thinking:** is an approach that draws inspiration from the way designers approach problems. It focuses on in-depth understanding of user needs, innovative idea generation, and rapid prototyping to solve complex problems. Design Thinking promotes an open, action-oriented, experimental mindset to create creative solutions and centre the end user.

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2.2 THE PILLARS OF THE **APPROACH**



VIBES is an expression of the intersection of these five theoretical pillars, allowing emotional as well as communicative and economic aspects to be considered. For example, emotional intelligence can be integrated into design thinking to create solutions that meet users' needs while also considering their emotions. Similarly, life design can benefit from **emotional intelligence** by helping people make decisions based on personal **values** and **aspirations**. The interaction between these theoretical pillars provides a comprehensive approach to addressing challenges and developing strategies that take into account emotional, communicative, and economic dimensions.



2.3 THE STRUCTURE OF THE **APPROACH**



VIBES® is a method that is developed by intersecting in **three basic orientations: one horizontal, one vertical, and one diagonal**. These orientations work in **synergy** to guide the individual through a path of growth, learning and Value creation.

The horizontal orientation is developed through five stages that combine the learning of **hard** and **soft skills**, while the vertical orientation promotes a collaborative **mindset** that is open to new points of view. The diagonal orientation represents the **dialectical** evolution of the individual, ranging from emotional awareness to vision and Value creation. Together, these three orientations create a comprehensive framework for personal and professional development.



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HORIZONTAL ORIENTATION



VIBES horizontal orientation is developed through five stages that integrate the learning of hard and soft skills:

- **Explore:** This stage encourages the exploration of new ideas, concepts and approaches. It involves **opening the mind** to different perspectives, stimulating **creativity** and discovering **new possibilities**.
- **Learn (Learning):** During this stage, new **knowledge**, **skills** and **abilities** are acquired. It is a time to delve into relevant topics, study and master the skills needed to meet challenges.
- **Share (Sharing):** In this stage, interaction and sharing of knowledge and experiences with others is promoted. It involves creating a **community** where people can **exchange ideas**, collaborate and **learn from each other**.
- **Build (Construction):** During this stage, you put the knowledge you have gained into practice, carrying out **concrete projects** and **creating value**. This is the time to apply what has been learned and develop tangible solutions.
- **Give (Contribution):** In the last phase, you **promote** the sharing of results and positive **impact on the community**. It is about **giving back** to society by sharing one's work, sharing knowledge and experiences with others, and contributing to the common welfare and growth.

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VERTICAL ORIENTATION



The vertical orientation of VIBES is about the evolution of the individual toward a more collaborative mindset that is open to new points of view.

It is articulated among the different stages of the process and includes:

- **Awareness:** This step aims to create **awareness** and **reflection** on one's beliefs, knowledge and behaviors in order to develop a higher level of emotional and **cognitive awareness**.
- **Empowerment:** During this step, taking **personal responsibility** and becoming aware of one's impact on situations is encouraged. It involves developing a mindset of responsibility, commitment and **taking charge**.
- **Co-design:** During the co-design phase, it is about **promoting collaboration** and interaction with others to create innovative solutions. It involves **working together** to develop ideas, projects and initiatives that bring value for all participants.

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DIAGONAL ORIENTATION



Diagonal orientation represents the dialectical evolution of the individual in three distinct moments:

- **Vibration:** This moment refers to an experience of **emotional openness** and awareness, where one is sensitive to one's own **emotions** and values and beliefs and those of **others**. It is a time to connect with one's intuition and instincts.
- **Vision:** During the **visioning stage**, you develop a clear **vision** of your desired future. It involves identifying the **goals, aspirations** and **directions** you want to pursue and working toward them.
- **Value:** During this stage, you **create** and **offer value** to others and the **community**. It involves using one's skills, knowledge and expertise to contribute to the collective well-being and create a positive impact in the **world**.

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DIAGONAL ORIENTATION



The combination of these three orientations - **horizontal, vertical and diagonal** - forms the framework of VIBES, which aims to guide the evolution and growth of the individual through a combination of learning, collaboration and realisation of Social and Economic Value.

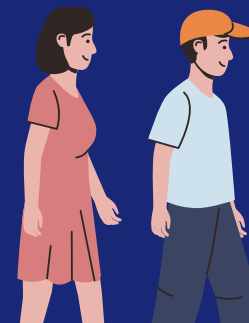
VIBES® therefore offers an **integrated and holistic approach** to the individual's **growth journey**. Through horizontal orientation, **knowledge is gained**, skills are developed, and tangible projects are created. Vertical orientation fosters **personal awareness** and empowerment, paving the way for a collaborative mindset. Finally, diagonal orientation guides the individual toward **emotional and cognitive development**, enabling them to define a clear vision and create **value** for themselves and others. Through the integration of these three orientations, VIBES offers a powerful tool for achieving personal and professional success in an increasingly complex and interconnected world.

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2.4 THE **ROLES** AND THE STRATEGY OF INTERVENTION



This paragraph provides a comprehensive **overview** of the VIBES methodology, a unique approach to content creation and management. It outlines the key roles within the VIBES framework, including the **Content Owner**, **VIBES Master**, and **VIBES Team**, each with distinct responsibilities and contributions towards achieving the collective goal. In this section of the booklet, the importance of VIBES **events** in facilitating Learning by Working is also highlighted, promoting transparency, and fostering flexibility. As will be seen below, this methodology aims to streamline processes, enhance collaboration, and ultimately, generate value.



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2.4 THE ROLES AND THE STRATEGY OF INTERVENTION



Here are the VIBES methodology roles and their functioning:

- **Content Owner:** is responsible for maximising the value of the product resulting from the team's work. This role involves developing and **clearly communicating** content objectives, managing and organising the content itself and related media. The content owner may **delegate** some activities, but retains **overall responsibility**. Decisions made by the content owner must be **respected** within the organisation and are evident in the content and priorities established. This role acts as a **point of reference** for the team and the organisation in conveying content, media, and strategies. Any changes or **proposals** regarding content can be **discussed** with the Content Owner.



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2.4 THE **ROLES** AND THE STRATEGY OF INTERVENTION

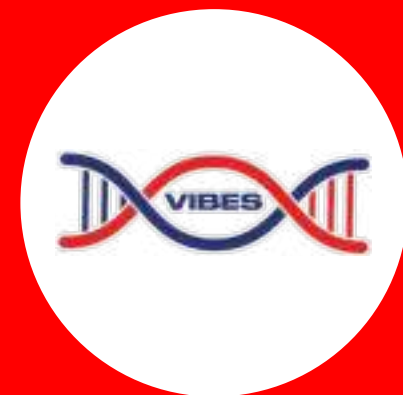


- **VIBES Master:** is responsible for **promoting** and **facilitating** the adoption of VIBES within the organisation by providing **support**. The VIBES Master strives to improve team practices, enabling them to create value increases and meet defined **goals**. This role acts as a **leader** serving the **VIBES** team and the organisation, providing support in developing self-management, removing obstacles, and collaborating with stakeholders. The VIBES Master also works closely with the Content Owner, assisting in setting content goals and managing planning and design activities. In addition, the VIBES Master serves in an **advisory** role to the organisation, guiding VIBES adoption, planning implementation, and facilitating understanding of the empirical approach to the **work as a whole**.



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2.4 THE ROLES AND THE STRATEGY OF INTERVENTION



- **VIBES Team:** in a broader sense it becomes **Community**. It is a cohesive group of young people and professionals working together to achieve a specific goal. Within the team, there are several roles, including the VIBES Master and Content Owner. This team is characterised by its **cross-functional** structure, where members have a variety of skills to create Value during meetings. In addition, the team is self-directed, making internal decisions about who does what, when, and how. The team size is designed to foster **agility**, enabling the team to complete **meaningful** work during meetings. The **goal** of the VIBES team is to produce useful and valuable results at each meeting. Activities performed by the team include collaboration with **stakeholders**, execution of activities, experimentation, research, and development. The **VIBES** team is responsible for managing its work autonomously, working at a **sustainable** pace to improve focus and consistency. The responsibility for creating meaningful **value** during each meeting falls on the entire VIBES team, working together to achieve the desired results.

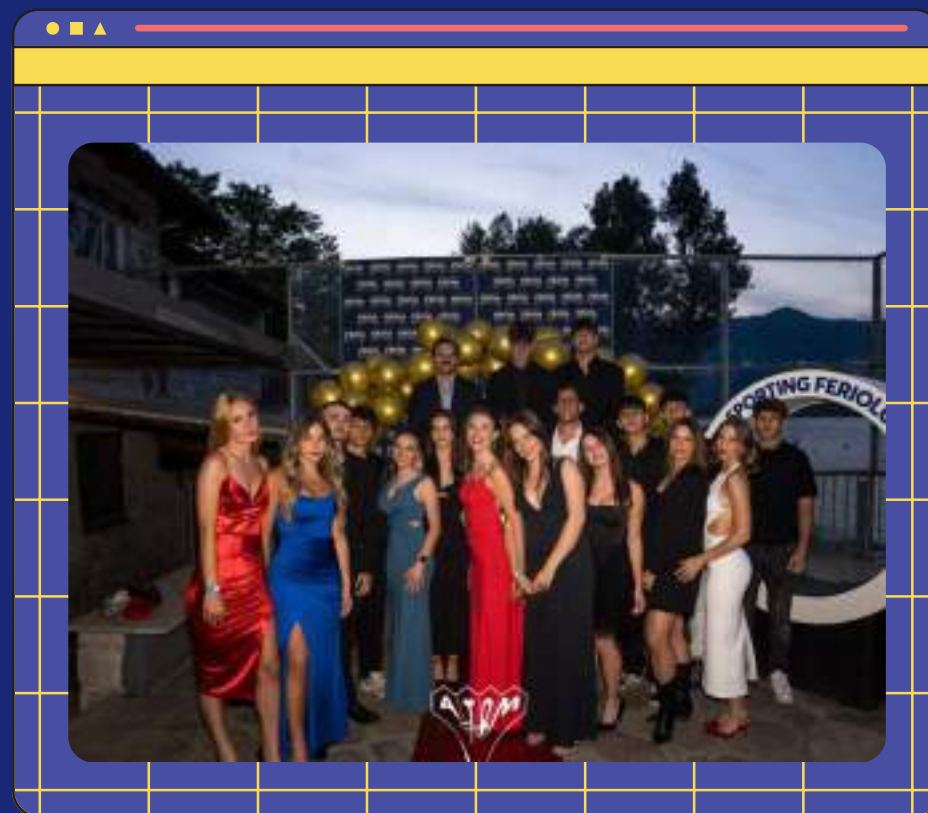


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2.4 THE **ROLES** AND THE STRATEGY OF INTERVENTION



- **VIBES EVENTS:** VIBES events are the **execution phase** of the method and provide a **real opportunity** to put **Learning by Working into practice**. Each event in VIBES is a formal opportunity to compare and make the process more flexible. These **events** are specifically designed to bring the required **transparency**. **Failure** to implement any event as prescribed results in lost opportunities for comparison, **flexibility** and **Value generation**. Events are used in VIBES to create **systematisation**, **aggregation** and **inclusion** and to minimise the need for **formal meetings**, avoiding the creation of **involutionary** superstructures that are slow and poorly performing from a communicative and empathic point of view.



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2.5 THE PRACTICE

- A detailed roadmap for implementing the VIBES methodology within an organisation is provided in this paragraph. It outlines the step-by-step process, starting from the formation of a dedicated VIBES Team, creating a conducive work environment, to the execution and continuous improvement of VIBES practices. The text emphasises the importance of collaboration, creativity, clear communication, and continuous learning in achieving the organisation's goals. It serves as a comprehensive guide for organisations aiming to adopt the VIBES methodology to foster innovation, enhance productivity, and create value.



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2.5 THE PRACTICE



Here are the main steps to implement the VIBES approach:

- **Creation of a Small Team:** starting a small group of people internally to form a VIBES Team dedicated to implementing VIBES. This team is tasked with **engaging** other **peers** to become an **active part of the Community**.
- **Creating a stimulating work environment:** foster a **work** environment that fosters creativity and **innovation**. Create brainstorming spaces, encourage the sharing of ideas, and foster a climate of **openness** and **collaboration**.
- **Training and outreach:** hold **training sessions** to educate the team on **VIBES** principles and practices. It is critical to raise the team's **awareness** of the importance of developing **new skills, relationships** and **opportunities**.
- **Defining values, goals, and communication:** involve the **VIBES** Team and stakeholders in identifying the **values, goals, and communication** to be adopted during VIBES **implementation**. Ensure that everyone feels **involved** and **empowered** in the decision-making process by defining clear and consistent communication to **spread the principles of VIBES**.

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2.5 THE PRACTICE



Here are the main steps to implement the VIBES approach:

- **Define the execution phase:** start the **execution** phase of the VIBES project, putting the agreed strategies and practices into **practice**. Organise **targeted** meetings, workshops, and activities to **engage participants** and provide them with an **opportunity** to directly **experience** the principles of VIBES. During this phase, **promote interaction, knowledge sharing and collaboration** among participants to foster **learning** and **innovation**.
- **Structuring social content and operational strategies:** work with the VIBES Team to **structure** the **social content** that will be **shared** and **develop** operational strategies for **dissemination**. Ensure that messages are **clear, engaging, and relevant** to the **target audience**.

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2.5 THE PRACTICE



- **Implementation of VIBES practices:** integrate VIBES practices into **work routines**, such as through knowledge sharing sessions, use of **creative thinking tools**, and encouragement of **active listening**. It is important to foster **autonomous** decision-making and collaboration among team members, mutual respect and **critical thinking skills**.
- **Monitoring: Evaluate** and **monitor** the **effectiveness** of VIBES implementation (we do this through active and continuous **listening and follow-up**).
- **Adaptation and continuous improvement:** Based on monitoring results, make any **changes** and **adjustments** to VIBES practices to **improve** the person's impact and effectiveness. Maintain a continuous **learning approach** and constantly seek to evolve and adapt **strategies** to the needs of the **organisation**.

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2.5 THE PRACTICE



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2.6 PRACTICAL TIPS



VIBES can bring about a **positive** impact in **European organisations** in several ways. First, through the development of **participants' competencies**, VIBES offers a **structured** approach to improving both **hard skills and soft skills**. This can lead to an **overall improvement in empathy**, efficiency, **productivity** and **quality of work** within the organisation.

Another key aspect of VIBES is its **emphasis** on **intercultural communication**. In a European context characterised by **cultural** and **linguistic diversity**, promoting understanding and collaboration among people from **different cultural backgrounds** becomes crucial. VIBES fosters the creation of an inclusive and stimulating work environment where **cultural differences are valued and people are encouraged to share and learn from each other**.

In addition, VIBES stimulates **creativity** and **innovation** within organizations. Through VIBES' approach based on exploration and learning, **open-mindedness** and the generation of new **ideas** and solutions are encouraged. This can lead to significant improvements in work processes, in the quality of **products** or **services** offered, and in the organization's ability to adapt to **market changes**.

An important aspect of VIBES is also concerned with **enhancing leadership skills** and **team management**. Through vertical orientation, VIBES promotes the empowerment of leaders and team members by encouraging effective, collaborative, and motivating leadership. This can foster greater cohesion within teams, better **relationship management**, and a **positive work climate**.

VIBES also takes organizational well-being into consideration. Through the promotion of a corporate culture based on **awareness**, **empowerment** and **empathy**, VIBES contributes to a healthy and inclusive work environment. This can lead to increased participant **satisfaction**, **increased retention**, and an overall **improvement** in the quality of **work life**.

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2.6 PRACTICAL TIPS



Through VIBES' horizontal orientation, which includes **sharing** and **building** steps, **participants** have the opportunity to connect with other young people who are going through a **similar journey** of **growth** and **development**. This facilitates the exchange of **ideas**, experiences and knowledge among **community members**, creating an environment of **mutual support** and **inspiration**.

In addition, the opportunity to build **communities** of young people through VIBES is extremely beneficial. Communities provide a **safe place** where young people can share their **challenges**, **successes**, and **aspirations** while receiving **support and constructive feedback** from their **peers** and the **professionals** with whom they interface. Communities can be a **springboard** for collaborative projects, social initiatives, and **networking opportunities**.

Creating a community through VIBES can have a significant impact on **participants' personal and professional development**. It provides an environment in which youth can develop **leadership** skills, improve **communication** and collaboration skills, and make meaningful **connections** with others who share **common interests**.

The effect of VIBES goes beyond the organisation itself, positively influencing the social fabric and creating networks of young people committed to making a **difference**. Implementing VIBES can therefore lead to a **lasting** and significant **impact** in **European society** and **organisations**, fostering an inclusive, creative and inspiring work environment and contributing to the formation of a generation of knowledgeable and committed young people.

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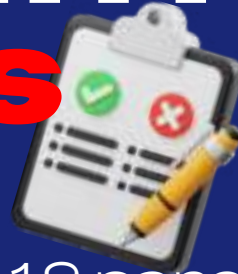
2.6 PRACTICAL TIPS



COMMUNITY

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2.7 STRENGTHS AND WEAKNESSES



In the aftermath of the COVID-19 pandemic, the VIBES method, integral to the ATOM project, discloses itself as a **useful further** tool for young individuals, particularly those **disadvantaged** by **socio-economic** circumstances. Recognized as one of the most innovative pedagogical methods at the **2020 Teacher of the Year Award**, VIBES is not just a method but a social inclusion and individual development **multiplier**.

The VIBES method, with its five phases of work (explore, learn, share, build, give), serves as a **catalyst** for **young people**, enabling them to acquire meta-reflective depth and refine their **skills, talents, and self-perception**. It also enhances their understanding of **society**, thereby equipping them with the tools to navigate the **complexities** and the lack of self-empowerment occasions of the **post-pandemic world**.

By synergizing the VIBES approach with **art, storytelling, and music**, it amplifies intercultural, social, and critical thinking, thereby fostering an environment of social inclusion.

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2.7 STRENGTHS AND WEAKNESSES



ATOM project, built around the VIBES approach, is a testament to the transformative power of innovative pedagogical methods. It promotes the development of social and intercultural competences and critical thinking among young people by offering **transnational training** opportunities for **youth workers** at the **EU** level. Moreover, it designs an empowerment **non-formal pathway** (ATOM Workshops) based on the principles of unity and diversity, which guides young people to unlock their potential and integrate into the **community**.

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2.7 VIBES STRENGTHS



- **Skills development:** VIBES offers a structured approach to employee skills development, promoting both hard skills and soft skills. This can improve the efficiency, productivity and quality of work within an organization.
- **Intercultural communication:** VIBES places a strong emphasis on cultural, intercultural, and intergenerational communication, which is particularly relevant in a context of diverse cultures, languages, and communicative languages and traditions. Fostering communication, understanding, and collaboration among people of different generations and/or from different cultural backgrounds can improve team cohesion and management of internal and external relationships.
- **Creativity and innovation:** VIBES fosters creativity and innovation through exploration and learning. By integrating VIBES, out-of-the-box thinking is fostered through knowledge of the communication languages of the new generation, which are essential for engaging young people and receiving fresh perspectives. Integrating VIBES enables organizations to create relevant content and reach diverse audiences. In addition, VIBES promotes intergenerational dialogue and adaptation to changing social dynamics. Openness to the languages of new generations and new (social) media helps organizations remain relevant and adaptable. VIBES contributes to the sustainability of organizations and their positive impact on society.

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2.7 VIBES STRENGTHS



- **Leadership and team management:** VIBES also includes a focus on enhancing leadership skills and team management. Through its "network" orientation, VIBES promotes empowerment and empowerment of leaders and team members, facilitating more effective, motivating, and collaborative management.
- **Organizational well-being:** VIBES also encourages a healthy and inclusive work environment. Promoting an entrepreneurial culture based on awareness, empowerment, and empathy can contribute to participants' well-being and satisfaction by embracing the goals to be achieved and shared values.
- **Adaptability to change:** VIBES also develops the adaptability of people and organizations to change.

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2.7 VIBES

WEAKNESS



- **Complexity:** Implementing VIBES requires a thorough understanding of its principles and good planning. It may require some learning and adaptation for those involved in the process.
- **Resistance to change:** Adoption of a new method such as VIBES may be met with resistance from people who are used to working in a traditional way. A process of awareness and involvement may be needed to overcome this resistance.
- **For young people:** because VIBES is organized according to a bottom-up system, whereas young people are used to a school action context with a top-down system that limits critical dimension, exploration and pro-activity, inhibiting young people's actions and creativity at the beginning.

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2.7 VIBES WEAKNESS



- **For adults:** because of the law of "it has always been done this way," and sometimes novelty or a fluid, less hierarchical dimension is disorienting and frightening.
- **Leadership dependence:** VIBES requires strong support and involvement from the organization's leadership. Without adequate commitment from key figures, it may be difficult to achieve the full potential of VIBES and ensure widespread adoption.
- **Networked organization:** people are used to taking assignments rather than contaminating each other with ideas, making decisions, and finding constructive solutions.
- **Adaptability to different organizations:** There is no one-size-fits-all approach. The specifics of each person/organization may require adaptations and customizations of VIBES to fit specific needs. Design and customization work may be needed to maximize the impact of VIBES in different settings.

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CHAPTER 3 ACTIVITIES: WORKSHOPS



Examples of workshops based on the VIBES approach (before the ATOM EU project)

“**ATOMWEEEN**”

Blood Donation and Youth Volunteering

29.10.2022

BORGOMANERO (IT)

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CHAPTER 3

ACTIVITIES:

WORKSHOPS



OBJECTIVES OF THE ACTIVITY:

- **Raise awareness among young people about the importance of blood donation:** the project aim to help young people (aged 10-19) understand the **significance** and positive impact of **blood donation** on people's lives and the community as a whole.
- **Create an effective and engaging communication environment:** it focuses on implementing innovative and engaging communication strategies to convey the message of blood donation to young people, using language suitable for their target audience.
- **Actively involve young people:** the intention is to empower young participants, making them central to the project and involving them in the design of workshops and interactive activities on the **scientific narrative** of **blood donation** and in the creation of an **immersive event** to **activate intergenerational cooperation**.
- **Bridging the generational gap:** through the active participation of young people and the involvement of experts and AVIS volunteers, the project aims to reduce the gap between different generations regarding blood donation.
- **Create a stimulating environment for blood donation culture:** through the "Un Tu per Eroe" project and the ATOMWEEN event, the goal is to provide young people with a unique opportunity to learn, raise awareness, and contribute to social change through the promotion of blood donation.

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CHAPTER 3

ACTIVITIES:

WORKSHOPS



EXPECTED RESULTS:

- **Increased awareness:** An increase in awareness among young people about the importance of blood donation for health and societal well-being is expected.
- **Increased blood donations:** The project aims to encourage young people to become active blood donors, thereby increasing blood donations and ensuring greater availability of blood for medical emergencies and necessary transfusions.
- **Active participation of young people:** Young participants will be actively involved in the project and the event, gaining communication skills and becoming advocates for the culture of blood donation among their peers and the community.
- **Community impact:** Involving young people and raising awareness about blood donation can have a positive impact on the local community, encouraging more people to become donors and helping build a supportive community.
- **Reaching the target audience through new communication strategies:** Through the innovative and engaging approach of the project, new communication strategies can be developed that effectively engage young people and make them active promoters of the message of blood donation.
- **Bridging the generational gap:** Involving both young and adult participants in an intergenerational dialogue about blood donation can help reduce the gap in knowledge and awareness between different age groups.
- **Future events:** The "Un Tu per Eroè" project and ATOMWEEN event may stimulate the creation of similar initiatives in the future, promoting the continuity and expansion of blood donation awareness activities.
- **Partnerships and collaborations:** Involving pedagogy experts, AVIS volunteers, and young participants can lead to new partnerships and collaborations to further support the promotion of blood donation.

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ACTIVITIES:

WORKSHOPS



BEFORE STARTING:

- Awareness of AVIS adult volunteers
- **Project presentation:** It begins with a detailed presentation of the "Un Tu per Eroe" project and the Atomvveen event to AVIS adult volunteers. The project's objectives, target audience, and planned activities are explained, emphasising the benefits and importance of involving young people in promoting blood donation.
- **Training workshops:** Training workshops are organised for AVIS adult volunteers, with the participation of communication and pedagogy experts. During these workshops, volunteers learn effective strategies for communicating the message of blood donation to young people and acquire skills to engage audiences of different age groups.
- **Sharing of testimonials:** The sharing of meaningful testimonials for young people is promoted. These testimonials can elicit empathy and strengthen the commitment of adult volunteers to the project.

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CHAPTER 3

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EMPOWERMENT OF AVIS ADULT VOLOUNTEERS:

- **Assignment of roles and responsibilities:** AVIS adult volunteers are involved in the design of project activities. They are assigned specific roles and responsibilities that align with their skills and interests. For example, some may take on the task of coordinating activities with schools, while others may be responsible for the logistical organisation of the ATOMWEEN event.
- **Training and development:** Continuous training is provided to AVIS adult volunteers to enhance their communication skills, technology use and management, and engagement with young audiences. This ongoing training helps them feel prepared and effective in their roles.
- **Support for young participants:** Definition of ways in which AVIS adult volunteers can support young participants during the co-design phase, offering the values of their volunteering passion to help young people develop innovative ideas and practices.
- **Definition of online/school educational activities:** Definition of steps and operational roles and sharing of educational material developed in line with the promotional campaign.

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CO-DESIGN WITH AVIS ADULT VOLOUNTEERS:

- **Work meetings:** Regular work meetings are organized with AVIS adult volunteers and young participants to discuss ongoing activities and project progress. These meetings foster open and constructive collaboration among all participants.
- **Feedback and suggestions:** AVIS volunteers are encouraged to provide feedback and suggestions to improve project activities. Their contribution is essential to adapt initiatives to AVIS values and the specific needs of young audiences.
- **Valuing skills:** The skills and experience of AVIS adult volunteers are recognized and valued, creating a collaborative and inclusive work environment. This encourages a sense of belonging and commitment to the project.
- **Implementation of online/school activities:** Activation of online or school activities by the pedagogue, AVIS volunteers, and involved doctors.

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HOW TO CONDUCT THE WORKSHOPS

Planning and goal definition

The project team (Talentix and AVIS representatives) establishes specific objectives, target audience, and an implementation plan. They define the content and main topics to be addressed during online and in-person lessons, as well as the organization of the ATOMWEEN event. They also define the working teams within the community for the two activities: "Un Tu per Eroe" and the ATOMWEEN event.

AWARNESS

The Awareness phase begins, targeting young people between the ages of 14 and 19. Educational and training meetings are organized online or in person with pedagogy and communication experts. These meetings focus on defining appropriate language and engagement strategies for young audiences and convey an analysis of the values and objectives of the project. If possible, the presence of one or more high-ranking AVIS officials is requested to share the organization's vision. This allows young people to infuse their vision and express what can be functional in engaging their generation.



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CHAPTER 3

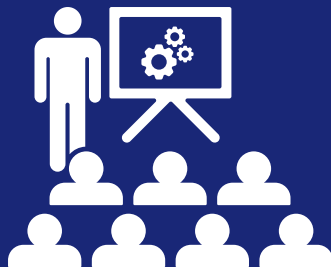
ACTIVITIES:

WORKSHOPS



EMPOWERMENT

Young participants are involved in workshops and training activities with education and training experts. Biology and science experts provide scientific explanations about blood and its importance for human health. Young people are empowered and trained in designing interactive labs and workshops, which will then be presented to their younger peers (aged 10-13).



CO-DESIGN

Young people, together with professionals, co-design workshops for the younger target audience (10-13 years old). They put into practice the skills acquired during the Awareness and empowerment phases and develop innovative ideas to effectively engage the audience. They define the spaces and communication language suitable for the target audience to promote the importance of blood donation. AVIS volunteers are organized and workshops are activated.

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CHAPTER 3.1

ACTIVITIES:

WORKSHOPS



Examples of workshops based on the VIBES approach (before the ATOM EU project)

“**ATOM X SIMONLUCA**”

Bring People Together

BORGOMANERO (IT)

05.09.2021

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CHAPTER 3.1

ACTIVITIES:

WORKSHOPS



OBJECTIVES OF THE ACTIVITY:

- **Commemorate the memory of Simonluca Agazzone:** The project aims to commemorate the memory of Simonluca, a young local boy who tragically passed away in a road accident, by celebrating his joyful and lively personality. Former AC Milan football player, he spent his life on the soccer pitch, moving around Italy and working for the family's company. His two little cousins reached out to us in order to commemorate their late one through a meaningful event.
- **Fundraising for youth projects:** To raise €10,000 for initiating projects dedicated to the local youth, promoting opportunities and activities that enrich their personal and social growth.
- **Fundraising for the purchase of a neonatal home care heart machine:** The project also involves fundraising of €25,000 for acquiring a heart machine to be donated to the Borgomanero hospital, ensuring high-quality home care for neonatal patients.
- Demonstrate the social and economic impact that proactive youth can have on society.



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CHAPTER 3.1

ACTIVITIES:

WORKSHOPS



EXPECTED RESULTS:

- **Community engagement:** The ATOM X SIMONLUCA project aims to actively engage the local community, especially young people, families, and adults, by organizing a musical event that attracts various age groups and brings the city of **Borgomanero** together.
- **Success of the musical event:** The goal is to achieve great success with the musical event, featuring special guest **Il Pagante**, attracting a **broad** audience of young people and families. A high-impact event can ensure increased participation and contribute to fundraising for the planned initiatives.



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CHAPTER 3.1

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WORKSHOPS



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CHAPTER 3.1

ACTIVITIES:

WORKSHOPS



EXPECTED RESULTS:

- **Fundraising for youth projects:** The project aims to reach the goal of €10,000 to fund specific projects dedicated to the **local** youth. These projects can provide training, entertainment, and personal growth opportunities for the community's youth.
- **Acquisition of the heart machine:** The goal is to raise €25,000 for the purchase of the **neonatal home** care **heart** machine, ensuring high-quality medical services for neonates and their families, contributing to the community's well-being.
- **Benefit for the historic center and local businesses:** The event can have a positive impact on the local economy by involving **restaurants** and **businesses** in the **historic** center of Borgomanero, benefiting directly from the influx of families and young people during the event.



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CHAPTER 3.1

ACTIVITIES:

WORKSHOPS



BEFORE STARTING:

Awareness of Lions Club volunteers and Leo Club youth group:

- **Presentation of the ATOM X Simonluca project:** Begin with a presentation of the project to the members of the Lions Club Borgomanero Host and the Leo Club youth group. Explain the project's objectives, the importance of remembering Simonluca, and the fundraising activities for youth projects and the purchase of the heart machine for the local hospital.
- **Involvement of Simonluca's family:** Establish direct contact with Simonluca's family and actively involve them in the Project's presentation. This personal involvement helps ensure their support and ensures that the project honors Simonluca's memory in a joyful way.
- **Informational and training meetings:** Organize informational and training meetings with Lions Club and Leo Club youth group volunteers to provide them with detailed information about the project, the activities involved, and fundraising strategies. Offer training and support to prepare volunteers to effectively carry out their roles in organizing and managing the event.
- **Involvement of youth:** Actively involve the youth from the Leo Club youth group, together with young participants from ATOM Community, in planning and organizing the musical event. Encourage their creativity and active participation in generating engaging activities during the event.
- **Collaboration with experts:** Establish a collaboration with experts in the organizational and management aspects of musical events to provide Lions Club volunteers with the skills and tools needed to successfully organize the event.
- **Definition of roles and responsibilities:** Define specific roles within the project team and assign clear responsibilities to each volunteer. This ensures a clear division of tasks and effective coordination throughout all project phases.
- **Planning and logistical preparation:** Plan activities and prepare the logistical tools needed for the musical event, taking into account technical requirements, permits, and organizational needs.
- **Definition of fundraising strategies:** Define fundraising strategies for the event, such as ticket sales, merchandise, voluntary donations, and sponsorships. Also establish transparency and traceability in the use of the funds collected.

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CHAPTER 3.1

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HOW TO CONDUCT THE WORKSHOPS

AWARENESS:

During the Awareness phase, the project team focuses on spreading the word about the ATOM X Simonluca project and its goals to the local community, engaging both young and adult audiences.

Awareness strategies may include:

- Involvement of **ATOM Community**.
- **Communication campaigns:** Initiate a communication campaign through social media to spread the project's message and promote the musical event. Use engaging and visually appealing messages to capture the audience's attention.
- **Involvement of Lions Club members:** Involve members of the Lions Club Borgomanero Host and the Leo Club youth group in promoting the project among their contacts and the local community.

EMPOWERMENT:

- **Task assignment:** Divide tasks among Lions Club volunteers and other project team members, assigning specific responsibilities for planning, promotion, fundraising management, and other necessary activities.
- **Training and development:** Provide training and support to volunteers to enhance their organizational, event management, and audience engagement skills.
- **Involvement of Simonluca's family:** Actively include Simonluca's family in decision-making and event planning, making them an integral part of the project and ensuring that the memory of their son is appropriately honored in a joyful manner.

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CHAPTER 3.1

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Co-design:

- During the co-design phase, the project team collaborates with young participants and other members to brainstorm and create the event program and interactive activities. Co-design activities may include:
- **Brainstorming sessions:** Organize brainstorming meetings with young participants to gather creative ideas for the event program and engaging activities.
- **Design of youth activities:** Involve young people in designing the processes for the evening's event.
- **Evaluation and feedback:** Collect feedback from young participants during and after the event to assess the effectiveness of activities and gather suggestions for improving future similar initiatives.

Practical Tips:

- **Early involvement of Simonluca's family:** Involving Simonluca's family in the event's design and goal-setting from the beginning can ensure strong emotional support and greater alignment with the intent of joyfully honoring the young boy.
- **Clear definition of fundraising objectives:** Set clear financial goals for fundraising, transparently indicating how much will be allocated to youth projects and the purchase of the heart machine, which can motivate participants and the community to contribute to the cause.
- **Involvement of artists and guests of interest to youth:** Ensure that the selection of artists and guests for the musical event aligns with the interests of young people, which can attract a broader audience and increase participant engagement.
- **Event promotion planning:** Plan the promotion of the event in advance through various communication channels, both local and online, to ensure greater visibility and community participation.
- **Involvement of local businesses:** Collaborate with restaurateurs and businesses in the historic center of Borgomanero to actively engage them in the event, creating a positive synergy and increasing the participation of other commercial activities.
- **Evaluation of social and economic impact:** Plan an evaluation of the social and economic impact of the project, using specific indicators to demonstrate the actual positive change generated in the area and supported youth projects.
- **Event logistics management:** Carefully plan the logistics of the event, including arrangements for the safety and well-being of participants, to ensure the effective and secure execution of the event.
- **Thanks and acknowledgments:** Show gratitude and recognition to all participants, volunteers, donors, and sponsors involved in the event, perhaps through a thank-you ceremony, to strengthen relationships and encourage future support.

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CHAPTER 3.2

ACTIVITIES:

WORKSHOPS



Examples of workshops based on the VIBES approach (before the ATOM EU project)

“BACK TO THE **A** TOM”

Generation Z and the 80s

BORGOMANERO (IT)

26.02.2022

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CHAPTER 3.2

ACTIVITIES:

WORKSHOPS



OBJECTIVES OF THE ACTIVITY:

- **Create a bridge between Generation Z and the 1980s generation:** The project aims to draw parallels between the youth of Generation Z and young people of the 1980s, exploring the differences and similarities between these two generations, including fashion, culture, historical events, and values.
- **Foster intergenerational dialogue:** Through peer-to-peer initiatives, the young members of ATOM Community encourage their peers to establish a supportive dialogue with their parents, with the goal of gaining insights and knowledge about the culture of the 1980s directly from the source.
- **Build the event setting:** Using information collected from parents, including photographs from their youth and stories about life in the 1980s, the project intends to construct the setting and style of the "BACK TO THE ATOM" event to make the experience engaging and authentic.



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EXPECTED RESULTS:

- **Intergenerational dialogue and understanding:** It is expected that the project will promote constructive dialogue and greater understanding between Generation Z youth and adults from the 1980s generation. Through the "BACK TO THE ATOM" event and the peer-to-peer initiative, participants will have the opportunity to share experiences, perspectives, and values, creating a deeper connection between generations.
- **Enhancement of Italian culture:** By analyzing 1980s culture and drawing parallels with Generation Z, the aim is to highlight Italian culture and its evolution over time. Young participants will become more aware of the importance of the country's cultural heritage.
- **Engagement and active participation of youth:** It is anticipated that the young members of ATOM Community will actively engage in promoting the "BACK TO THE ATOM" project and inviting their peers to participate in the event. Active involvement of young people will make the event more meaningful and relevant to the target audience.
- **Creation of an immersive and engaging experience:** The "BACK TO THE ATOM" event aims to provide an engaging and immersive experience by recreating the 1980s. It is expected that this experience will leave a lasting impression on participants and stimulate reflection on cultural and social transformations and parallels over time.



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CHAPTER 3.2

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EXPECTED RESULTS:

- **Awareness of the importance of the past:** Through the rediscovery of 1980s culture, the project aims to raise awareness among young people about the relevance of the past and its influence on the present and future. This will contribute to the development of greater historical awareness among participants.
- **Creation of an inclusive and shared environment:** The event and peer-to-peer initiative will promote an inclusive and shared environment where young people and adults have the opportunity to appreciate diverse perspectives and enrich each other through the sharing of experiences and values.
- **Awareness of the impact of generations on society:** Through the analysis of parallels between Generation Z and the 1980s generation, it is expected to demonstrate the importance of the social and economic impact that proactive young people can have on society. This will foster an understanding of the crucial role of new generations in shaping the country's future.



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CHAPTER 3.2

ACTIVITIES:

WORKSHOPS



BEFORE STARTING:

- **Awareness of ATOM Community youth:** Present the "BACK TO THE ATOM" project to the young members of ATOM Community, explaining the objectives and the importance of intergenerational dialogue. Encourage young people to involve their peers and suggest initiating dialogue with their parents.
- **Involvement of parents/families:** Involve the parents/families of the young participants, explaining the project's purpose and seeking their collaboration to provide information and photographs from their youth in the 1980s.

HOW TO CONDUCT THE WORKSHOPS - AWARENESS:

- Organize **informational meetings** with the young members of ATOM Community to explore the characteristics, fashion, historical events, and values of the **1980s**. Compare this information with the culture and experiences of **Generation Z** youth, seeking parallels and differences.
- Use interactive and engaging activities to **stimulate** discussion and the sharing of perspectives among participants.



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Empowerment:

- Encourage the young members of ATOM Community to promote dialogue with their peers about 1980s themes and their parents' experiences.
- Organize peer-to-peer sessions where young people can provide suggestions on how to engage in dialogue with their parents.

Co-design:

- Based on the information collected from parents, collaborate with young participants to construct the setting and style of the "BACK TO THE ATOM" event. Draw inspiration from 1980s fashion, music, and historical events to create an engaging and immersive experience.
- Involve both young and adults in designing the event's activities and spaces to ensure that the intergenerational dynamic is an integral part of the experience, allowing young people to immerse themselves in the atmosphere of the 1980s inspired by that historical period and its culture (films, fashion, cult objects, etc.).

Practical Tips:

- **Research and historical analysis:** Collect initial information and materials related to the 1980s, both from a historical and cultural perspective. It's important to ensure that sources are reliable, such as documents, videos, photographs, and testimonies from people who lived during that period. This material will be essential for creating an authentic and engaging setting for the event.
- **Involvement of families:** Young people should be encouraged to ask their families to share photographs or vintage items from the 1980s. These elements can be used to enrich the event's setting and create an emotional connection to the past, as well as to understand, through comparison, the culture of that time and the emotions it evokes in their "teenager parents."
- **Creative activities:** Organize creative workshops in which young members of ATOM Community can express their interpretation of parallels between the 1980s and Generation Z, providing an opportunity to express their ideas creatively.
- **Promotion through social media:** Use social media as the primary tool to promote the "BACK TO THE ATOM" event, creating interesting and engaging content to capture the attention of young people and encourage their participation.

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CHAPTER 4 TALENTIX WORKSHOPS



ATOM PROJECT WORKSHOPS



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ART+INN



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CHAPTER 4.1

TALENTIX

WORKSHOPS



“BOOOM!”

BOrgomanero On MOvement

Youth Participation in Sport

BORGOMANERO (IT)
08.06.2024



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CHAPTER 4.1

TALENTIX

WORKSHOPS



*The **BOOOM! - BOrgomanero ON MOvement** project focuses on promoting youth participation through the organization of a sports tournament that uses sports as a vehicle to foster socialization and well-being among adolescents. The initiative involves young people in every phase of the process, valuing their active role in the community and creating opportunities for personal and professional growth.*

Awareness

The initial phase of the project aimed to spread the importance of the tournament and involve around **10 young volunteers**. Communication took place through social media, meetings at the Town Hall, and the Talentix headquarters, with a focus on the importance of sports as a tool for inclusion and well-being. To emphasize the importance of inclusivity, the tournament is promoted as a **mixed-team event**, with boys and girls playing side by side, fostering **gender equality** and **collaboration**.

Empowerment

In this phase, young people are empowered and actively involved in organizing the tournament. They have designed and launched a crowdfunding campaign to gather sponsors and the necessary funds to carry out the event, thus acquiring valuable skills in fundraising and resource management. Additionally, the youth have taken care of designing the event logo and t-shirts, thanks to the creativity and talent of the ATOM Community, strengthening their sense of belonging and contributing to giving a visual identity to the initiative. During this phase, participants have been trained and prepared to manage various organizational activities, from logistics to welcoming participants.

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Co-design

Co-design was a key moment for the young people, who worked closely with **professionals** (restaurateurs, sports facility managers, and municipal administrators) and local **associations** to define the details of the tournament. Two main sports were selected for the tournament: **five-a-side football** and **beach volleyball**, chosen for their ability to engage a **wide** audience of young people. Together, the participants established the event's objectives and rules, the registration and participation methods, as well as defining the roles and responsibilities of each team member. Each team, in fact, assigned two players to contribute to **refereeing** and **supervising** the matches. Thanks to this collaborative approach, the young people were able to express their ideas and see their contributions turn into **concrete actions**.

Impact and Results

The BOOOM! project not only offered the youth of Borgomanero the opportunity to experience the importance of sports as a **tool for socialization**, but also allowed them to acquire practical skills through a process of awareness, empowerment, and co-design. The active participation of young people in fundraising, visual design, and the organization of the tournament, composed of mixed teams competing in five-a-side football and beach volleyball, represents a model of **youth engagement**. This project not only promotes **physical activity** but also strengthens the **sense of community**, inclusion, and civic participation among the youth of Borgomanero.

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“BOOOM!”
BOrgomanero On MOvement
Youth Participation in Sport

BORGOMANERO (IT)
08.06.2024

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Application of the VIBES Horizontal Structure

EXPLORE

Research the most popular sports.
Analyze participation methods and available sports centers.
Share the sense of achievement with institutional entities.

LEARN

Training on crowdfunding techniques.
Building the tournament rules.
Managing registrations and logistics.

SHARE

Choosing the logo and promotional posters.
Communicating through social media and institutional channels.

BUILD

Detailed planning of the tournament.
Procuring and purchasing the necessary materials.

GIVE

Contributing to the community through an event that promotes socialization.
Volunteering to ensure the success of the event.

Application of the VIBES Diagonal Structure

Vibration: Energy and Engagement from a group of young people that involved over **10 volunteers**.

Vision: Youth aggregation and Inclusivity through a mixed-team tournament that promotes collaboration.

Value: Acquisition of practical skills and strengthening of the sense of community among young people.



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CHAPTER 4.2

TALENTIX

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“FELIX”

Youth - Health - Sustainability

pt.1

BORGOMANERO (IT)

30.09.2024



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CHAPTER 4.2

TALENTIX

WORKSHOPS



The Felix Project – Youth, Health, Sustainability was carried out on the occasion of the **Health Festival** promoted by the ASL of **Novara**. For this occasion, **10** young people of the ATOM Community aimed to connect the theme of **health** with **environmental sustainability**. The young people of the ATOM Community created a sustainable and symbolic product, a composition made using **anise seeds**, chosen for their **beneficial** properties, as a tool to **promote psychophysical** well-being and the importance of living in a **healthy environment**. The name Felix was chosen because it means “**happy**” and “**fruitful**.” It is derived from the Latin “**arbor felix**,” a tree that bears fruit if the soil, and therefore the context, is good.

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CHAPTER 4.2

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WORKSHOPS



Awareness

The awareness phase saw the young people of the ATOM Community participate in meetings and the online conference organized by the ASL of Novara, presenting the intent to develop an idea that could unite personal health and environmental sustainability. They decided to use anise, a plant known for promoting relaxation and concentration, as a symbol of well-being. They chose to use biodegradable packaging, donated by Novamont, a world leader in the field of sustainable materials, based in the Novara area. This choice allowed the project to connect with both local and international business realities, while also promoting the use of eco-friendly materials.

Empowerment

In this phase, the young people took on the responsibility of designing and creating the product. One part of the group handled the construction of the product: placing soil and anise seeds into MaterBi cups, a biodegradable and compostable material. Meanwhile, another group gathered social messages in support of the ATOM Community, creating an open dialogue with the community, while a third team focused on the creative aspect, designing the labels that accompanied the cups. The labels carried the social message developed by the young people: "Cultivating young people in a happy (fruitful) environment leads them to grow as proactive citizens," emphasizing the connection between health, the environment, and personal development.

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CHAPTER 4.2

TALENTIX

WORKSHOPS



Awareness

The awareness phase saw the young people of the ATOM Community participate in meetings and the online conference organized by the ASL of Novara, presenting the intent to develop an idea that could unite personal health and environmental sustainability. They decided to use anise, a plant known for promoting relaxation and concentration, as a symbol of well-being. They chose to use biodegradable packaging, donated by Novamont, a world leader in the field of sustainable materials, based in the Novara area. This choice allowed the project to connect with both local and international business realities, while also promoting the use of eco-friendly materials.

Empowerment

In this phase, the young people took on the responsibility of designing and creating the product. One part of the group handled the construction of the product: placing soil and anise seeds into MaterBi cups, a biodegradable and compostable material. Meanwhile, another group gathered social messages in support of the ATOM Community, creating an open dialogue with the community, while a third team focused on the creative aspect, designing the labels that accompanied the cups. The labels carried the social message developed by the young people: "Cultivating young people in a happy (fruitful) environment leads them to grow as proactive citizens," emphasizing the connection between health, the environment, and personal development.

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CHAPTER 4.2

TALENTIX

WORKSHOPS



Co-design

Co-design was a central moment of the Felix project, with young people actively collaborating to design the stand to be presented at the Health Festival. They took care of the design of the exhibition space, selecting sustainable and attractive materials for the public. A daily workshop for children was organized, allowing the little ones to personalize their own anise plants, thus helping to spread the message of sustainability even among the younger generations. Novamont's participation in providing the packaging was a significant contribution to the success of the project, fostering the connection between young people, local businesses, and institutions.

Impact and Results

On September 30, 2023, the young people participated in the Health Festival, where the project achieved notable success. The Felix stand attracted a diverse audience, thanks to the young people's ability to communicate the importance of sustainability and psychophysical well-being. Fifty plants were made, and all were sold. Additionally, the children's workshop promoted interaction and education on sustainability in a playful context. The event was made even more special by a DJ set organized by the young people, which created a festive atmosphere, consistent with the values of socialization and creativity that characterize the ATOM Community.

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CHAPTER 4.2

TALENTIX

WORKSHOPS



Objectives

- Develop greater awareness on the topics of psychophysical health and sustainability.
- Promote the connection between health and environmental sustainability.
- Develop practical skills in young people, from designing to creating eco-friendly products.
- Raise community awareness about the importance of a healthy environment for physical and mental well-being.
- Create a moment of celebration and socialization, emphasizing the value of youth and community participation.

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CHAPTER 4.3

TALENTIX

WORKSHOPS



“FELIX”

Youth - Green Economy - Sustainability

pt.2

BORGOMANERO (IT)

30.09.2024



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CHAPTER 4.3

TALENTIX

WORKSHOPS



The Felix project focuses on raising awareness about **sustainability** during the **Christmas** season, involving young people in creating **innovative** and **recycled** Christmas decorations, conveying a strong ecological and creative message. The initiative started from the observation that, during Christmas, the consumption of **electricity** for lighting and the use of **bulbs** represents a significant waste. In response, the young people of the ATOM Community have devised a sustainable and creative alternative to maintain the Christmas spirit without compromising the importance of environmental protection.

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CHAPTER 4.3

TALENTIX

WORKSHOPS



Awareness:

The awareness phase of the Felix project involved a group of young people who identified the problem of energy waste related to Christmas lighting. They used social media to spread the idea of a sustainable Christmas, collecting more than **100 non-working bulbs** thanks to the connection that the director of the "Consorzio del Medio Novarese" created between Talentix and lamp shops and electrical companies; the young people managed direct collaboration with families. The collection of bulbs demonstrated strong involvement from the local community, sending the message of a more **environmentally conscious celebration**.

Empowerment:

In this phase, the young people took charge of organizing the entire project. **10 boys and girls**, many with artistic skills or a passion for **DIY**, **transformed non-working bulbs into beautiful Christmas decorations**. Empowerment also emerged through the involvement of local partners, such as **Laica**, a chocolate company that donated a **kilo of chocolate coins** (the company that invented them!), to pair with each Felix bulb as a symbolic gesture. Additionally, the young people devised a budget plan to manage costs such as materials and venue fees, demonstrating skills in resource management and financial planning.

Co-design:

Co-design saw the young people collaborate to design the stand for the Christmas market, which took place on the last Sunday of November. They designed the structure of the stand, selected materials, and organized a daily workshop for children, where the little ones could create their own personalized Felix bulbs. The young people worked closely with local associations to ensure participation in the market, also developing communication methods with the public to convey the **message of sustainability**.

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CHAPTER 4.3

TALENTIX

WORKSHOPS



Impact and Results:

The Felix project achieved incredible success to our great surprise: all the bulbs were sold during the market! The key to success was the young people's ability to passionately and enthusiastically convey the message of sustainability, standing out from the other professional artisans present at the event. Felix not only raised awareness in the local community but also offered young people the opportunity to acquire practical skills, strengthening their sense of belonging and responsibility towards the environment.

Objectives:

- Promote sustainability through the creative reuse of resources.
- Raise local community awareness about the importance
- of a more ecological Christmas.
- Develop practical skills in young people in networking, design, event management, and fundraising.
- Create a sense of community and intergenerational collaboration through a local project.



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CHAPTER 4.4

TALENTIX

WORKSHOPS



“ATOM COMMUNITY”

Youth Participation - Legality

BORGOMANERO (IT)

13.04.2024



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CHAPTER 4.4

TALENTIX

WORKSHOPS



The ATOM Community Project - Youth Participation - Legality was developed for participation in the Fiera del Giusto, an event organized by the Collegio Don Bosco of Borgomanero and Slow Food, with the aim of exploring the theme of justice in all its forms: from sustainable food to social and environmental issues. In this context, **5** young people of the ATOM Community represented the proactive youth of the province of Novara, promoting legality and their civic engagement.

Awareness

The awareness phase had the primary goal of promoting the activities of ATOM Community and Talentix, engaging the audience of the Fiera del Giusto, which included families, students, and professionals connected to the world of social and environmental justice. During the event, the young people created a direct connection with the audience by distributing promotional tokens equipped with narrative QR codes. This innovative tool allowed participants to connect directly to the Instagram page of Talentix and ATOM Community, where they can monitor the progress of projects and crowdfunding initiatives supporting youth activities in real-time.

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CHAPTER 4.4

TALENTIX

WORKSHOPS



Empowerment

The empowerment of young people was evident in the design, conception, and creation of promotional products and the stand itself. The young people developed the tokens with the QR code, a symbol of the initiative, and took care of the graphic design of the distributed materials. Active involvement in the preparation phase gave the young people the opportunity to acquire practical skills in communication and promotion, strengthening their role as proactive citizens. Part of the team also handled the narration of activities, telling the public how ATOM Community operates in the territory in favor of their peers and the community, promoting legality and social justice.

Co-design

Co-designing the stand and promotional materials was a central step in the project. The young people worked closely together to create a setup that best represented the values of justice and youth engagement. The stand not only attracted public attention but also offered a space for dialogue, where families and visitors could learn more about the activities of ATOM Community. A particular focus was dedicated to the crowdfunding initiative, promoted through tokens with QR codes, which allowed for a deeper understanding of the various stages of youth project development through social media.

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CHAPTER 4.4

TALENTIX

WORKSHOPS



Impact and Results

On April 13, 2024, the young people participated in the Fiera del Giusto, successfully presenting their stand and activities. The event was an opportunity to showcase their social and proactive commitment to their teachers and families, highlighting the skills and sense of responsibility acquired outside the school environment. The project received a positive response from the public, with strong support for the crowdfunding initiative and numerous interactions with the ATOM Community Instagram page. This confirmed the effectiveness of the narrative approach chosen by the young people to engage the public and spread their message of justice and legality.



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CHAPTER 4.5

TALENTIX

WORKSHOPS



“SOCIAL TALENT NIGHT”

Youth Proactivity - Volunteering 2.0

BORGOMANERO - VILLA ZANETTA (IT)

28.12.2023



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CHAPTER 4.5

TALENTIX

WORKSHOPS



Social Talent Night Initiative - Youth Proactivity: Volunteering 2 was created to highlight the commitment and dedication of young volunteers from ATOM Community, rewarding their work in the field of volunteering and social planning. Promoted by the Municipality of Borgomanero in collaboration with the Department of Social Policies and the CST - Territorial Services Center, the event celebrated the initiatives carried out in 2023 and presented future projects for 2024, consolidating the role of young people in the social and educational context.



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CHAPTER 4.5

TALENTIX

WORKSHOPS



Empowerment

The design and implementation of the Social Talent Night were led by a small group of **8** "veteran" young people from ATOM Community, those who first applied the VIBES method to their daily lives and social planning. As part of the coordinating team of the Talentix social volunteer department, these young people were responsible for planning and managing the entire event.

One of the main choices was to focus on the new participants of the Community, allowing them to understand the positive impact that ATOM Community had on the territory and on them. This created a strong sense of belonging and motivation among the young people involved, demonstrating how inclusion is a central value in the project.



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CHAPTER 4.5

TALENTIX

WORKSHOPS



Co-design

The Social Talent Night was the result of close collaboration between the team of veteran young people, the Department of Social Policies, and the CST, which facilitated coordination among the various actors involved. The young people participated in online meetings with local institutions to select the event venue, plan the evening, and define operational details, such as creating a DJ set to liven up the evening and arranging the room.

Young people were further involved in the planning and organization of the event, contributing to every detail, from social media communication to structuring the evening's steps. The awarded young people were also actively involved, creating a network of participation among the volunteers and their families.

Impact and Results

Despite the event being held on December 28th, during the Christmas holidays, participation was surprisingly high, with over a hundred people in attendance. This demonstrates how the energy and enthusiasm of young people can attract attention and recognition within the community.

The Social Talent Night had a significant impact on both participants and the audience, highlighting the value of volunteering and youth initiatives in building a more cohesive and supportive society. Thanks to the event, young people were able to strengthen their network of relationships, involving families, friends, and local institutions, and consolidating the reputation of ATOM Community as a promoter of active citizenship and social projects.

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CHAPTER 4.6

TALENTIX

WORKSHOPS



“TEDUA LIVE”

Atom Community - Music, Youth and Volunteering

PHENOMENON- FONTANETO D'AGOGNA (IT)

06.09.2024



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CHAPTER 4.6

TALENTIX

WORKSHOPS



On September 6, 2024, ATOM Community organized the highly anticipated concert of Mario Molinari, known as **Tedua**, one of the most influential artists in the contemporary Italian rap scene, at the Phenomenon venue. The Community has been working with Phenomenon for several years as they share an educational pact: to organize major musical events with national and international artists, focusing on the energy and creativity of young people, revitalizing the world of youth entertainment.



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CHAPTER 4.6

TALENTIX

WORKSHOPS



Awariness

The artist Tedua, known for his unique style that blends rap, trap, and storytelling, has managed to win a vast fanbase in recent years thanks to his lyrics that explore complex themes such as the search for identity, the difficulties of daily life, and personal redemption. His songs, characterized by innovative metrics and evocative language, speak especially to young people, addressing issues of social discomfort, belonging, and personal growth. His music is not just entertainment but becomes a vehicle for reflection and change, with clear references to works of Italian culture, such as Dante Alighieri's Divine Comedy. The event aimed to highlight this social and cultural dimension of Tedua's music, creating a bridge between the artist's cultural and artistic commitment and the work of ATOM Community in the territory. During the evening, the audience not only had the opportunity to attend an engaging concert but was also made aware of the activities and values promoted by the young people of ATOM Community.

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CHAPTER 4.6

TALENTIX

WORKSHOPS



Empowerment

The organization of the event was entrusted to the team of veteran young people from ATOM Community, specialized in event management.

These young people, already trained through the VIBES method, were tasked with coordinating various aspects of the evening, from logistics to promotion, professionally taking care of every detail. Their main role was to train and support the younger volunteers, involving them in operational activities such as welcoming the public, managing spaces, supporting the artists, and ensuring security.

This responsibility allowed the young volunteers to acquire practical skills related to organizing large-scale events, improving their problem-solving, time management, and teamwork abilities. Being an active part of such an important event offered them the opportunity to experience the value of collaborative work and strengthen their commitment to the community.

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CHAPTER 4.6

TALENTIX

WORKSHOPS



Co-design

The co-design phase saw the young people get in touch with the Phenomenon venue team to ensure the event met both the artist's needs and the venue's logistical requirements.

The ATOM Community team then developed a social media promotional strategy, creating content in line with the artist's style and the youth target audience. The goal was not only to promote the concert but also to communicate the importance of active participation and volunteering, showing how these aspects connect with the values of Tedua and the Community, and they worked to build the network for ticket sales. Additionally, they devised a funtoken system that allowed two young audience members to meet the artist.

The ATOM Community team wanted to add a special touch to celebrate Tedua's arrival and thank him for his contribution to the evening. To this end, they contacted two local artists who created unique works to offer as gifts to the artist.

The local start-up Wow Rug created a custom-made rug inspired by Tedua's artistic imagery. Additionally, the artist Barciocco hand-painted an exclusive painting, which was signed by Tedua himself and then left as a gift to the Community, symbolizing the bond between the artist and the territory. These gestures strengthened the connection between the musical event, art, and local culture, highlighting the strong collaborative spirit that characterizes ATOM Community.

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CHAPTER 4.6

TALENTIX

WORKSHOPS



Impact and Results

The event was an extraordinary success, attracting a large and diverse audience. In addition to the fun guaranteed by Tedua's charismatic performance, participants had the opportunity to learn more about ATOM Community's activities and see firsthand how young volunteers are capable of successfully managing an event of this scale.

A key aspect of the event's impact was the active involvement of about **15** young volunteers, who had the chance to gain concrete formative experience. Thanks to the event's organization, many of them acquired skills in logistics, communication, and public relations, as well as developing a greater awareness of the value of teamwork.



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CHAPTER 4.7

TALENTIX

WORKSHOPS



"THE LAST DANCE"

End of the Year - Prom

SPORTING FERILO - FERILO (IT)

12.06.2024



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CHAPTER 4.7

TALENTIX

WORKSHOPS



Awariness

The PROM “The Last Dance” was the closing event of the 2023/2024 school year for the students of “Enrico Fermi” High School in Arona. Held on June 12, 2024, at the beautiful Sporting Feriolo, the event embodied the elegance and sophistication of an unforgettable evening, with over 300 students, 14 volunteers, and school representatives in attendance. Organized by school representatives who were already volunteers of ATOM Community, along with a group of **14** young volunteers, the PROM celebrated the transition to adulthood and the achievement of graduation for many participants.



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CHAPTER 4.7

TALENTIX

WORKSHOPS



Awareness

The PROM “The Last Dance” was not just a moment of celebration but aimed to convey the importance of values such as social cohesion and mutual support. This event, so significant for the students, offered an opportunity to celebrate years of study and friendship together in a context of elegance and mutual respect. The social value of this evening was highlighted by the fact that the school representatives, already trained as volunteers of ATOM Community, took on the role of main organizers. Their active participation helped raise awareness among young people about the importance of community engagement and volunteering, conveying the message that even in moments of celebration, it is possible to promote ethical values and collaboration.

Empowerment

The organization of the PROM represented a unique opportunity for young people to take on roles of responsibility and leadership. The school representatives, together with ATOM Community volunteers, took care of every aspect of the event, from choosing the location to developing the theme, to managing logistics during the evening. This task allowed them to put into practice organizational and time management skills, as well as improve their ability to work in teams. The young people managed aspects such as welcoming guests, supervising the setup, and managing the evening’s program, demonstrating extraordinary planning and adaptability skills.

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CHAPTER 4.7

TALENTIX

WORKSHOPS



Co-design

The co-design phase saw ATOM Community's young volunteers working closely with school representatives and the management of Sporting Feriolo to create an event that aligned with the elegant and festive spirit of the PROM. Organizational meetings covered details such as choosing the theme "The Last Dance," designing the lighting and table arrangement, and selecting the music that accompanied the evening. The volunteers also created a social media communication plan, promoting the event among students and generating great enthusiasm among participants.

Impact and Results

The organization of the PROM demonstrated that young people, when actively involved, can be protagonists in the realization of impactful events, managing complex situations with competence and creativity. The PROM "The Last Dance" strengthened the bond among the students of "Enrico Fermi" High School and highlighted the importance of active participation, promoting teamwork and social cohesion.

Objectives

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CHAPTER 4.7

TALENTIX

WORKSHOPS



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CHAPTER 4.8

TALENTIX

WORKSHOPS



“MUSICART PROJECT”

Training of young Artists

PHENOMENON - FONTANETO D'AGOGNA (IT)

06.09.2024

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CHAPTER 4.8

TALENTIX

WORKSHOPS



The Music Art project was created with the aim of training young local artists, offering them a path of personal and professional growth in the music world. Participants were guided step by step as singers, learning the technical, artistic, and performance skills necessary to emerge on the music scene. The project's performance moment was live during Tedua's event on September 6, 2024, held at the Phenomenon venue, where the young artists performed in front of an audience of over 1700 people.



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CHAPTER 4.8

TALENTIX

WORKSHOPS



Awareness

The Music Art project focused on the importance of creativity and personal growth through musical art. The young participants had the opportunity to develop not only technical skills such as the use of musical instruments, composition, and production over two months (July and August), but also to explore their expressive and creative potential. In this sense, the project was not limited to artistic training but aimed to convey the value of social redemption and self-determination through music. During the performance at Tedua's event, **5** young artists not only had the chance to showcase their work but also shared their growth journey with the audience, highlighting the transformative power of music. This helped raise awareness among the young attendees about the importance of art as a tool for personal and social change.



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CHAPTER 4.8

TALENTIX

WORKSHOPS



Empowerment

Participants in the project were empowered from the beginning, taking active roles in their training and the organization of performances. The team of trainers guided them while encouraging autonomy, pushing them to make creative decisions regarding the musical repertoire, staging, and performance management. Performing in front of the large audience at Tedua's event was a crucial test, giving the young artists the opportunity to directly experience the stage and the dynamics of a professional live performance. This allowed them to acquire practical skills such as stress and emotion management, teamwork, and the ability to interact with a large audience.

Co-design

The Music Art project was co-designed with the young **5** artists themselves, who played an active role in defining their training path. Together with trainers and music industry professionals, participants developed a shared vision of the project, which included not only technical but also creative and personal aspects. The culmination of this process was the organization of the performance at Tedua's concert. The young artists participated in organizational meetings with other teams involved in the event, contributing to the selection of songs, technical preparation, and stage management. This participatory approach allowed them to feel like protagonists of their success and to strengthen their self-esteem and confidence in their abilities.

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CHAPTER 4.8

TALENTIX

WORKSHOPS



Impact and Results

The Music Art project had a significant impact on the young participants, offering them the opportunity to express themselves and grow through music. The live performance during Tedua's event was a turning point for many of them, allowing them to demonstrate their skills and receive positive feedback from a large audience. Additionally, the project promoted music as a tool for social inclusion, showing how talent and creativity can become vehicles for personal redemption and positive change.



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CHAPTER 5

TALENTIX

CASE STUDY



“MATTEO PERICO”

Atom Resident Dj



Lele



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CHAPTER 5

TALENTIX

CASE STUDY



Matteo Perico, a young DJ from the area, turned 18 in early September 2024, but has already demonstrated extraordinary maturity and talent. Joining ATOM Community in July 2023, he underwent training based on the VIBES method, tailored to enhance his artistic talent. Today, he is the resident DJ for events organized by ATOM, where he has the opportunity to open concerts for major artists like Tedua and perform at significant venues for young people, such as Black Moon, Milk in Turin and the “Arona Insieme” festival, promoted by the Municipality of Arona. Thanks to his training and experience, the idea of creating the “Music Art” project was born with him, aimed at training new local talents as singers or DJs.



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CHAPTER 5

TALENTIX

CASE STUDY



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CHAPTER 5

TALENTIX

CASE STUDY



Awareness

Matteo Perico's training began with the VIBES method, a path that focused not only on technical growth as a DJ but also on personal and social development. Matteo embodied the values of ATOM Community from the start, demonstrating that music is not just entertainment but can be a vehicle for change and expression for young people. His experience showed how a young person from the area can become a reference point for the community, inspiring others to embark on a similar path.

Empowerment

Matteo took on a key role as the resident DJ for ATOM Community events. Being part of this reality allowed him not only to refine his technical skills but also to acquire competencies in event management and collaboration with established artists. His responsibility was twofold: on one hand, he had to ensure high-quality musical performances, and on the other, he had to contribute to the coordination and organization of the events themselves. His journey allowed him to develop a solid leadership attitude. Matteo became a role model for other young people, demonstrating how work and training can transform a hobby into a professional career. This sense of responsibility and autonomy laid the foundation for the "Music Art" project, where he decided to share his skills with other aspiring young artists.

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CHAPTER 5

TALENTIX

CASE STUDY



Co-design

The co-design phase was central to Matteo's growth and the development of the "Music Art" project. Matteo actively participated in all organizational phases of the events, collaborating with the ATOM team and guest artists. His contribution was not limited to the musical part but also involved the strategic and creative aspect, bringing ideas and proposals to improve the overall event experience. It was during this phase that the idea of "Music Art" was born. Matteo wanted to create a training path for other local young talents, giving them the opportunity to grow and test themselves in the music world. With the support of ATOM Community, he began co-designing this training program, which aims to train singers and DJs, guiding them step by step in their artistic growth, just as was done with him.

Objectives

Impact and Results

Matteo's journey was not only personal growth but also had a significant impact on the Community. Thanks to his training and the VIBES method, Matteo demonstrated how music can become a tool for inclusion, expression, and social redemption for young people in the area. His experience inspired other young people to engage in volunteering and art, showing that with dedication and passion, it is possible to achieve important goals.

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CHAPTER 5.1

TALENTIX

CASE STUDY



“CATERINA GIACOMETTI”

Echo Report Project



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CHAPTER 5.1

TALENTIX

CASE STUDY



Caterina Giacometti, a young and talented writer, began her journey with ATOM Community in July 2023, handling the writing of articles for newspapers to promote the Community's activities.

Some of her works were published on the front pages of local newspapers, giving great visibility to Talentix and ATOM. This success contributed to her personal growth, strengthening her determination and proactivity, leading her to be named the best student in Borgomanero and win a scholarship for the Faculty of Political Science at the prestigious University of Pisa.

In June 2024, from Caterina's passion and idea, the 'Echo Report' project was born, designed to involve young journalism enthusiasts and train them in writing and interview techniques.

Thanks to her commitment, the project now involves 10 young people: 3 engaged in interviewing peers during ATOM Community events and 7 focused on journalistic writing. Caterina also works closely with a volunteer professional journalist from La Stampa (Novara section), one of the most important newspapers in Italy.



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CHAPTER 5.1

TALENTIX

CASE STUDY



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CHAPTER 5.1

TALENTIX

CASE STUDY



Awareness

Caterina's journey in ATOM Community began with writing promotional articles, quickly bringing visibility to Talentix and the community's activities. Her writing skills, combined with her proactivity, made her a key volunteer for communicating the values and impact of ATOM's initiatives. Through her words, Caterina helped raise local public awareness, with articles that sparked the interest of both young people and adults in the importance of social commitment and volunteering. Her work demonstrated how writing can become a means of social change and personal redemption, inspiring other young people to follow her path. Thanks to her passion for journalism, Caterina embodied ATOM's values, carrying forward a path that combines creativity with the ability to effectively communicate the challenges and opportunities the community faces.

Empowerment

Caterina soon took on a key role within the community. Her ability to write impactful articles and manage journalistic communication made her a reference point for young journalism enthusiasts. The responsibility of writing articles for local newspapers, including those that ended up on the front pages, helped her develop greater self-confidence and determination, leading her to propose the "Echo Report" project. Thanks to this project, Caterina took charge of training other young aspiring journalists, helping them develop technical skills and build a professional approach to the world of communication. Her responsibility extended beyond writing to teaching, passing on to her peers the skills and determination needed to succeed in a competitive field like journalism.

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CHAPTER 5.1

TALENTIX

CASE STUDY



Co-design

The co-design phase was crucial for the development of the "Echo Report" project. Caterina worked side by side with the ATOM Community team to create a training path capable of involving and inspiring other young people. The support of a volunteer professional journalist from La Stampa further enriched the project, offering participants expert and valuable guidance to refine their writing and interview techniques.

During the design phase, Caterina played a central role in defining the program's objectives, learning methods, and practical activities, involving participants in direct field experiences. The interviews conducted during ATOM Community events and the articles written by the participants are the result of teamwork, but it was Caterina who brought this project to life, inspiring the next generation of young journalists.

Impact and Results

Caterina's journey not only led to the creation of highly relevant articles for ATOM Community but also had a significant impact on the community. Thanks to "Echo Report," young people in the area can express themselves through journalism, learning to tell meaningful stories and give a voice to those who don't have one. The project stimulated dialogue and reflection on current issues, promoting a culture of active participation and transparent communication.

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CHAPTER 6

CHALLEDU

WORKSHOPS



SCHOOL OF MIXED PERFORMING ARTS



CHALLEDU

WORKSHOPS



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CHAPTER 6

CHALLEDU

WORKSHOPS



SCHOOL OF MIXED PERFORMING ARTS



“CIRCLES”

Theatrical Workshops

ATHENS (GR)

23.02.2024

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CHAPTER 6

CHALLEDU

WORKSHOPS



Introduction to the Theatrical Workshops Circles Objectives The objective of the workshop is for young individuals to try and get in touch with their inner self. Young people sometimes have trouble being in accordance with their feelings and understand what they need to help themselves in difficult situations. By learning how to explore their personalities and inner self they will have tools to help them in difficult situations. Before starting Have an internal meeting in the organisation to identify the target group and the form of the activity/workshop. Create a name and visual identity. In Challedu's case the name was "Circles" in order to match it with the social circles that persons participate in their lives. Contact stakeholders and collaborators to find a space that is comfortable for young people (preferably in the centre of your city, or with good transportation) and have the availability and tools you will need for the workshops. Plan the workshop setup. Be open to adapt the activities depending on the group.



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CHAPTER 6

CHALLEDU

WORKSHOPS



HOW TO CONDUCT THE WORKSHOPS BASING ON THE VIBES PRINCIPLES

Awareness

- Project Introduction: Begin the workshop with a detailed presentation of the 'CIRCLES' project, the ATOM project.
- Agree on some basic concepts while doing the workshop. Communication tools, punctuality, consent. In the workshop everybody can express themselves freely and there should be confidentiality between the participants; participants should not share personal stories/details of others outside of the team. Create the "contract" of the group with some agreed rules, in which anyone can contribute and all have to respect.
- Suggest that the participants keep a journal or notes (in written form or in digital form) with their experiences during the workshops. This will help them enhance their learning and self exploration.

Empowerment

Make sure that all participants feel comfortable at all times and explain how the team can help each other to succeed. The goal is to create a good spirit of cooperation among the team. To achieve this the trainer should be open, empathetic and promote cooperation between the members.

Co-design

Development of Personalized Projects: By the end of the workshop the young participants with the help of the workshop leader will have the opportunity to create their own project/output that they will decide all together.

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CHAPTER 6

CHALLEDU

WORKSHOPS



Activities

There are several activities that can be used in similar workshops that will be listed below. It is important to highlight that the following proposals for activities are not binding. The facilitator can combine them with others that he/she may know and wish to do. Emphasis should be placed on creating a good atmosphere, cooperation between young people and self-observation and self-exploration of the participants, while improving their means of expression.



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CHAPTER 6

CHALLEDU

WORKSHOPS



Practical tips

- It's very important to make your participants feel safe. From the beginning, introduce them to the concept of asking for consent in any exercise that requires physical touch. Differentiate the activity if needed.
- Do not push anyone beyond their limits in any way. Find alternatives that make them feel ok to participate. - If at some point someone wants to withdraw, let them, but ask them to stay in the place where the workshop is held to ensure their safety.
- Since the activities might bring up personal information or might become intense for some people, the trailer should make sure not to cross any lines and make sure they are capable of handling their team. If an exercise feels difficult for the trainer to implement it, s/he should avoid it.
- It's advisable to have the same opening and closure activity every time in order to create a routine.
- All workshops' duration is around 120' including some short breaks.

Important note: Apart from the following 15 workshops proposed, another 5 meetings are needed in-between the workshops in order to better plan and organise the activities. A proposal is for one to be held before the workshops, then one every three workshops and one after the last workshop. This procedure is an integral part of the Circles workshops because the activities should be chosen based on the needs/skills of the team, using the Vibes method.

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Practical tips

- It's very important to make your participants feel safe. From the beginning, introduce them to the concept of asking for consent in any exercise that requires physical touch. Differentiate the activity if needed.
- Do not push anyone beyond their limits in any way. Find alternatives that make them feel ok to participate. - If at some point someone wants to withdraw, let them, but ask them to stay in the place where the workshop is held to ensure their safety.
- Since the activities might bring up personal information or might become intense for some people, the trailer should make sure not to cross any lines and make sure they are capable of handling their team. If an exercise feels difficult for the trainer to implement it, s/he should avoid it.
- It's advisable to have the same opening and closure activity every time in order to create a routine.
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WORKSHOPS 1

Warm up exercise: All participants stand in a circle. They state their names and accompany it with a movement. Then the next person in the circle has to repeat all previous names together with the movement and add their own. That way the participants get to know each other.

How I feel today: Each participant chooses a dixit card (or any other relevant cards that contains abstract designs) that depicts "How I came here today", what do I expect, how do I feel etc. Then s/he has to present in the group.

Walking: Participants walk in the space.

Directions include:

- Freely activated hands
- Look intensely
- Light as a balloon.

Explain to the participants that the space is a ship, so they should fill the space.

Avoid walking in circles. We stop suddenly and then start again.

Next instruction: Each pax should set a target point and abruptly change point just before reaching their target. Do it a couple of times to energise the body and mind.

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Walking speeds: First the trainer introduces the five different speeds where 1 is slow motion almost stillness and 5 is running as fast as you can. As participants walk the trainer changes the speed by stating different numbers; be mindful to not exhaust your team.

Observation exercise: The team starts walking normally. You ask them to notice their team members and their surroundings. At some points, the facilitator will ask the pax to close their eyes and ask a question like "What colour is the T-shirt of (another participant)"? Do it as many times as you want with a lot of variations, to help participants start to notice details.

Then the trainer explains to them that the 1st step in theatre is observation (of oneself, of others, of the environment).



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Circular walking with differentiations: The team forms a circle starting at speed 3. First they have to bring their heels on the butt; keep this variation for a while. Then knees up, then walk on the toes, then walk on the soles of your feet then walk on the inside (sides of the foot) and finally walk on the outside of the foot.

Unique walking: Following on from the previous exercise, participants should take some time and create their own unique walk. After a while, participants increase their movement and they start thinking if their walking resembles a creature and what this creature is. Then they have to do it at speed 1. Then they have to show it to the team. Next, all participants are walking together with different kinds of music.

Closure: Form a circle, everyone looks at each other one by one and thank each other without words, only with the eyes.

#FORTHEYOUTH

CHAPTER 6.1

CHALLEDU

WORKSHOPS



“CIRCLE WITH THE BALL”

Workshops Game

ATHENS (GR)

#FORTHEYOUTH

CHAPTER 6.1

CHALLEDU

WORKSHOPS



Circle with the ball: My name is ... and I will give the ball to ... (Warm-up). One player gives the other the ball saying their names and the name of the person that wants to give the ball.

Change positions (circle): One person stands in the middle of the circle and makes a statement E.g. "To change places, anyone who likes eating chocolate". Others change positions when they have done one of the things the person in the middle of the circle says. At the end everyone has gone through the middle of the circle. This exercise is also a warm up and to see that we all have something in common as a group.

Collaborative music chairs / music cushions: This exercise meant to bring the group together and cultivate collaboration. Instead we have in the space, different cushions that match the number of participants minus one. Participants start walking/dancing around the space with music. When the music stops one cushion goes out at a time. As the game goes on and without talking to each other, people have to find a way to fit on the remaining cushions.

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Frozen image: In freeze images or frames (also known as still images and tableaux) participants freeze their bodies to create a scene. A good way to explain a freeze frame is that it's like pressing "pause" on a remote control, taking a photo or making a statue. Then the trainer start saying some words and the participants should do what first comes to their minds as a frozen image

Small sequence: Participants choose to create 3 frozen images and create a sequence. Then they rehearse it all together, with music.

Closure: Form a circle, close eyes and take some breaths all together. Then open eyes and everyone looks at each other one by one and thank each other without words, only with the eyes.

#FORTHEYOUTH

CHAPTER 6.2

CHALLEDU

WORKSHOPS



“CIRCLE OF NOW”

Workshops Game

ATHENS (GR)

#FORTHEYOUTH

CHAPTER 6.2

CHALLEDU

WORKSHOPS



Circle of now: The team forms a circle and should say anything they want, how they are feeling, how they are coming, anything.

Circle of names: Participants one by one say their names and a positive adjective starting with the first letter of their name which they think they characterise them: e.g. Maria - mindful

Circle with the ball: My name is ... and I will give the ball to ... (Warm-up). One player gives the other the ball saying their names and the name of the person that wants to give the ball.

Circle with eyes closed: All participants have their eyes closed and the whole group together tries to count to 20 and back without two people saying a number at the same time. If two people step on each other then the counting should restart.

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Drawings with closed eyes: The group is divided into pairs and one person gets a drawing that the other person cannot see. The person with the drawing describes the drawing in as much detail as possible to the other person who is drawing. Then they change and the other person draws. Then they reveal the works and discuss how they did it.

Blindfolded game: First clear the space from any obstacles/objects. The instructor asks the group to pair up and the pairs determine who will be the guide and who will be the blindfolded. With a fabric like a scarf they cover one's eye, or the one player just closes the eyes. The ones that drive should carefully and tight hold his pair by the hand and together they wander in the room. Then they switch roles inside their couples.

Participants should be advised in the beginning not to force any movement, to take it slow and be really careful when guiding a blindfolded person. If someone doesn't feel comfortable to close their eyes, it's ok s/he can soften its gaze by looking down in between its legs.

Unique sounds: Same couples continue to the next exercise. They have to find and decide a unique sound that their couple will recognize. The sound must be the same and can be whatever the couple wants. After 1 minute, the couples should split up and walk around the room and try to find their couple in the room by making that sound.

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CHAPTER 6.3

CHALLEDU

WORKSHOPS



“PARTY GAME”

Workshops Game

ATHENS (GR)

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CHAPTER 6.3

CHALLEDU

WORKSHOPS



Circle of now: The team forms a circle and should say anything they want, how they are feeling, how they are coming, anything.

Warm up: Participants “scrub” their bodies with an imaginary sponge, to warm up, starting from the head.

Small circles: In pairs, they try to touch each other's calf (the back). Switch pairs and play again.

Party game: Each participant has a balloon that must not fall down and they cannot use their hands/arms. They play for a while. Then the whole group keeps only one balloon and tries to keep it in the air and not to drop it .

Question: Which of the two seemed easier/difficult to them?

Circle holding hands: Participants walk around the room (the trainer can recall the different speeds). Anyone they see greet them with a gesture and a salute. There should be contact between people and it should not be done in a hurry.

The walking continues and the trainer announces that now whoever is greeted should continue holding hands and does not let go. At the end a chain will be formed.

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Tangle: Everyone forms a circle and the facilitator holds a wool ball. Each person says something they like to do or have been doing a lot lately, whichever person agrees takes the tangle and spins it around their waist and hands it to the next person. This way everyone (logically) has taken the tangle and the whole group will be tied with the wool stings.

At this point the trainer might point that we people have a lot in common etc. Then the group tries to untangle itself slowly.

Sculpture: The group is divided into pairs. One person is the sculptor and the other is the statue. The sculptor creates three different statues (the theme could be Circles or anything else) on his statue, without words but by giving form to the body of the other participant. The statue must remember its position. The statue chooses a way to unite the 3 different statues and create a sequence. Then they switch places. They have 10 minutes each.

At the end the pairs have 2-3 minutes to practise (without talking) and then present their statues in a 'sculpture exhibition' inside the team.

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CHAPTER 6.4

CHALLEDU

WORKSHOPS



“THE SAMURAI OR HEE-HA-HO GAME”

Workshops Game

ATHENS (GR)



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CHAPTER 6.4

CHALLEDU

WORKSHOPS



Circle of now: The team forms a circle and should say anything they want, how they are feeling, how they are coming, anything.

Warm up: THE SAMURAI OR HEE-HA-HO GAME, the group is in the circle and one player begins with the play. There are three different words in connection with three different movements. First player pronounces HEE and with joined palms waves from the top of the head down – as if he has a sword in his hands, like he wants someone to cut in half. A person who is halved pronounced HA and raise his palms from down to up over the head. Two persons beside pronounced HO and then sweep also with connected hands to the stomach of the “HA” person, also like they cut him with the sword. Afterwards that “HA” person continues to play with pronouncing HEE, and “cutting” somebody else in the circle.

Circle of dance: The group forms a circle. The facilitator puts on music and one by one each person enters the middle of the circle and dances and the rest of the group tries to follow/imitate their energy in their own way. Always keep a circle around the person in the centre. Every 40” the person changes.

Chair line: We place as many chairs as there are people forming a line. Participants form a line and the first person in the line starts taking a different pose on each chair; all the other people try to copy all the poses exactly the same. Then the first person changes. This is done until all the people in turn have done the poses.

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Sequence: Each person takes a chair, and from the previous poses (all of them) picks 3 and connects them together. Allow 7-10 minutes for exploration and rehearsal.

Then the chairs are put back in order, and now each person does their 3 different poses on each chair alone (moving on to the next one on the right), and the next person continues. These exercise can be combined with music or text. In Circles workshop it was combined with parts of the Message for World Theatre Day 2024 Art Is Peace, by Jon FOSSE.

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CHAPTER 6.5

CHALLEDU

WORKSHOPS



“STEAL THE TAIL”

Workshops Game

ATHENS (GR)

#FORTHEYOUTH

CHAPTER 6.5

CHALLEDU

WORKSHOPS



Circle of now: The team forms a circle and should say anything they want, how they are feeling, how they are coming, anything.

Warm-up: In a circle, each person does a stretching exercise and the others imitate the movement.

Steal the tail: Each person receives a cloth and has to wear it on as a tail, but easily removable. At the signal of the trainer, they start moving around in the space, trying to protect their tail, and steal other tails at the same time. The player that has the more tails in the end, wins.

5 qualities of movement: The facilitator introduces one by one the 5Rhythms, the five qualities of movement (Flow, Staccato, Chaos, Lyrical, Stillness) and provides verbal but most probably physical examples. Then starting with the Flow and moving on keeping the order, all individuals go through the qualities with some matching music. The facilitator should allow the participants adequate time for exploration.

If the trainer isn't familiar or doesn't feel comfortable to facilitate this movement exercise can opt to remove it from the workshop.

Sequence: After this is done, individuals must choose five movements (one of each quality) and combine them together to create a short choreography.

Then the facilitator can put on suitable music and one by one the individuals can present their mini-sequence.

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CHAPTER 6.6

CHALLEDU

WORKSHOPS



“LABADA”

Workshops Game

25.04.2024
ATHENS (GR)

#FORTHEYOUTH

CHAPTER 6.6

CHALLEDU

WORKSHOPS



*This workshop was more **arts and crafts** oriented and had an Easter theme. The trainer can opt to do something similar or something else, adapted for their group. This workshop is complementary to the theatrical workshops and aims to strengthen the skills of participants, cultivate their cooperation with each other, enhance their creativity and help them find new interests. In this workshop, people outside of the main group can participate, in order to enlarge the core team and spread the news and idea of ATOM events.*

Trainer will need to provide: Plain candles (white or pastel colours), decorative ribbons, beads, flowers, charms, glue guns, glue sticks, scissors, and double-sided tape, protective table covers

Introduction: Trainer could briefly explain the cultural significance of lambades in Easter traditions and have a discussion with participants, about different customs

The trainer can show examples of decorated lambades, and encourage participants to plan their designs before starting making them.

Decorating Demonstration: It is recommended to demonstrate basic decorating techniques (wrapping ribbon, attaching beads, etc.) and explain the use of glue guns and other tools. Also if other participants know techniques, let them show them to the rest of the team.

Crafting Time: Plan to have at least 45 minutes for this step. The trainer should assist participants individually as they create their candles and provide tips and guidance if needed.

Sharing: In a sitting circle participants can display their finished work. The trainer should allow time for everyone to admire and discuss each other's work.

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CHAPTER 6.6

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CHAPTER 6.7

CHALLEDU

WORKSHOPS



“I’M MOVING, YOU STOP”

Workshops Game

ATHENS (GR)

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Circle: Participants form a circle and say some lyrics or a verse from a song that comes to their mind.

Warm up: Two people sit on the sides and the rest of the group in the middle. The people on the two sides should roll the ball on the ground at different speeds and the people inside try to get the ball under their feet without touching them. If the ball touches the feet, or if the person doesn't manage to pass the ball between their legs, then the person is out.

Painting on the back: The whole group sits in a row with the first person facing the wall. S/he holds a piece of paper and a marker. The other people in the back are not holding anything. The last person only sees a simple picture and draws it on the back of the person in front. This happens until the last person draws what they feel on their back on the paper. Then the next person, until everyone has tried all the positions.

I'm moving- You stop: The team forms two groups and each group stands on the different side of the room opposite to each other. Their mission is, all members of the team to cross the stage but two persons cannot move together. If two people move together they have to go back at the beginning and start over. Also they should keep the "stage balance", not gathering all together on one side. This game is meant to be played by 10 people and more in order to be more fun.

My thing: Each participant was assigned during the previous workshop to prepare a short presentation/performance of something they like to do, something they are doing in their lives, their thing. Participants have one minute each to present it. If there are a lot of people, half of them can present in the next workshop.

Brainstorming: If the team wants to prepare something as a result from the workshops, the trainer can start brainstorming sessions.

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CHAPTER 6.8

CHALLEDU

WORKSHOPS



16/05/2024 - 17.00

“ZINES”

Workshops Game

16.05.2024

ATHENS (GR)

#FORTHEYOUTH

CHAPTER 6.8

CHALLEDU

WORKSHOPS



This was the second workshop with an orientation in arts and crafts. The trainer can opt to do something similar or something else, adapted for their group. This workshop is complementary to the theatrical workshops and aims to strengthen the skills of participants, cultivate their cooperation with each other, enhance their creativity and help them find new interests. In this workshop, people outside of the main group can participate, in order to enlarge the core team and spread the news and ideas of ATOM events.

Trainer will need to provide: Plain and coloured paper (various sizes), pens, pencils, markers, and coloured pencils, scissors, glue sticks, tape, and staplers, magazines, newspapers, and printed images for collage, rulers, stencils, and decorative washi tapes, any other material e.g. stickers etc.

Introduction: Trainer could briefly explain what Zines are and their history in DIY and punk culture.

S/he can also set up a display area with examples of different zines and encourage participants to plan their designs before starting making them.

A short discussion might occur regarding themes and topics that participants might want to explore in their zines. The trainer can provide participants with a general theme e.g. Inclusion and explain how this can be depicted in the Zines for example Inclusion can be symbolised by different kinds of flowers or colours. The trainer should suggest a simple structure: cover, content pages, and back cover.

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Demonstration: The trainer can demonstrate basic zine formats and explain layout techniques. Also it could be helpful to show examples of different design styles (collage, hand-drawn, mixed media).

Crafting Time: Plan to have at least 45 minutes for this step. The trainer should guide participants as they start designing their zines and offer tips on combining text and images, creating a cohesive theme. S/he should assist with technical skills like folding, cutting, and stapling.

Sharing: In a sitting circle participants can display their finished work. The trainer should allow time for everyone to admire and discuss each other's work. If there is time the trainer can provide tips on photocopying and distributing their zines and even make photocopies of them if there is available equipment. Participants can either keep their Zines or give them away, or even a Zines fair or an event can be organised in order to demonstrate their work and raise awareness for any theme they are interested in.

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WORKSHOPS



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CHAPTER 7

CHALLEDU

WORKSHOPS



“SLOW MOTION”

Workshops Game

ATHENS (GR)

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WORKSHOPS



Circle of now: The team forms a circle and should say anything they want, how they are feeling, how they are coming, anything.

Circle of movements: Participants form a circle and start counting up to 10. After one completed circle, one person replaces one number with a movement. In the next circle another person replaces another number with another movement, until in the end the team will have replaced all numbers with movements and will count silently "with their bodies".

Warm up: The time will do the following sequence of movements: 3 steps forward, 3 steps back, Turn right (full), Turn left (full), Sit on the ground (for more difficult, without hands/knees), Stand up but each movement should last 30 seconds (30 seconds for the 1st step, 30 seconds for the 2nd etc). The trainer should count the first 30 seconds and then participants silently count for themselves.

Slow motion fight: All the team engage in a "fight" but they should be moving in slow motion. In the end only one player wins

My thing: Each participant was assigned during the previous workshop to prepare a short presentation/performance of something they like to do, something they are doing in their lives, their thing. Participants have one minute each to present it.

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CHAPTER 7.1

CHALLEDU

WORKSHOPS



“COFFE AND BOARD GAMES”

Workshops Game

ATHENS (GR)

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WORKSHOPS



This was the third workshop that did not contain theatrical training. The trainer can opt to do something similar or something else, adapted for their group. This workshop is complementary to the theatrical workshops and aims to strengthen the skills of participants, cultivate their cooperation with each other, and help them find new interests. In this workshop, people outside of the main group can participate, in order to enlarge the core team and spread the news and ideas of ATOM events.

Trainer will need to provide: Board games suitable for the team, tables, chairs, and comfortable seating arrangements, score sheets(if needed), pens, and timers. Snacks, drinks, and a refreshment station

Introduction: Participants greet each other and introduce themselves. The trainer should provide an overview of the event and the available board games.

Game Selection: Allow participants to browse the board games and choose ones that interest them and form groups based on game preferences and skill levels. Also if the number of players is small, all participants can play together. The trainer should explain the basics of each game for those unfamiliar with the rules

Gameplay: Plan to have at least 60 minutes for this step and even more depending on the games. The trainer should walk among groups to offer assistance, answer questions, and ensure fair play

Also the trainer can opt to offer prizes or recognition for winners in various categories (e.g., fastest game, most strategic player) if they want to make the event more engaging.

Closure: Thank participants for attending and playing.

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“KALEIDOSCOPE WORKSHOPS FOR YOUNG MIGRANTS”

VILNIUS (LT)

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The Kaleidoscope workshops were designed to foster cultural understanding, promote inclusion, and support young migrants in adapting to a new environment. Using the VIBES method, ART+INN implemented various exercises aimed at building a safe, engaging, and culturally enriching experience for participants.

Pre-History

As the VIBES method requires long-term participation of young people, we encountered difficulties in engaging a local partner that could consistently provide access to youth from vulnerable backgrounds in order to successfully engage young people.

In response, we attempted to organise a series of events independently promoted online through various youth centres, but these efforts did not lead to the desired outcomes. Reaching and maintaining engagement with the target group proved more challenging than expected.

The key lesson learned is that successful implementation of the VIBES method relies heavily on the strength and commitment of local partnerships if your organisation doesn't have direct access to the target group.

Establishing early and sustained collaborations with trusted local partners is crucial for ensuring long-term participation and connection with the vulnerable youth population.

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Partnership with Vilnius' First Migrant School

The cooperation with Vilnius' first migrant school proved to be a win-win situation. After presenting the ATOM project and the VIBES approach, the school immediately recognized the benefits it could offer to their students. As the first private migrant school, they face unique challenges—not only in engaging students who come from diverse backgrounds, such as war zones in Ukraine and Belarusian youth fleeing the regime, but also in navigating an underdeveloped legal landscape in Lithuania.

ATOM provided much-needed opportunities for student engagement and inclusion, addressing gaps the school had been struggling with. This collaboration allowed the school to offer more structured support, fostering a sense of belonging and empowerment for its students.

For Whom the ART+INN Case Study is Relevant?

The following case study highlights ART+INN's implemented workshops, which are relevant for youth workers engaging with young migrants, refugees, and mixed groups (aged 15-19). The examples, exercises, and tips provided will equip youth workers with the skills and strategies needed to support diverse groups, promoting cultural understanding, inclusion, and effective communication, all based on the VIBES approach.

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Objective of the Workshops

The primary goal of the workshops was to co-create the final ATOM event while simultaneously addressing key aspects of integration into a new society and environment, as all participants had been living in Vilnius for three years or less. Through the collaborative organisation of the final event, the workshops facilitated a series of exercises designed to help participants better understand one another and the cultural context surrounding them. This approach not only encouraged teamwork but also fostered deeper cultural awareness and mutual understanding among participants, contributing to their smoother integration into the local community.

Before Starting

Gather as much information as possible about the participants to ensure that sensitive topics are avoided, particularly those that could provoke negative reactions, which is especially important when working with refugees. Create a safe and supportive environment by establishing clear ground rules, including avoiding discussions on topics that may lead to conflict between participants, such as politics.

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The Birth of Kaleidoscope

To build a group identity, together with participants, ART+INN named the group "Kaleidoscope," symbolising the diversity of experiences, backgrounds, cultures, and traditions among participants. Just like a kaleidoscope's shifting patterns, the name reflects how these unique elements come together to form a unified whole.

Tips

- Have a clear goal for each workshop and dedicate enough time to ensure all participants understand the purpose of the activities.
- Be prepared to modify activities based on the emotional, psychological, or social needs of participants.
- Use exercises that indirectly address sensitive topics, encouraging participants to open up without pressure.
- Establish routines to help participants engage quickly.
- Set each workshop's duration based on the specific goals, with a recommended time of 120 minutes.

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Activities and Icebreakers

A list of exercises used in the Kaleidoscope workshops can help participants feel more engaged, speak up, and feel included and understood. In the first workshops, it's a good idea to use different icebreakers, including ones where youth workers join in, to quickly build trust and create a relaxed atmosphere. You can also encourage active participation by asking the young people to prepare an icebreaker for the next session.

In ART+INN's case, icebreakers and exercises were especially helpful in the first workshops to get things started smoothly and help participants connect.

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- **Icebreaker 1: “Alphabet Introductions”.** Each participant introduces themselves using an adjective that starts with the same letter as their name (e.g., “Jolly Jessica” or “Friendly Fred”). They can also add a reason why they chose that word. This quick activity helps with name recall and gives insight into each person's personality.
- **Icebreaker 2. “Two Truths and a Lie”.** In this variation of a classic icebreaker, participants share two true statements and one false statement about their background. The group tries to guess which one is the lie. After each round, the participant explains the true statements in more detail, giving insight about themselves.
- **Icebreaker 3. “Personal Scavenger Hunt”.** Create a list of traits or experiences (e.g., “Find someone who has been on an airplane,” “Find someone who speaks more than one language”). Participants move around the room asking others if they fit the criteria.
- **Icebreaker 4: “Unique Object Show and Tell”.** Ask each participant to bring or describe a unique or meaningful item they have (it could be an object, a piece of clothing, or something related to their background). Each participant shows or describes their item and briefly shares its significance. This activity gives everyone insight into each other's personalities and backgrounds.
- **Icebreaker 5: “Where in the World?”.** Have a map or world globe available (even on a mobile phone). Each participant marks a place they have visited or would like to visit in the future. After everyone has marked a location, they share why they chose it or their experiences related to the place. This encourages storytelling and reveals travel interests or personal connections to different places.

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“EXERCISES USED IN THE WORKSHOPS”

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Exercises Used in the Workshops

To create a supportive and engaging environment, the Kaleidoscope workshops incorporated a series of exercises aimed at building trust, promoting cultural understanding, and encouraging self-expression. These activities allowed participants to explore their identities, share personal stories, and connect with each other, fostering a deeper sense of inclusion and community within the group. Below is a list of key exercises that were used to facilitate these outcomes.

Exercise 1. “The Story of My Name”

In this activity, the participants are invited to share the story of their own name, history, and meaning. The young people learn more about each other, they learn to value each other's background and they reflect on the connection between name, identity and cultural background.

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Youth workers can ask participants to inquire about information about their name from their parents and to answer the following questions (might also be done as homework):

- Who chose your name and why?
- Does it have a meaning?
- Was it always like this or has it changed?
- Do people sometimes pronounce or write your name in the wrong way?
- Do you like your name?
- How would you like to be called?
- What do your relatives and friends call you?

– Is there a different way of writing/pronouncing your name in another language?

– In which language version do you like your name most?

– Is there a story connected to your name?

Then the group will come together in a circle and the youth workers invite the students to share the stories of their names. A flipchart or a board with the questions should be prepared for this activity. Nobody should be forced to answer all questions.

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Exercise 2. “Personal heroes”

Divide the participants into groups of three. Ask each group to discuss and agree on three people who are their heroes. The discussions should last for 15-20 minutes per group.

Ask each group to list their chosen heroes on a flip chart, including their nationality, the areas in which they became famous (e.g., sports, music, culture, politics), and three reasons why they were chosen.

In a plenary session, have each group present their flip chart to the other groups. During a debriefing session, note down which heroes, if any, are mentioned more than once or appear frequently.



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Then invite the participants to share their thoughts on the activity and discuss the following questions:

- *Were there any surprises or any heroes who were unfamiliar to everyone? Why?*
- *Did a trend emerge in terms of nationality or gender? Why might most heroes come from similar backgrounds? Are they nationals or foreigners?*
- *What qualities make us appreciate some heroes more than others?*
- *Do you think your heroes are universally admired? Why or why not?*

To make this activity more engaging, brief the participants beforehand so they can bring photos, records, or newspaper clippings of their heroes. Alternatively, provide magazines or newspapers, especially youth-focused ones, for participants to browse during the activity.



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The principle behind this activity—that our choices of heroes are relative and influenced by our culture—works best in a multicultural group. Age and gender differences within the group can also lead to interesting discussions.

An additional element of the exercise could involve introducing a local, national, or international hero who has demonstrated exceptional character or achieved something noteworthy in combating issues like racism, xenophobia, or anti-semitism. Alternatively, you could highlight someone who has contributed to fighting other forms of intolerance, such as against LGBTQ+ people.



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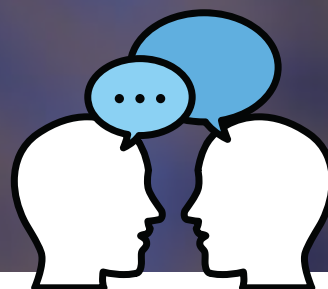
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Exercise 3. “Tailored Messaging”

In this exercise, participants craft messages tailored for specific target audiences, which was specifically relevant for the event planning. By considering the unique needs and preferences of different groups, they learn to adapt their communication strategies accordingly. Peer feedback provides valuable insights and perspectives, helping participants refine their messaging and enhance its effectiveness in reaching their intended audience.



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- Begin by dividing participants into small groups. Assign each group a specific target audience (e.g., young people, professionals, migrants, community leaders, etc.). Ask each group to discuss the characteristics, needs, and communication preferences of their assigned audience.
- Each group will create a message (e.g., a short speech, social media post, or public announcement) designed to engage their assigned audience. Encourage them to consider language tone, key messages, and cultural sensitivity while keeping the audience's preferences in mind.
- After crafting their messages, each group will present them to the rest of the participants. The focus is on explaining why certain choices were made in their messaging to align with the audience's needs.
- Following the presentations, participants will offer constructive peer feedback on the clarity, relevance, and effectiveness of the messages. This peer review helps identify areas of improvement and fosters collaborative learning.
- Based on feedback, participants revise their messages and reflect on the process. They should discuss how the feedback helped them see their audience in a different light and how it impacted their approach to communication.

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Exercise 4. “Celebrities”

In this exercise, participants are asked to identify which of the following modern-day celebrities have a migrant background. The activity is designed to raise awareness about migration, celebrate diversity, and challenge stereotypes about migrants by highlighting the success of well-known figures with migrant roots. This exercise can also be adjusted depending on the topics of the workshops.



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Objective:

- To show that many successful individuals in various fields have migrant backgrounds, highlighting their contributions to society and breaking down misconceptions around migration.
- To foster discussions on how migration experiences can shape personal and professional growth.

Instructions:

1. Present the images of three modern-day celebrities with migrant backgrounds (for example, examples might include Mila Kunis, Lupita Nyong'o, and Zayn Malik).
2. Ask participants to guess which of these individuals has a migrant background.
3. After participants share their guesses, reveal that all three have migrant

backgrounds:

- Mila Kunis was born in Ukraine and immigrated to the U.S. with her family as a child.
 - Lupita Nyong'o was born in Mexico to Kenyan parents and has lived in both Kenya and the United States.
 - Zayn Malik was born in the U.K. to a British-Pakistani family, with migrant roots.
4. Facilitate a discussion about their migration journeys and how these experiences have influenced their success, emphasizing that migration stories are diverse and contribute positively to society.

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Exercise 4. "Treasure Hunt"

This exercise is a fun and engaging activity organized by the young participants themselves, fostering leadership and teamwork. The idea is to hide sweets or small treats around the school building and encourage all students to take part in the hunt.



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Description:

1. **Preparation Phase:** The young organizers plan the treasure hunt by selecting suitable hiding spots around the school building. They must consider locations that are safe, accessible, and appropriate for all participants.
2. **Clue Creation:** To make the treasure hunt more challenging and exciting, the organizers create simple clues or riddles that lead to the hidden sweets. These clues can be placed in different parts of the building, guiding the participants from one spot to the next until they find the final treasure.
3. **Team Formation:** Students are divided into small teams to promote collaboration and friendly competition. Each team is given their first clue, and they work together to solve the riddles and find the hidden treats.
4. **The Hunt:** Participants explore the school, using their clues to search for the hidden sweets. The activity encourages teamwork, problem-solving, and active participation as they move from one location to another.
5. **Celebration:** Once the treasures are found, the group comes together to celebrate, enjoying the sweets and reflecting on the fun experience. The young organizers are also acknowledged for their efforts in planning and leading the activity.

Purpose and Benefits:

This treasure hunt exercise promotes physical activity, teamwork, and problem-solving in a fun and interactive way. By involving young participants in the organization, it empowers them to take leadership roles and boosts their confidence. It also creates a positive and engaging environment where students can bond, build trust, and develop a sense of belonging.

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“MEXICAN HALLOWEEN PARTY”

VILNIUS (LT)
24.10.2024

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ORGANISING THE HALLOWEEN PARTY

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The primary objective of the ATOM Kaleidoscope workshops was to plan and organise a final event at the school, dedicated to Halloween, scheduled for the last day before the autumn holiday. While the workshops included various exercises, they all contributed towards preparing for this main event.

Step 1: Theme Selection

The initial task was for the group to decide on a theme for the Halloween event. After a collaborative discussion among participants, it was agreed to adopt a Mexican theme—specifically, the Day of the Dead. This theme was chosen with the aim of celebrating cultural diversity and promoting inclusion.

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Step 2: Activity Planning

With the theme finalised, participants collaborated through active co-creation to plan engaging and educational event activities. The group developed the following ideas to bring the event to life:

- Establishing a Halloween dress code and encouraging students to dress in themed costumes for the event.
- Designing and decorating the school building and event venue with festive elements that reflect the Day of the Dead celebration.
- Inviting guest speakers, specifically representatives from the Lithuanian Mexican community, to present the traditions of the Day of the Dead, including an interactive quiz with small sweet rewards.
- Organizing traditional Mexican dance and music performances, with student involvement to enrich the cultural experience.
- Setting up a creative make-up station, offering brief face painting tutorials for students.
- Creating a themed photo booth where participants can take photos as souvenirs, showcasing their costumes and celebrating the event.

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Step 3: Event Promotion and Final Preparations

With the theme and activities finalized, the focus shifted to promoting the event and completing the final preparations. This step ensured that all logistical and promotional details were in place:

- Posts about the upcoming event were published on ART+INN social media, including the school of ATOM workshop participants. In addition, invitation letters were shared via the schools mailing system.
- Participants organized into groups responsible for tasks such as setting up decorations, contacting external participants (such as representatives from the Mexican community, a photographer, photo booth creator, and make-up artist).
- The schedule and layout of the event were confirmed. Decoration materials were set up, the make-up station was prepared, and all necessary equipment (e.g., speakers for music, TV, etc.) was organized. Guest speakers were double-checked to ensure that all technical needs (like microphones or presentation slides) were ready.
- A full event walkthrough with the participants was conducted to review the flow and timeline of the event.

This final step ensured that the event was well-promoted, organized, and prepared for a smooth and successful experience.

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Results

The final Halloween event went smoothly as planned, concluding with a successful 6-hour celebration filled with cultural activities and engagement. The event brought together more than 60 participants, creating a vibrant and inclusive atmosphere. Young attendees enjoyed the carefully planned activities, from traditional Mexican dances and face painting to the interactive Day of the Dead quiz.

The event wrapped up with a photography session capturing memorable moments, followed by casual conversations among the young participants, allowing them to reflect on the experience and bond further. The positive turnout and enthusiastic participation demonstrated the success of the ATOM Kaleidoscope workshops in fostering cultural appreciation, teamwork, and community engagement.

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ATOM PROJECT

SUPPORTING SOCIAL INCLUSION OF YOUNG PEOPLE

ERASMUS+ KA2 221 - SMALL SCALE IN THE FIELD OF YOUTH
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2023/2025



THANK YOU

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