



**LeaveCare-LiveLife (LC-LL)**

**Building the European Care Leavers Network for youngsters leaving foster  
and residential care and actively living and participating in life**

**n. 2017-2-IT03-KA205-011223**

**Youth Mobility  
Detailed programme**

## DAY 1

### TIME FRAME 09.00 - 09.30

TOPIC Aim of the training! (10 min)

Presentation of the partners, the project and the results of the training: recommendations and poster (20')

### TIME FRAME 09.00 - 10.30

TOPIC INTRODUCTION ROUND OF PARTICIPANTS

HOW TO GUIDE A BLIND

Type of activity: Team building

Description of the activity: The group sits in the circle. The facilitator demonstrates to participants how to guide a blind. Then the participants go into process to try (they take each other by the hand alternatively wearing the blind fold and moving in space, changing direction, passing between obstacles, sitting in chairs).

Target group: For all

Duration of the activity: Depends on the number of participants

Resources: blind fold (depends of the number of participants)

Results: knowledge about guiding the blind

GETTING TO KNOW EACH OTHER - WHOLE GROUP

BALL GAME (10')

Everyone says their name and then they have to pass the ball around in the circle but they have to say the name of the person before they pass it on to them.

BLANKET NAME GAME (20')

For each turn, each team chooses a volunteer to stand (or sit) behind the blanket. Count "1, 2, 3" and drop the blanket. The first player to correctly identify the name of the individual, wins the round, earning one point for her team.

60 SECONDS GAME (20')

participants stand in the circle. On the mark of the facilitator all of them close their eyes and count to 60 (one minute), for themselves. When they are done with counting they open their eyes and just stand in the silence, waiting for further instructions.



Although one minute or 60 sec. is a very exact measure, participants will open their eyes in totally different times. This one minute is going to turn into a totally subjective measure and show us how different we are; that every person has his own tempo, and even when something is so simple and exact we react very differently. That is why we need rules: to balance our differences and to find the best way for achieving our goals while feeling good.

### **TIME FRAME 10.30 – 11.00**

TOPIC break

### **TIME FRAME 11.00 – 12.00**

TOPIC WORK IN TWO TEAMS

#### **RUNNING BALLS (15')**

Participants stand in a circle. Every second person is a member of one group, so we have two small groups. Two persons (can be anyone) standing to each other are group leaders and in the beginning, they hold the balls. On the mark "Start" each ball starts to go around the circle – member of each team throws the ball to the next member of his team.... The winner is the group whose ball is first returned back to the leader. If the ball falls, the whole process needs to start from the beginning (from the leader).

#### **QUICK LINE-UP (20')**

Have the group make lines. Two teams will race to do it quicker and correct. Everything must be done in silence (without talking to each other):

- Alphabetical based on their first name
- Month of birthday, starting with January

#### **PENY FOR THE WAVE (10')**

Two teams are lined up. Everybody except the first person in the line have their eyes closed. One facilitator is in the front standing between two captains of teams. Facilitator shows one side of the coin (picture means send the wave by squeezing the hand of the first person in your team and this move should be send from person to person like a wave, last person in the row should take the ball that is hold by second facilitator when the wave comes to her/him). Game is played on three wins.

#### **GRANDMA, SAMURAI, DRAGON (10')**



The principle of the game is the same as stone, scissors, paper but with body expression, which are shown to participants by facilitators. Two teams are playing against each other. Each team agrees on the pose that they will show, on the mark of facilitator teams show the agreed pose. The winner is the team whose pose is “stronger”. It is also important that everybody in the team shows the same pose. If the team is not coherent, they lose immediately. The game is played on three wins.

Granny is stronger than Samurai.  
Samurai is stronger than Dragon.  
Dragon is stronger than Granny.

## **TIME FRAME 12.00 – 14.00**

TOPIC LUNCH

## **TIME FRAME 14.00 – 15.30**

TOPIC Group activity and plenary discussion on: “who are the care leavers and what is participation?”

14.00 - 14.10

### **The pulse**

Type of activity: Energizer

The participants are standing in a circle holding hands. The facilitator choose one person from the group which will start the game. This person ‘releases the pulse’. This means he is squeezing the hand either to the person left or right from him (on his choice). After a person get the pulse, he should also release to the person next to him. He is doing this by squeezing the hand of the person next to him only once. He can also decide to send the pulse back and instead of squeezing the hand once of the person on his right, he is squeezing the hand twice to the person on his left (the one that give him the pulse). Then the pulse is changing the direction. The game can last as long as the participants are willing to and the person sending the pulse first can be changed.

**Resources needed:** none

**Results:** The participants are more concentrated and it helps with the nonverbal communication.

14.10 - 15.00

### **Identity Jigsaw, who am I?**

Young people make a jigsaw puzzle of themselves, each person gets 5-6 jigsaw pieces. On the back of each piece they write about an aspect of their identity. This activity is a good way to open a discussion about how complex identity can be, due to the many factors shaping it, a bit like pieces of a puzzle. Group then comes together and they see what parts of their jigsaws match other people’s jigsaw. Once they are



finished the “jigsaws” can be joined together to make one big one. A big image can be then drawn on the “big” jigsaw that represents all the care leavers.

**Resources needed:** card, scissors, pens

## **Results**

Young people start to explore their identity, they will see what they have in common with others, but also differences. Will show that care leavers are different and all our experiences are important.

## **TIME FRAME 15:30-17:00**

### **TOPIC WHO ARE CARE LEAVERS**

Work in small groups 6-7 groups

Sharing process in small groups is facilitated by group leaders of all partners representatives.

At least one facilitator is there for each group.

Group will be created by group leaders of all partners during that morning or latest during the after-lunch break. Small groups should be mix of all countries as much as that is possible.

Participants will share in small groups their experience in care with specific accent on the care leaving process and life after leaving care – in what type of care they were, how the process of care leaving was plan, done, were they included and to which extent in planning of their care leaving, how is their life after care – challenges and benefits...

Each group will have 45-55 minutes for sharing and preparation of short report.

Gathering in large group. (20-25')

Each small group will report main conclusions, impressions from their group and to ask each other questions or clarifications.

### **PHOTO FINISH (10')**

Find a straight line on the floor or use a piece of tape or string to make one. The goal is for everyone to stand on one side of the line. Then when you say go they have to cross the line at the EXACT same time.



This will take a few tries and some creative problem solving to figure out how they can all cross at the exact time -- taking a photo for proof makes it even more fun!

**DAY 2****TIME FRAME 9.00 - 10.30**

TOPIC            Theoretical framework on participation and right to participate (CRC)

**ACTIVITY 1**

(9.00 -9.45) WHERE DO YOU STAND?\*

- In this discussion activity people literally stand up for their opinions.

**Objectives**

- To understand the existence of CRC
- To understand the differences between civil and political rights, and social and economic rights
- To understand the existence of the Right to Participate (art. 12 CRC) and the Recommendation on the participation of children and young people under the age of 18

1. Very brief introduction to the CRC, Recommendation on the participation of children and young people under the age of 18 and differences between civil and political rights, and social and economic rights.
- 2.5 minutes of brainstorming upon the different rights that would fall under each category. Rights listed on the flipchart under the headings, civil and political rights, and social and economic rights.
3. Pointing out of two extreme positions – the posters stating "I Agree" and "I Disagree". Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own.
4. Reading out the statements in turn.
5. Debriefing and discussion asking those at the end-points to explain why they have occupied these extreme positions and to someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge (is allowed to move position in relation to others' comments).

**Sheet of statements**

- It's more important to have a home, food and basic necessities than to be able to say what you like.
- The most basic responsibility of any government is to make sure that all citizens have enough to eat.
- The right to "rest and leisure" is a luxury that only rich people can afford.
- It's not the government's job to make sure that people don't starve – but the people's!
- Poor countries should concentrate on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens.
- Extreme economic inequality is an infringement of basic rights

- Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.
- The point of view of children and young people is not important for building laws
- If rights can't be guaranteed, there is no point in having them.
- The most expert of the care pathways are the professionals who work there
- Some rights are more important than others.
- Some people have, naturally, more rights than others.
- Some people are homeless because they want to be.
- Rich people are happier than poor people.
- It's impossible to eradicate poverty totally.
- We aren't born with rights; we get them.
- It would be important to listen to the children's point of view to improve the care system

### **Materials**

- One copy of the sheet of statements
- Large sheets of paper or flipchart paper, pens

## ACTIVITY 2

(9.45 -10.30) ON THE LADDER\*

Participants reflect on the meaning of youth participation and discuss ways of increasing their own participation in the life.

### Objectives

- To reflect on the ways young people can participate and the factors which impede or facilitate their participation
- To develop skills to co-operate, organise and take action together with others
- To cultivate a sense of responsibility for one's own actions

### 1. What is the ladder of participation?

We will ask participants to share what they understand by the term "youth participation" and we will hand out the diagram of the ladder of participation and explain that this is one model for thinking about different ways of participating.

### 2. Participation discussion

Individual work for 5 minutes, trying to find examples in their own lives for as many of the 8 levels as they can. Tell them to think about what they do in all aspects of their lives: at home, school, clubs, care, work and with family and friends.

Sharing the examples in small groups of 4-5 people. While discussing the examples, we will ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). They should write each idea on a separate



“post-it”. Then bring the groups into plenary and ask them to stick their papers on the wall under the headings.

### 3. Debriefing and presentation of Lundy Model

#### Materials

- Handout: "The Ladder of Participation"
- Large sheet of paper, marker pen and scissors
- "Post-its" or small pieces of paper to be taped on a wall

#### **TIME FRAME 11.00 – 12.00**

TOPIC Legislation and policies for care leavers in Europe

ACTIVITY CACTUS FLOWERS\*

This activity tries to improve understanding of laws, policies and practices on care leavers in each country, starting from the experience of the participants.

#### Objectives

- To understand the national law, policies and practices on care leaving in each country
- To share national experiences on care leaving

1. The participants will be divided in group, for country. Each group, firstly individually, will draw a flower to represent their own country. At the center of the flower will be reported the national laws and policies that direct all actions addressed to care leavers. The petals will be the good practices addressed to the care leavers, who know and/or regard them personally. Finally, they will draw leaves all around, representing the conditions necessary for their flowers to bloom, to be complete.
2. Each group will share with the others the flower and the description. All the flower will be put on a big cactus that represents Europe with, at the basis, common law, for instance CRC and Recommendation on the participation of children and young people under the age of 18

#### Materials

- Large drawing of a cactus
- Large sheets of paper or flipchart paper, pens

#### **TIME FRAME 14.00 – 15.30 and 15.45 to 17.00**

TOPIC Recommendations

In group: Summary of recommendations from the CLPG's and then presentation of recommendations by each country group

(14.00 – 15.15)

ACTIVITY 1

#### **Summary of the recommendations**

- Background to the CLPG's, and what was presented in Bucharest
- Summary of the difficulties faced by care leavers, and common themes across the different countries
- Summarising the recommendations into main CL problems – education, home, psychological, drugs (or other medical treatments), legal problems, access to documents.
- Making a 10 paragraphs text with the CL Recommendations, a official document that can represent european Care Leavers
- Detail of the recommendations, and what benefits they could bring to care leavers if they were addressed.
- Projection of the recommendations and some tangible actions, case studies of how these have been successful in Ireland

(15.45-17.00)

## ACTIVITY 2

### Presenting the recommendations by each country

- Exercise for each country to reflect on the possible outcomes of the implementation of the recommendations, and provide a summary of the potential solutions and benefits for care leavers, for example:

<b>Problem</b>	<b>Solution</b>	<b>Benefit</b>
Low numbers of care leavers entering 3rd level education relative to general population	Provide a specific education programme for children in care, that focuses on educational goals and required support	Improved outcomes for care leavers in educational achievements
Poor access to documents on their care experience by care leavers	A specific agency for the processing and accessing of documents for care leavers, and adoptees who were in care, should be set up in each country	Care leavers can understand their past and gain the appropriate support from trained professionals, which helps them on their healing journey

- Each country will summarise their recommendations, and the facilitator will then summarise the recommendations by category (educational, financial, emotional, etc) with a summary paper on the potential benefits of the recommendations
- Care leavers will then have the chance to score these recommendations on a white board, and leave personal notes on what these recommendations would mean, or would have meant, to them.



**TIME FRAME: After dinner (lasting for about one hour or more if there is interest)**

**TOPIC: COUNTRY SHOW**

Each country takes place in space and put all things they brought from their country (candies or similar things). They can also agree about specific music they want to play or present some game etc.

During all time the facilitators and participants can all move around, have a look and introduce themselves in very relaxed way.

## DAY 3

### TIME FRAME 9.00 – 12.00

TOPIC Workshops on the main thematic axes

09.00 - 09.15

#### **An orchestra without instruments - ICE BREAKER**

Type of activity: Team building

The facilitator explains to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Participants can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, the facilitator doesn't give a tune and let the group surprise itself by creating a unique sound.

**Resources** : none

**Results (if any):** The group will communicate better and they will be more relaxed and ready to work.

09.15 - 10.30

#### **Defining recommendations per topic/axe?**

In transnational groups (number of groups corresponding to the number of topics/areas identified at the end of Day 2): the aim is to reflect on the recommendations and to prepare a final version of each group of recommendations

**Resources** : Post-it notes, pens

**Results (if any):** The group will reflect and define the main recommendations per area/topic.

### TIME FRAME 10.30 -11.15

TOPIC Plenary

The results of the groups will be fed back to the whole group and this will then be created in one document which reflects all the main recommendations.

**Resources** : laptop to collect answers once they are collated into each area

**Results (if any):** The group will feedback their recommendations and help collate them into a final document.



**TIME FRAME**      **11.15 -19.00**

Visit to the town or relaxing activities for developing the mutual knowledge and understanding

## DAY 4

**TIME FRAME 9.30 - 10.30, 11.00 – 12.00, 14.00 – 15.30**

**TOPIC** In group: how to present the recommendations and creation of posters!

(9.30 -10.15) **ACTIVITY 1**

### **Animal Chorus**

- The participants will form groups of 5 persons
- Singing together is always a bonding experience. Creating a chorus where you don't actually have to be able to sing can be even better!
- The group will choose a popular song that all might know and have them sing it using animal noises. It ups the silly factor so there is no self-consciousness about the singing but still allows them to do something together and one of them will conduct the chorus that can keep it from getting too silly.
- The conductor will teach the performers hand signals for getting softer, getting louder, speeding up and slowing down.
- Imagine "Row, Row, Row Your Boat" sung by chickens. We will even make a round with each new group voicing a different animal!

(11.00-12.00) **ACTIVITY 2**

### **How to present the recommendations**

- Establishing some rules regarding the language they will use to make recommendations
- Every paragraph should be concise, clear, and to that fully explain the ideas of CareLeavers
- Ordering recommendations into main CL problems – education, home, psychological, drugs ( or other medical treatments), legal problems, access to documents.
- Making a 10 paragraphs text with the CL Recommendations, an official document that can represent European CareLeavers

### ACTIVITY 3

#### **The Landscape**

- The participants will form groups of 10-15 persons
- They will receive a theme like – the forest, the desert, the city, a zoo park, the circus
- Every participant, without saying any words will enter the landscape, trying to look like, act like something (like spreading your arms looking like a tree) a person or an animal
- After all the persons will enter into the landscape, the persons from the other group will try to find out all the pieces of the puzzle

### ACTIVITY 4

#### **Presenting the recommendations in an artistic way**

- Showing some examples to present CL ideas in other than official way, somehow standardised and depersonalised
- Letter to a professional – educator, social care assistant, psychologist, writing a poem, writing memories (story of my life), putting text to a hip-hop music theme, drawing, making a presentation or a short movie.
- Making a short presentation movie with all creations after this day, like a news material or an video report.

### (14 - 15.30) ACTIVITY 5

#### **Game – Let's make a drawing, helping one each other**

- All participants will be ordered in line, or circle and will receive a piece of paper and some colored pencils.
- The first task is to fill in the paper in front of them with drawings without any sense or any any order
- Everyone will give his paper to the participant near him and also will receive other drawing
- The next task is to find out familiar figures into the mess up drawing, to find structures into the chaos, to make them more visible, to draw them as clear as they can.

- Every participant will change the paper with another one, but will not receive back their own drawings.
- The last task is to make a little story from the drawing received, to try to explain the figures they see.
- The main purpose of this game is to provoke, to start the imagination of the participants.

## ACTIVITY 6

### **Making a poster**

- Explanation about the 2 axes in making a poster – the text ( an explanation, a slogan ) and the graphic part.
- Some ideas about the message CareLeavers want to express, to communicate trough the poster – Empowering, showing current situation, an ironic situation or an idealised situation.
- Imagine a superhero or just a superpower that can change the current situation of Careleavers
- Drawing together a poster or just thinking about a sketch, or making some posters on their own, depending on what participants want to create.

### **TIME FRAME 16.00 – 17.00**

TOPIC Plenary presentation of results (posters and final drafts of recommendations)

## DAY 5

### TIME FRAME 09 - 10.30

TOPIC Validation of final documents and posters  
Common discussion about the training results and outputs and democratic validation process

### TIME FRAME 11.00 – 12.00

TOPIC Evaluation of the training

#### ACTIVITY 1

##### **This is Better Than That**

Ask participants to find four to seven items around the place and bring them to the room. These items could be something they use daily, like a pen or a chair. However, you should encourage them to find items that are more odd or unique. This will make the game more challenging.

Line the items up and split the group into sub-teams. Task each team with picking an item they would use to survive if stranded on a desert island. Tell participants that they cannot pick more than one and must assume it is the only item they will have on that

island. Allow the teams time to deliberate and then ask them to present the item they chose and why.

Discussion can show how differently we evaluate things.

#### ACTIVITY 2

The ex post evaluation form will be illustrated and delivered to participants (we will see whether online or printed)

### TIME FRAME 14 - 15.30

TOPIC Next steps: what we have to do and what we would like to do together



**TIME FRAME** 16.00 - 17.00

**TOPIC** Farewell

### **Closing Circle**

Young people sit in a circle with a ball in the middle. The young people sit in silence and if they choose, they can take the ball and share their thoughts and feelings about their experience at the conference. When someone has the ball, they are the only one to talk. This can be done in their own language, then translated to English for the group.

**Resources:** small ball

**Results (if any):** The group will feedback their feelings and 'download' after the week.

### **Hand out of Happiness Bags**

Each young person will be given a Happiness bag in their language.

**Resources :** Happiness bags in their language

**Results (if any):** The group will have something to look back on after the conference and remind them of the happiness and 'family' they have with other care leavers.