

Good practices of collaboration with the local community - directions of working with, and for, young people living in the revitalization area



**MODEL SOLUTIONS AT WORK WITH YOUNG PEOPLE DEVELOPED
ON THE BASIS OF THE EXPERIENCES AND GOOD PRACTICES OF POLITISTIKO
ERGASTIRI AYION OMOLOYITON, CYPRUS, AND THE SOCIAL INNOVATION
LABORATORY, POLAND AS PART OF THE "MODELOWNIA' PROJECT
– PLACES OPEN TO THE INTERNATIONAL EXCHANGE OF GOOD PRACTICES
IN WORK WITH THE LOCAL COMMUNITY".**

The project was financed from the grant project "Paths of cooperation – support for entities implementing international cooperation" under the 4th Priority Axis of the Knowledge Education Development Operational Program "Social innovations and transnational cooperation", Operation 4.3 Transnational cooperation, competition no. POWR.04.03.00- IP .07-00-007 / 17

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Prepared by:
Social Innovation
Laboratory Team
and
Polististiko Ergastiri
Ayion Omoloyiton Team

Photos:
The published photos are taken
from own resources Polististiko Ergastiri
Ayion Omoloyiton
and Social Innovation Laboratory
in Gdynia

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Ladies and gentlemen,

we present to you a publication that was created as part of over a year of implementation of the project entitled "Mod-elownia' – spaces open to the international exchange of good practices when working with the local community." Its content deals with the issues of working with and for young people. It represents the many years of experience of the project partners: Social Innovation Laboratory in Gdynia and Politistiko Ergastiri Ayion Omoloyiton from Nicosia, Cyprus.

We start with a short description of the project and its organizers. In the case of Gdynia, the revitalization effort and the activity within the neighborhoods are of particular importance when considering how to work with and for the benefit of young people, hence we present those specific activities. In the next part, we summarize the conclusions of our partnership and provide some advice for people who would like to conduct activities for young people in the local community. We present the specific methods and forms of working with youth and the roles of the people involved in these activities, which are particularly important for our partnership and, in our opinion, worth disseminating. We close with exemplary scenarios of specific activities practiced in Gdynia and Nicosia.

We have prepared the publication primarily for specialists and experts dealing and working with young people. It was not our aim to create an approach to work with and for young residents from a global perspective, but to raise the point of working with young people in the field of revitalization (Gdynia) or as part of the activities of a specific local community (Nicosia). We do not only present ready-made solutions, but also share our thoughts and the set of challenges we faced. The material has been prepared in such a way so as to be as practical as possible. Hence its essential form constituting only its integral parts, selected from scenarios of specific projects carried out with and for the benefit of young people. We hope that the material will be as inspirational and adventurous for our readers as it was for us to experience.

If you have any additional questions, please do not hesitate to contact us.

**The team of the
Social Innovation Laboratory**

I. About the project "Modelownia' – places open by spaces of international exchange of good practices in working with the local community" and its organizers

The project entitled "Modelownia' – places open to the spaces of international exchange of good practices in working with the local community" was based on cooperation and exchange of transnational experiences. Its aim was to develop a social impact in the areas of revitalization and to strengthen the effects of the social services of the Gdynia project addressed to local communities.

As part of the cooperation, effective forms of work with young people were sought, taking into account the specific territorial context (revitalization area). 'Modelownia', carried out in the period September 2020 – November 2021, allowed for the collection of good practices in working with young people based on the experience of Gdynia and Cyprus (Nicosia).

While collaborating, the applied mutual solutions were examined, the purpose and idiosyncrasies of the activity were discussed, and ideas worth disseminating and further developing were determined. This material summarizes the effect of this experience. In the case of the Cypriot partner, the material contains vivid references to the experiences of creating youth space for creative activity and building and developing contact through culture, art, and creative forms of self-expression. In the case of the leader on the Polish side (Gdynia) – he collects reflections and methods related to working with young people living in revitalization areas, developed on the basis of the activities of the neighborhood and social services in the district.

The presented effect of the work is the result of the involvement of specialists from Politistiko Ergastiri Ayion Omoloyiton and the Social Innovation Laboratory.

Brief characteristics of both partners are presented below:

Politistiko Ergastiri Ayion Omoloyiton is a non-governmental organization operating in Nicosia, Cyprus. Through its events and presentations, it offers creative opportunities to the people of Nicosia, mainly through art, music, and dance. The organization and activities are created by people involved with art and culture. Since its inception in 1999, the organization has developed a rich artistic activity and has become known to the inhabitants of Nicosia as one of the most important cultural organizations in the city. Due to the geographical and historical specificity of Cyprus, the organization works with people from different cultures and nationalities. It conducts animation and energizing activities for the local community, especially for young people from various backgrounds, using cultural and artistic activities, involving all groups including the participants, instructors, and families. They have over ten years of experience working with youth in his neighborhood through dance, theater, and music. Since 2012, they has been accredited to provide advisory services to the UNESCO Committee on Intangible Cultural Heritage and in the field of Coordination / Hosting / Sending as part of ESC projects through the quality labeling process with OID: E10091306.

**More about
the organization:**

<https://politistiko-ergastiri.org/>
and
[https://en-gb.facebook.com/
polerg/events](https://en-gb.facebook.com/polerg/events)

¹ Projekt „Gdynia OdNowa – Rozwój usług społecznych świadczonych na rzecz lokalnej społeczności w obszarze Zamenhofa – Opata Hackiego”, realizowany przez gminę Miasta Gdyni w okresie marzec 2019 – grudzień 2022 współfinansowany z Europejskiego Funduszu Społecznego w ramach Regionalnego Programu Operacyjnego Województwa Pomorskiego na lata 2014-2020.



Laboratory of Social Innovation (LIS) is a budgetary unit operating in Gdynia for over 5 years for the benefit of residents and female residents. It deals with creating new solutions, running projects, implementing programs, developing social innovations, and supporting the activities of residents and the neighborhood. The common denominator of LIS activities is equalizing the quality of life in all districts and for all groups of residents, as well as involving residents in the life of the city and the development of the immediate surroundings. By integrating the resources of the inhabitants of Gdynia and Gdynia's institutions and organizations, LIS implements five city-wide programs.

Particularly important from the point of view of the partnership is the "Gdynia Renewal" program – revitalization of six areas, carried out as part of the Municipal Revitalization Program of the City of Gdynia for 2016-2027, Przyszań. Gdynia – a network of neighborhood centers and local services in districts, as well as Exchangerownia – Youth Center for Social Innovation and Design, created for young people and with young people. Works with international volunteers.

More about the organization:

<https://lis.gdynia.pl/>

<https://przystan.gdynia.pl/>

<https://www.facebook.com/PrzystanGdynia>

<https://www.facebook.com/LaboratoriumIS>



II. Gdynia's model of working with local communities in revitalization areas

The experience gathered by the local government of Gdynia in the areas of revitalization and as part of the partnership cooperation in "Modelownia", translated into the outlining of the Gdynia model of working with local communities in the areas of revitalization. The model sets out the most important principles of activities carried out locally, with local communities. It deals with issues such as cooperation with communities, neighborhood development, and the needs and resources of specific territorial areas.

This publication does not show the full model, but its essential parts – Gdynia's approach to working with and for the benefit of young people. Both the model and the idea of working with young people take into account the context of revitalization, meeting the needs of various groups (including people with unique needs) and the multiplicity of offers and impacts. They refer to two programs: "Gdynia OdNowa" and "Przystań Gdynia".

**GDYNIA
ODNOWA**

Gdynia OdNowa

– is a program that defines a nearly ten-year plan of changes to improve the quality of life in Gdynia's revitalization areas.

It defines both the planned infrastructural impact and activities integrated at the social level.

Implemented in cooperation with local communities, it is based, among others, on neighborhood development, local pride, and identity, and social services, in neighborhoods, close to the community and home.



"In Gdynia, six sub-areas have been identified that for years, for various reasons, stand out' from the rest of the city. They are characterized by the complexity and accumulation of social problems, a clearly lower standard of urban spaces, and often also geographical isolation and the stigma of a 'worse place'. Gdynia's ambition is to eliminate the existing [disparities] through revitalization, not forgetting the unique character, resources, and potential of these areas. The Gdynia revitalization process, i.e. the implementation of long-term measures to improve the quality of life in the districts, is carried out under the Gdynia OdNowa brand. Gdynia Renewal brings with it the symbolism of renewal (social, spatial, public services), as well as an announcement of an innovative approach to the implementation of changes in urban areas. The phrase 'Renewal' should be understood as a fresh look at the stigmatized parts of Gdynia and restoring them a dignified place on the mental map of the city. It is an assumption that the development of individual sub-areas of revitalization may have a return effect on change in the entire city. Underlining that the driving force of changes in the city is the potential of districts, smaller territories, local communities and neighborhood groups. It is a reference to the tradition of Gdynia – a city 'made of the sea and dreams', built and developed with the energy of its inhabitants." – Municipal Revitalization Program for the City of Gdynia for 2017-2026, p. 9.

² Model współpracy z lokalnymi społecznościami na obszarach rewitalizacji" przyjęty do realizacji Zarządzeniem Nr 4353/21/VIII/R Prezydenta Miasta Gdyni z dnia 9 listopada 2021 r.



Przystań Gdynia.

Network of neighborhood centers – created by the local government of Gdynia and the Gdynia community, local centers of city services, and neighborhood activities located in the districts.

These are specific places on the map of Gdynia – each with its address in the name. They develop the individual potential of districts as well as local communities and neighborhoods. Different in each district – because they operate in a local context and respond to local needs. They support neighborly ties, develop districts, and create micro-centers within them, responding to the most important and diverse needs of residents. There is a neighborhood house in each Haven. These are places for the development of interests and the implementation of ideas of residents, spending free time, meetings, non-formal education, satisfying cultural, and sports needs, creating grassroots and independent initiatives. These are places that are friendly and open to members of the community of different ages, with a different cultural perspective, and with a different social and material status. In each house, there are animators and other specialists who make sure that the schedule of activities meets the expectations of the local community and creates the opportunity to act for the benefit of the neighbors and the neighborhood. The offer is free for residents. Przystań Opata Hackiego 33, on the basis of which activities with young people in "Modelownia" were developed, has been operating since May 2019

The network currently includes 8 marinas – already operating and under construction or extension. Przystań Gdynia consists of over 20 institutions and organizations that constitute them, over 10 district councils involved in their development, and an every growing number of residents who contribute to changes in the districts. Depending on the location, resources of a given district and needs, they include senior clubs, media outlets/libraries, district social welfare centers, day support centers, resident service points, district councils, cultural, health, sports and recreation, educational, and integration functions both social and cultural, and in each, regardless of the location – neighborly spaces. The marinas have a rich, varied infrastructure (workshop rooms, shared kitchens, sports and recreational facilities, and gardens). It is a space adapted to people with special needs, inspiring and creating many opportunities for action. Neighborhood centers in revitalized areas play a special role, it is of great importance that the improvement of living conditions is accompanied by the creation of functions that have, so far, been missing, highlighting the resources hidden in the district, strengthening interpersonal ties, a sense of pride, and shared responsibility for the place of residence.

More: <https://przystan.gdynia.pl/>



Osiedle Zamenhofa – Opata Hackiego. A space for cooperation with and for young people.

As part of the "Modelownia", the area of Zamenhofa – Opata Hackiego (ZOH) was chosen as the place of special reflection on the methods of work used. This choice was not accidental. It is an area where a spectacular change took place, completely changing the face of the estate, preceded by over eight years of cooperation with the local community. As part of the revitalization, in a relatively small area, numerous investment and social projects, as well as activities, were carried out for and with the local community. The result of this cooperation is a completely changed space of the estate and a specific infrastructure for social activities: Przystań Opata Hackiego 33, the renovated Chylonia Library, a neighboring house that takes up a number of social activities. The experience gained during the revitalization of the estate confirms that social changes take place at a different pace than the investment ones. Spatial change and the creation of new places providing social services introduce a new stage of interaction with the community. On the one hand, it allows for the **development of the offer on a larger scale and in a wider scope**, on the other hand, it requires more intensive **coordination and synchronization** of the launched activities. It also allows you to focus more on categorical communities – specific groups of residents that, without focusing on their needs, "escape" from wider impacts. **In the case of ZOH, youth is one of these special groups.**

The needs of the youth of the ZOH housing estate and an integrated approach to working with the young part of the local community.

The fact that there are serious economic, educational and educational deficits in the area of revitalization is not without importance for the condition of the young part of the community, but also for the direction in which work in the area should take place.



The housing estate of Opata Hackiego and Zamenhofa covers approx. 10.5 ha, i.e., approx. 3% of Gdynia's Chylonia district. About 2,000 people live here. There are over 600 communal social and communal flats in the area. When it was included in the Municipal Revitalization Program, the area was in bad condition. The estate had a stigma associated with poverty, alcohol, troublesome neighborhood, and a lack of security. In this relatively small area, a change of exceptional scope and scale has taken place. The cost of the investments alone amounted to over PLN 50 million, of which PLN 28 million was from three EU projects. Sections of the rainwater, telecommunication, energy, gas, and water sewage systems were rebuilt and built. The sidewalks have been widened and the roadways have been leveled. Key streets were expanded and new lighting was introduced. Municipal residential buildings were insulated, windows and radiators were replaced, and hot water was provided. Priming the area inside the estate was rebuilt. An illuminated avenue with recreational spaces and playgrounds runs through the center. A local center for social services has been created: a library and a neighborhood house are located in the modernized building of the Harbor of Opata Hackiego 33.



Designing activities requires sensitivity to the fact that children and adolescents growing up in the ZOH housing estate come largely from single-parent families, poor families, with experience of addiction (alcohol, drugs), often in conflict with the law, long-term use of various forms of support, and an unstable employment situation. Burdened by a history of negative patterns and poverty, often labeled "pathological" by their peers from other estates, they are constrained in friendliness when entering into relationships – whether they are neighbors or go outside in their own housing estate to explore the district or city. Hence, **creating a program that responds to real needs and takes into account the local context** acquires a special meaning here.



Young residents of this particular area of revitalization face family problems on a daily basis, with the educational process, often caused by the lack of a biological father or a parent with experience of staying in prison. Educational difficulties often translate into a serious risk of the children going into foster care, the need for guardianship, or referral to an educational institution. The overall family situation affects young people's high distrust of the adult world, the crisis of trust in institutions, and the distance to spontaneous entering into unknown interactions. Involvement in new activities and entering new educational or social situations is a barrier that is difficult to overcome. There is resistance to the offer perceived as "external", related to unprecedented places or "aid" projects. Hence, when working with this group, it is necessary to reflect on issues such as **building trust and relationships, shaping local authorities, reaching young people individually, renewing incentives to get involved, and taking advantage of the offer.** At the same time, there is no single scheme and pattern for how to implement this direction of impact.

Educational difficulties and lowering the sense of agency of young people in the area of revitalization translate into limited ability to participate in the education system, as well as social and cultural life.

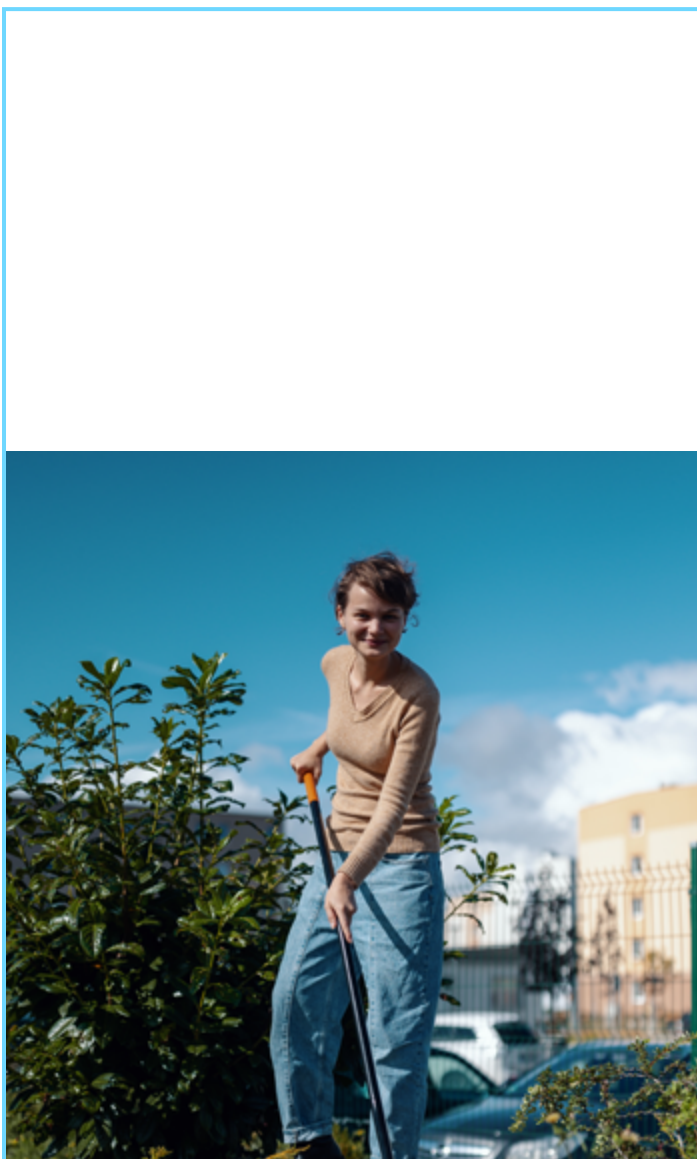


This group has a limited ability to express needs, identify and name motivations, as well as how and where they would like to act. All the more so, **the planning of activities and their implementation requires researching the needs of young people and, in response, shaping the program.** At the same time, the challenge is to keep the balance between the initiative of the youth themselves and a pre-designed offer. The **subjectivity** and **self-determination** of young people as well as cultivating the idea of cooperation and collaboration are paramount.

The common experience of most of the young part of the community of the estate is also the inability to organize free time, specific interests, and patterns of behavior. The priority in this context is the diversity **of the offer addressed to young people**, integrating such areas as informal education, sport, culture, social and civic activities. It is also important to **maintain a balance** between the activities carried out in the housing estate and the development or leisure offered in other parts of the city by Gdynia's institutions, cultural units, and organizations. It should be emphasized, however, that young people, spending their time mainly at home and in the space of the estate, find it difficult to independently go outside the estate, participate in the city's offer or take advantage of the city's natural values. Hence, it is important to consciously build **connections with city experts and units so as not to lead to a territorially closed circle of support.**

The need to plan and animate activities, openness to dialogue with the simultaneous multidimensionality of support and proposals makes it crucial **to build a team of experts** who understand the specific needs of this group, who can establish and maintain relationships, and plan long-term development of the offer. There is a need for a multitude of roles, interdisciplinarity, and cooperation.

Young people from the ZOH housing estate, more often than other peers, experience a lack of self-confidence, a feeling of inferiority, difficulties in controlling emotions, expressing feelings, they are also more likely to engage in risky behavior. Increasing problems related to self-acceptance, establishing peer relationships, hyperactivity, and aggression as well as low social awareness translate into the need for adequate support.



The consequences of experiencing the Covid-19 pandemic, the obligation to maintain physical distance, and the need to stay at home are also significant. Additionally, they reduced the psychophysical condition of adolescents from the housing estate, limited the possibility of free activity, and significantly aggravated the difficulties in functioning in the public space. Due to the conglomeration of these difficulties, young people living in the area of Zamenhofa and Opata Hackiego streets require implementation and development **in the district, close to their place of residence, of long-term expert support programs** (e.g., psychological and sociotherapeutic). These programs should have a low access threshold allowing for quick and informal contact.

Teams of experts and various groups of influences meet in the area of revitalization. It is important to **coordinate** them and constantly analyze whether there is a balance between the offer aimed at support and development of resources, both individual and group.

When designing places to operate or run in the revitalization area, it is important to what extent the spaces are shared and **to what extent they are "exclusive spaces"**. The Przystań and neighborhood houses in Gdynia are shared spaces, and the advantages of the place are on offer by the neighborhood – intergenerational, intercultural, respecting the needs of everyone, and at the same time without giving this space exclusively to anyone. The context of sharing is a challenge in working with young people who often need an "exclusive" space to act and create. This experience shows that **in a place focused on the diversity of groups and impacts, the key is to create programs that respond to the needs of young people** – both in terms of the offer and the appropriate equipment/decor of the rooms in which the offer is carried out. It is also advisable to create halls and rooms, the space of the estate – adapted for young people as an exclusive space.

Selected activities by and for young people, meeting in the area of revitalization, from the example of ZOH:

- o The activity of a neighborhood house, at the Przystań Opata Hackiego 33
- o Activities of the Chylonia Library, at the Przystań Opata Hackiego 33
- o Parkour and sports activities, as part of the provision of social services
- o Activity of a day support center – SPOT (St. Nicholas the Bishop Association, coordination of the Specialist Institutions Team)
- o A community garden – cooperation between Przystań and the Ognisko TKKF Chec Gdynia association
- o Neighborhood fund (neighborhood microgrants)
- o Psychological and sociotherapeutic support – as part of the provision of social services
- o The activity of the Gdynia Główna Theater in the area of the estate
- o Dedicated social work of the District Social Welfare Center No. 3
- o Cooperation with the Exchanger – Youth Center for Social Innovation and Design
- o Cooperation with volunteers (including international ones)
- o Cooperation with the Chylonia and Leszczyński District Council
- o Cooperation of probation officers
- o Interdisciplinary teams, local partnership – cooperation with experts for the local community

III. Methods and forms of work with young people, common to Gdynia and Nicosia

The Cypriot and Polish experiences show many common denominators and full agreement as to the key principles and directions in working with and for young people. They are presented in this section.

Work with young people in both cities, in Nicosia and Gdynia, takes place in their free time, complementing formal education and upbringing in the family. **Non-formal education** means all activities aimed at broadening the knowledge and skills of members of the local community, taking place outside the formal education system. It creates conditions for young people for social integration, development of competencies and skills. It enables the responsible creation of one's own personal life as well as active and conscious participation in social life. The basis for the effectiveness of actions taken in both cities is **to find an appropriate path that meets the needs of a young person in their living environment.**

Activities, especially socio-cultural, is a particularly recommended type of work with young people. It combines elements of social mobilization, participatory organization of local communities, social innovation with building local identity.

The aims are as follows:

- To encourage young people to participate more actively and creatively in the local environment,
- To prepare and support local leaders,
- To enhance the quantity and quality of intergenerational activities, improving communication skills between young people and the local community,
- To boost access to information, knowledge, skills, and the possibility of expressing one's views,
- Internal integration of the environment and participation in the life of the district and undertaking joint activities with other residents,
- To complement formal education by expanding knowledge, skills, and develop personal awareness, increasing competencies by learning through experience



The recommended activities techniques relate to both group and individual interaction techniques.

Group work techniques use a number of forms of activities, including workshop methods, games, outdoor events (festivals and picnics), cultural and artistic activities, recreational, and tourist activities as well as sports activities and support groups

The workshop method builds the participants' involvement in the learning process – acquiring and creating knowledge. Workshops take various thematic forms and different ways of implementation (balance between online and offline forms). It is important that they are conducted by experienced trainers and instructors who adapt the program, adapt how classes are conducted, and create the tools needed by the group on an ongoing basis.

Games enrich the physical process by introducing variation and making the form of activities more attractive, stimulating creativity, and increasing the participants' involvement in activities.

Outdoor events (festivals and picnics) are a form of establishing contact with the local community and an opportunity for community integration activities. They naturally become intergenerational events that connect different groups of inhabitants. They are a form of celebration of the identity of the community.

Cultural and artistic activities are areas of activity that combine creativity with the possibility of self-expression, self-fulfillment, and education. They include art, music, instrumental, dance, film, theater, and visual arts forms.

Recreational and tourist activities provide an active form of spending free time, most often combined with educational activities. They are an opportunity for development, learning about nature, climatic conditions, the hometown and its surroundings, and important events in its history.

Sporting activities are a form of spending free time that allows you to maintain health and mental hygiene. Activities that are particularly attractive to young people (e.g., parkour, breakdance, calisthenics, or modern dance) are also a form of self-expression, crossing one's own boundaries, building self-esteem. Moreover, the necessity to adapt to the rules of sports encourages participants to be attentive, to be quick to orientate, to make decisions, to follow order, and to comply with contractual regulations.

Support groups are meeting places for people experiencing the same problems or social conflict situations. Young people work based on their own needs, and the topics and the way the group operates are determined by its participants, which requires active and continuous cooperation and regular meetings. Groups can be run by professional therapists.

Educational groups are activities aimed at ensuring that representatives of local communities acquire various types of knowledge and skills, which will then become an important tool for them in their own work with the local community. In training groups, education plays a dominant role, but joint meetings are also conducive to establishing closer contacts, exchanging experiences, and supporting each other in solving existing difficulties.

Self-help groups are activities in which representatives of the local community connect with each other as residents, feeling jointly responsible for the common good, in order to solve a specific local problem, for example repairing a damaged staircase or arranging a community garden. Apart from small educational social groups, larger groups can be organized in the community, bringing together representatives of various categorical groups. Examples include senior clubs, mom/parent/toddler clubs, or youth clubs.

Techniques of individual work most often focus on equalizing educational opportunities for young people, individual sociotherapeutic and psychotherapeutic support.

Equalizing educational opportunities are extracurricular activities addressed to young people who face environmental, economic, health, and other barriers, significantly hindering their access to and use of the full range of educational services. They mainly concern young people experiencing school difficulties, achieving low results in education, with special development needs. Support is most often provided by a pedagogue or a sociotherapist.

Individual sociotherapeutic provides young people from families experiencing or threatened with a crisis with help in organizing their free time, overcoming difficulties and coping with behavioral disorders. It requires active, continuous cooperation and regular meetings with a sociotherapist.

Individual psychotherapeutic support is intended for young people experiencing emotional difficulties (e.g., anxiety symptoms, low mood, having experienced trauma) or difficulties in interpersonal relationships. Its purpose is to support and solve emerging difficulties, psychoeducation, use of resources at the disposal of the family, and the young person's environment to improve their performance. Meetings are held systematically, they are conducted by a psychologist/psychotherapist, assuming a diagnostic, consultative, or therapeutic character.

Roles especially recommended being included in the interaction with young people



In addition to material resources and the potential of the local community, it is necessary **to involve various supporters**: trainers, instructors, volunteers, experts providing support – educators, sociotherapists, psychologists, psychotherapists. Descriptions of recommended roles are presented in this section, but when describing the activities of individual roles, formal criteria necessary to perform a given function, such as education and professional experience, were usually not provided. The focus was on the practical aspects of the support offered and on capturing the differences in its nature.

A leader is a person with different professional experience who engages, inspires, encourages young people and their families to act, and educates them. They are a front-line employee who enters into direct relations with individual members of the community. They know the local environment, assumes the role of a local planner: developing an action plan in the local community, based on the direct experiences and needs of (young) people living in a given area. They can discover common values, unused skills of individuals, mobilize them to use them for the benefit of the community. Supports young people's participation in decision-making. Energizing with various methods, the leader arouses interest, shows methods of spending free time. Creates and implements activities that release creative potentials, motivating for creative and integrating activities. It supports local leaders and activists, initiates the formation of neighborhood groups, and strengthens the neighborhood.

A teacher, a sociotherapist is a person with appropriate education, who deals with teaching help and practical educational interactions, serving the therapy of developmental dysfunctions in the emotional and social sphere. It supports young people considered to be dysfunctional or socially maladjusted (e.g., with a diagnosis and indications for work obtained in a psychological and teaching counseling center). Sociotherapy is one of the most effective ways to overcome behavioral and emotional disorders. It is conducive to establishing proper contacts and bonds, restoring and developing self-esteem, and coping with shyness or tendencies to aggression or hostility.

A psychologist and psychotherapist is a qualified expert specializing in mental health. These two impact different competencies and scope of activities, and the choice of the type of support depends on the nature of the difficulties faced by the young person. The psychologist primarily supports in a crisis and provides emergency help, sometimes short-term or interventional. They can diagnose and define the young person's coping mechanisms, personality functioning patterns, strengths, and areas for development. In turn, the psychotherapist helps to better understand oneself, contribute to identifying and changing the mechanisms that negatively affect life. Psychotherapy is a process in which the participant has the opportunity to understand and break free from their own experiences, see the causes of ineffective actions and learn to control their own life. Thanks to meetings with a psychotherapist, a young person can make a permanent change in himself, improve his relationships with other people, deal with family problems more easily, and increase self-esteem. Classes may be individual or group support.

Trainer/Instructor conducts individual and group activation classes for young people through fun, sport, integrating, developmental, thematic, recreational, and tourist exercises. Has specific skills, e.g., sports, professional, social, and interpersonal skills. Uses many creative forms and methods that stimulate development, creativity, and cooperation in a group. They also focus on the transfer of specific skills or practical knowledge. The classes are adapted to the types of skills and motivations of young people, enabling the development of competencies, relationships with peers, and physical and technical skills. For example, a trainer with broadly understood artistic competencies refers to numerous forms of activity: art, music, instrumental, dance, film, theater, and in the field of visual arts.

A volunteer is a person who voluntarily and free of charge gets involved in activities for the development of the local community, neighborhood house, or a specific youth group. There are no restrictions for volunteering: it can be both a senior or a minor, a resident of the revitalized area or outside it, or a person under a special program (e.g., international volunteering). Volunteer cooperation may take on long-term or occasional cooperation (e.g., through the implementation of a specific thematic cycle "neighbors-neighbors"). It is important to involve volunteers in activities for the benefit of young people, but also to encourage young residents to volunteer. Engaging in social activities for the benefit of the local community is a special relationship based on exchange and benefits both parties concerned.

These various roles can be engaged individually or based on the use of the potential of groups, institutions, or organizations. An important tool in solving the problems and challenges of young people is the interdisciplinary cooperation of representatives of institutions and organizations operating in the same environment or acting on its behalf. It often takes many people, many competencies, many institutions to help a young person. Working specialists consult or look for support allies in the immediate vicinity of young people, including in their family, school, social welfare center. Lack of cooperation on the part of one of these institutions or environments, limiting oneself to single roles or activities, often makes it difficult to make an accurate diagnosis and effective support.

IV Key principles in designing and implementing activities with young people – Gdynia and Cyprus perspective.

Reaching the person and the local environment. Diagnosis of needs. In working with young people, it is important to get to know the young person in their environment – to determine the local context (housing estate/district), as well as individual needs, expectations, resources of this particular person, as well as the challenges they face. It is crucial to understand the diversity of the youth environment (going beyond simplifying thinking about 'youth from the revitalization area' and noting what the youth group needs).

Participation and leaders. Especially when working with young people who are stereotypically treated as social outsiders, it is crucial to create conditions for young people to go from recipients of aid to activists and leaders. Empowerment, involving young people in participation in activities and decisions, and shared responsibility for carrying out activities are key. It is important to act in such a way that young people are the subject of change and have a full influence on it. It is crucial to give young people the opportunity to experience how much depends on them and how important they are in the development of their local community.

Implementation of forms aimed at establishing relationships. Influencing the revitalization area assumes long-term, planned activities. However, especially in the case of young people, all incidental forms and action projects, understood as activities in the estate, picnics, thematic events, outdoor events, district walks are an important form of establishing contact. Especially cultural and sports activities open up the space for establishing contact, relationships, and invitations to cooperation. Local events also play an important integrating and initiating role. It is important to involve young people both in the preparation and execution of the program.

Action through socially engaged art. Various forms of socially engaged art can have a significant impact on local communities. Events, performances, theater performances with the involvement of residents, visual actions in the area of the estate/district, film workshops, dance shows, and music events – these are forms that allow you to engage in topics difficult for local communities, express emotions important to community members in a safe form, or name systems that govern relations between different groups of inhabitants.



Multidimensionality, diversity, and balance in the impact approach. The offer of influence addressed to young people should create both the possibility of support and the development of resources and potentials. It is advisable to maintain a balance between activating methods, which young people participate in and activities that young people themselves create, having full influence on the shape of the offer and its implementation. It is also important to involve young people (as co-organizers, people sharing their skills) in events aimed at celebrating success together (for example at local events such as picnics and festivals to show the achievements of the general public).

Availability of the offer, taking into account specific needs, the principle of equal opportunities, and non-discrimination. The offer should be designed in such a way that people with specific needs, from different cultures, growing up in different social contexts, can participate and co-create. It is necessary to ensure spatial accessibility (elimination of barriers) as well as high accessibility (inclusive offer, not building distance – financial, mental, environmental). The offer should be available to both individuals (young people, families) and entire communities. It is access to free activities, a program involving young people with specific needs, activities at times, and places appropriate for young people.

Involving specialists in the support process. Specialists supporting overcoming difficulties (e.g., psychologist, teacher, therapist), conducting therapy and other forms of support (e.g., sociotherapy, psychotherapy, psychological consultations, support group) make it possible to provide comprehensive help to young people in crisis situations and to plan support adequate for the difficulties faced by the young person, preparing and implementing the program together with people from different cultural backgrounds.

Reaching into the environment. Working with the local community requires actively going out into the environment, into the space of the district, housing estate, also, with current knowledge of the activities carried out. Particular attention should be paid to providing systematic information on the course of activities through various communication channels (newsletter, information on the notice board, website, open information, and organizational meetings). Effective information flow can ensure the involvement of local partnerships, neighborhood groups, volunteers, coalitions of institutions, and organizations operating in the area of revitalization. At the same time, young people require dedicated forms of attaining information through the channels used by young people. It is advisable to conduct social campaigns with young people or develop advocacy.



Creating a cooperation network. Youth work is part of a wider system of activities of many actors and resources influencing each other. Specialists consult or look for support allies in the immediate vicinity of young people, including in their family, school, and social welfare center. The immediate environment (family, neighbors, local community) is an important support factor. The cooperation network should include organizations working for young people, active young people, residents involved in their surroundings, local authorities, local activists. When looking for new innovative solutions and good practices, one should also look beyond the environment, creating long-term formal and informal relationships.

IV. Sample lesson scenarios

The following part presents 16 scenarios of specific activities carried out with young people in Gdynia and Cyprus in the years 2018-2021. They describe both the nature of the activities and the methods used. Some of them take into account the context of operations during the pandemic restrictions that accompanied the implementation of the "Model Room". The activities that were selected for presentation were the most popular or, according to the partners, have the greatest potential for scaling and dissemination.

1. Classes carried out in a neighbor's house, at the Harbor of Opata Hackiego 33, Laboratory of Social Innovation

I. Workshop Plan - Breakdance and Graffiti

1. **Subject:** Breakdance and graffiti for teenagers age 11 - 16 years
2. **Recipients:** Youth aged 13-16
3. **Issues:** Familiarizing the students with hip-hop culture and related graffiti art. Introducing them into a specific atmosphere of hip-hop culture and graffiti. Training in dancing. Learning the specific movements and dance choreographies characteristic for breakdance and artistic expression via graffiti art.
4. **Purpose:** To learn artistic forms of expression, to develop hobbies of teenagers and promote physical activities through dancing.
5. **Form:** Group uniform work (simultaneous performance of a particular task by the whole group). Synchronic learning of choreography, movements, dancing figures and dance sets.
6. **Methods:** – Theoretical method - explanation, lecture and show. Practical method – performance of exercises and dance sets.
7. **Organizational forms:** Duration – 120 minutes once a week. One hour session is dedicated to dancing, the second hour session to creation of graffiti tags. The weekly meetings are conducted by an experienced dance teacher sharing his knowledge and experience. Dancing activities with music, familiarizing the course participants with hip-hop culture by inviting special guests.
8. **Means (e.g. teaching aids):** Soft pencils, markers, paper, multimedia equipment and dancing mats.
9. **Frequency** – 2 hours a week
10. **Description of the activities** – duration of particular stages:
 - a) **Preliminary stage:** Forming and integrating a group, learning how to dance and make graffiti

b) **Main stage:** Input of information on general art and dancing, sharing knowledge with the group participants. Integrating the group by cooperation and healthy competition within a group.

c) **Final stage:** Making exhibition of 'tags' (graffiti artistic works); a performance which shows dancing choreography created for the purpose of the course. This final stage was not implemented because of the suspension of the Neighborhood Home operation.

d) **Summary:** Despite the absence of the final stage, the activities contributed to the formation of an integrated group of teenagers who focus on their common interests and hobbies and are willing to develop their skills in dancing and graffiti.

II. Konspekt zajęć: Taniec Szkocki

1. **Subject:** Scottish dance
2. **Recipients:** Neighborly intergenerational group
3. **Issues:** Intergenerational dancing activities based on a workshop based activities leading to multilateral exchange of knowledge among the participants. The group participants teach one another.
4. **Purpose:** To integrate local community based on the neighboring engagement and grassroots movement. To familiarize the participants with the culture and tradition of other parts of the world via dancing and movement.
5. **Form:** Group work (simultaneous performance of a particular task/exercise and choreography by the whole group). Synchronic learning of choreography, movements, figures and dance sets.

6. **Methods:** Theoretical method - explanation, lecture and show presentation. Practical method – performance of exercises and dance sets.

7. **Organizational forms:**

Duration : 120 minutes, once a week.

8. **Means (e.g. teaching aids):** Materials and graphic applications to make promotional posters and leaflets, multimedia equipment, compact discs with Scottish music.

9. **Frequency:** 2 hours a week

10. **Description of the activities** – duration of particular stages:

a) **Preliminary stage:** Promotion of the activities and forming a group, integration and team activities of a mixed-age group, presenting the dance elements

b) **Main stage:** to share knowledge, to learn the features of the dance, to integrate the group. The participants will acquire new skills in dancing and knowledge about the Scottish culture and tradition.

c) **Final stage:**

Activities were terminated because of the lockdown

d) **Summary:** The participants look forward to the possibility of restarting the activities after re-opening of the Neighborhood Home.

III. Event Plan - Carnival Party

1. **Subject: Carnival party**

2. **Recipients:** Neighborly intergenerational group

3. **Issues:** Intergenerational event to build and integrate local community; it is related to celebrating the Polish culture based on the tradition and calendar holidays. Spontaneously initiated by the residents open culinary workshops, including meal tasting, are organized to make the event more attractive.

4. **Purpose:** To integrate the local community based on the neighborly engagement and grassroots movement taking into account the national culture and tradition.

5. **Form:** Group type

6. **Methods:** Spontaneous activity in movement/dancing. Exchange of knowledge and experience on cooking.

7. **Organizational forms:** One incidental event, three hours (180 minutes)

8. **Means (e.g. teaching aids):** Materials and graphic applications to make posters, multimedia equipment, compact discs with dancing music, paper materials to make carnival masks and elements of decoration to decorate the ballroom : balloons, ribbons, colored chains, confetti

9. **Frequently:** A single event

10. **Description of the activities** – duration of particular stages:

a) **Preliminary stage:** Promotion of the event within the district area

b) **Main stage :** Neighbors' party and integration of three generations

c) **Final stage:** Cleaning after the event involving all the party participants – cooperation by assuming co-responsibility for the Neighborhood Home

d) **Summary:** Joyful party and fun through integration.

IV. Event Plan: 'It's Good to Have a Neighbor'

1. **Subject:** Internet social consultancy

2. **Recipients:** Adults from 18 years of age

3. **Issues:** Getting to know the neighbors based on the relationships with the local residents, their everyday life, defining their needs, difficulties, joys, all the topics of considerable significance for the district residents

4. **Purpose:** To diagnose the quality of life of the local residents, their potential needs and possibilities to satisfy them through activation work. Supporting the residents' initiatives and engagement.

5. **Form:** On-line individual work / On-line group work. Meeting through Zoom during the pandemic times.

6. **Methods:** Collecting information through interviews.

7. **Organizational forms:** Three-hour on-call time once a month, individual meetings after making appointments via e-mails.

8. **Means (e.g. teaching aids):** Materials and graphic applications to create online posts and promotional leaflets, interview questionnaire

9. **Frequency:** Three hours on-call time once a month

10. **Description of the activities** – duration of particular stages:

a) **Preliminary stage:** Promotion of the event within the district area on the Internet

b) **Main stage:** Internet Meetings following a scenario based on the interview questionnaire

c) **Final stage:** Joined cleaning event for all participants – learning how to cooperate based on assuming co-responsibility for the Neighborhood Home

d) **Summary** – Having fun through integration. Producing a video documentary released in Internet channels of 'Przystań' (FB, website).

V. Activity Plan – ‘ZOH Radio Station’

1. **Subject:** Neighborly broadcast – podcast
2. **Recipients:** Adults from 18 years of age
3. **Issues:** Informative-entertaining podcast reflecting the life of the residents of Chylonia district and Gdynia.
4. **Purpose:** To integrate local residents by inviting the neighbors and selected guests related to the life of the Neighborhood Home. To build the concept of local identity and local patriotism.
5. **Form:** Individual
6. **Methods:** Thematic podcast
7. **Organizational forms:** 20 – 30-minute podcast
8. **Means (e.g. teaching aids):** Microphone, audio mixer with the possibility to record through USB, computer.
9. **Frequency:** Once a month with the possibility to increase to twice a month.
10. **Description of the activities** – duration of particular stages:
 - a) **Preliminary stage:** Creating a recording studio, preparing for technical works. Learning how to use the audio equipment. Writing scenarios, inviting selected guests
 - b) **Main stage:** Producing radio broadcasts by inviting interesting guests from the district and City of Gdynia
 - c) **Final stage:** Radio broadcast in internet channels of LIS, on the FB group and FB of ‘Przystań’.
 - d) **Summary:** Survey among the residents to find out their ideas about the next themes of the broadcasts.

VI. Event Plan – ‘Meetings with Passion’

1. **Subject:** Developing passions and interests
2. **Recipients:** People from 12 years of age
3. **Issues:** Thematic lectures delivered by the enthusiasts of various activities or animal lovers. Irregular meetings of the animal lovers. Organizing a contest ‘The most beautiful scrub in Chylonia District’ is planned. Creating a new calendar of events for the following year. A meeting with a kennel voluntary worker [called ‘Ciapkowo Kennel’] to encourage people to adopt an animal, to present benefits of keeping a dog, etc.
4. **Purpose:** To integrate neighbors and promote hobby-related and recreational activities.
5. **Form:** Group activities
6. **Methods:** Theoretical methods – explanation, lectures, presentations and neighbors’ meetings
7. **Organizational forms:** 90-minute meetings
8. **Means (e.g. teaching aids):** Conference snacks, laptop, projector, flipchart, writing materials (sheets of paper, pens etc.)

9. **Frequency:** Once a month with the possibility to change to twice a month
10. **Description of the activities** – duration of particular stages:
 - a) **Preliminary stage:** Starting cooperation with interesting speakers, people. Real life and internet promotion.
 - b) **Main stage:** Thematic meeting dedicated to particular hobbies and activities
 - c) **Final stage:** Producing a documentary broadcast in internet channels of ‘Przystań’ (FB, web site). Collecting topics interesting for the residents.
 - d) **Summary:** Integration among neighbors and supporting the relationships between the district residents.

VII. Konspekt zajęć: Tworzenie Muralu

1. **Subject:** Making a mural in a public space
2. **Recipients:** People from 13 years of age. Estimated number of people to create the mural: 5 (to be considered, depending on the size of the area to be painted)
3. **Issues:**
 - a) Finding a location for a mural: checking the right of property, obtaining a permit for such an action, obtaining materials needed to paint the mural, dealing with copyrights, legal regulations and responsibility for maintaining the mural in future, the mural timeframe (years).
 - b) Finding potential mural artists for a specific timeframe of a month (maximum). Taking into consideration the fieldwork – unfavorable meteorological conditions may make the fieldwork difficult.
4. **Purpose:** to determine the scope of goals, expectations, requirements in a selected subject.
 - a) The purpose of this action is to promote the co-existence in a group, integration through interests and hobbies, the willingness to cooperate, working on the relationships through jointly performed work, improvement of esthetic values of the location where the mural is to be produced, manifestation of the theme as a symbol of the place, district, artists’ dreams, idea which should be clear to any receiver. Sharing the knowledge about the process of mural production in the pattern technique.
 - b) Social purpose – integration of a group; educational purpose – knowing how to produce a mural; philosophical-ideological purpose; esthetic purpose – mural as a decoration of the urban space.
5. **Forms (individual or group type)**

The planned number of the mural artists: 5 (to be considered, depending on the size of the mural and the area to be painted).

6. **Methods:** Proposed by the scenario's author
Teamwork managed by a competent person being familiar with mural painting techniques.

7. **Organizational forms:** Meetings in a recommended place e.g. Przyszań 33, Opata Hackiego Street. A bigger meeting room is needed.

8. **Means (e.g. teaching aids):** The teaching aids should include a set of aids ready to be applied during the activity. An OHP would be helpful as well as sheets of paper, poster board, scissors, bookbinding blades, tracing paper, grey and transparent adhesive tapes, acrylic paints, rollers, brushes, pencils, printer, ladder.

9. **Frequency:** The proposed number of meetings depends on the artists' availability. Optimum number is 2 - 3 times a week, 3 hours each time or longer if needed. This is a task to be carried out within one month maximum.

10. **Description of the activities** – duration of particular stages:

a) **Preliminary stage:** Selection of a "legal" location for the mural, dealing with the administrative matters, obtaining a permit for a meeting place, purchase of materials, recruitment of the mural artists, finding a manager in charge of the entire project

b) **Main stage:** Familiarizing with the process of the mural creation in the pattern technique, technical instructions concerning the colors, preparation of the place for the mural, tools, presentation of murals, a theoretical introduction to mural creation, handbooks.

- Producing first templates, first painting session in a room – painting on poster boards, card boxes, paper,

- Selection of the mural theme,
- Making the templates following the mural theme,
- Painting the mural,

c) **Final stage:** Painting, the authors' signatures, finishing the mural in a public space,

- Official unveiling of the mural

d) **Summary:** Follow up discussion on what went well and what went wrong during the works on the mural, Conclusions and recommendations for the future. Evaluation.

VIII. Konspekt zajęć: Spotkania z Beatboxem

1. **Duration:** 90 minutes
2. **Leader:** Beatbox trainer, socio-therapist
3. **Participants:** Teenagers 13 – 17 years old, number of persons: from 4 to 8
4. **Therapeutic goals:**
 - a) Reduction of physical and emotional strains,

b) Work with own resources, reinforcement of a sense of self-esteem,

c) Correction of behaviors in respect of 'me-and-me' and 'me-and-task',

d) Development of a sense of self-esteem, knowing own skills and advantages, acquiring the skills of cooperation in a team,
e) Development of verbal communication.

5. **Development goals:**

a) Reinforcement of a sense of belonging to a group.

6. **Educational goals:**

a) To familiarize with Street Art and musical instruments

b) To form sensitivity and auditory memory,

c) To learn the techniques of relaxation,

d) To consolidate beatbox techniques,

f) To read and write the notes.

7. **Methods:**

a) Integration games,

b) Use of audio-visual media, a fragment of the performance,

c) Breathing techniques.

7. **Aids/Means:**

a) Audio-visual equipment, mats, microphone, metronome.

8. **Course of the activity** – scenario I: socio-therapeutic activities

a) **Warm up** – greeting the participants; short conversation about the participants' mood (the leader provides the participants with a pen asking them to finish the sentence starting: 'I want to say that'. The participant who finishes the sentence gives the pen to the next one).

b) **Relaxing exercises:** The participants are asked to imagine that they are standing in a cube of ice, their bodies are frozen. Following the leader's instructions they start to move slowly their heads, legs and hands, and, finally, the whole body.

c) **Breathing exercises:** When lying on the back the participants learn the techniques of correct breathing: how to inhale and to exhale (respiration with lower belly)

d) **Development:** The participants watch together the performance of TOP 10 DROPS Grand Beatbox Battle Solo 2019 (<https://youtu.be/5uDZBxBJf2Y>), discuss the show with the leader. In the next step the participants arrange their own beats with the trainer's assistance by imitating the instruments playing in the watched performance, they also make a simple record of the notes (using a metronome).

e) **Completion – evaluation:** The participants present and discuss their own works. Next, each participant finishes the sentence starting: 'What I liked today is".

f) **Feedback session:** The leader's feedback – the trainer appreciates the participants' efforts and provides guidance.

9. **Course of the activity – scenario II:** relaxing activities

a) Warming up activities: greeting participants; the leader provides the participants with a pen asking them to finish the sentence starting : 'I want to say that

b) The leader asks one of the participants to sit down with his back to others and describe a drawing he sees to other participants. The listeners get sheets of paper, pencil, colored pencils and draw what they hear. After 15 minutes the participants' drawings are verified and compared to the original one. This is the starting point for the leader to start a discussion and ask questions what has been done right and what has been done wrong and why ;

c) The leader briefly discusses the process of interpersonal communication referring to the communication source and receiver and the disturbances in the information channel. He also explains that the words, the way they are uttered, express our emotions and evoke emotions in other people, he refers to art as an expression of an artistic emotional message.

d) The Beatbox trainer invites the participants to express their emotions by means of the beats remembering about the notes record while correcting possible mistakes. Each participant presents the effects of his/her work.

e) Discussion – the participants try to guess what emotion was expressed in the presented piece of work, next they take part in the following exercise: two persons discuss the issue if it is worth learning and the observer tries to note down the positives and negatives of this conversation e.g. the voice volume, interruptions, contempt for the interlocutor, avoiding eye contact, passiveness.

f) Completion – in a casual discussion the participants sum up the collected information concerning the rules of correct communication; as the follow up task at the next meeting they are to indicate the fragments of two musical pieces which express the emotions of sorrow and joy.

g) The activities end with a relaxation session – breathing exercises in standing and lying positions; at the evaluation of the meeting sessions – grades from 1 to 5 are awarded and the recommendations are shared on useful and not useful elements.

IX. Session Plan – Sport Training - Parkour

1. **Subject:** Sport activities dedicated to general development of teenagers – participants of the occupational therapy

2. **Issues:** Occupational therapy, support of the participants' motivation on current basis, reinforcement of a sense of security, active planning of the activity syllabus and the rules of realization which generate a sense of causative power and co-responsibility

3. **Purpose:** To reinforce the process of socio-therapy by coping with difficult emotions via movement, personal development and to increase of self-consciousness via movement

4. **Target group:** Children and teenagers, mainly the young over 14 years old

5. **Form:** Group activity

6. **Methods:** 'Parkour' method

7. **Organizational forms:** The activities take place on the area of ZOH Przyszań in an internal space adjusted for this purpose, in the field or in the Movement Arena (multisport facility in Gdansk)

8. **Means:** Mobile equipment of soft and hard type training elements used for parkour training, gym mattresses

9. **Frequency:** Two meetings a week, each meeting taking two hours

10. **Description of the activity:** Parkour is a form of physical activity aiming at effective and safe relocating within any area. A traceur is a person who does parkour activities, jumps over low walls and barriers, climbs the walls and jumps between any encountered obstacles. He must devote many hours to parkour training at low height obstacles, in short distances and under safe conditions which should make him ready to overcome any obstacle, develop the techniques of efficient relocation under more difficult conditions.

X. Session Plan – Psychological Support

1. **Issues:** Psychological consulting for adults and their families

2. **Recipients:** Adults from 18 years of age. Individuals and families

3. **Purpose:** To deal with mental issues of a specific group of participants. A specific character of the environment covered by the project is a response to the needs of a considerable number of participants who face the syndrome of learned helplessness described as a lack of control and possibility to change their situation, even in favorable circumstances. The firm conviction that nothing can be changed results in their alcohol and drug addiction, depression, low self-esteem and procrastination.

4. **Form:** Individual and group support

5. **Method:** Cognitive-behavioral therapy

6. Organizational forms

7. **Means (e.g. teaching aids):** A. Beck's scale of depression, Greenberger-Padesky's scale of mood assessment, SCID II test

8. **Frequency:** Once a week, 1-hour session

9. **Examples of the applied tools** used in the cognitive-behavioral therapy:

- a) Developing therapeutic relationship;
 - b) Planning the therapy and structure of the session;
 - c) Recognizing and questioning the dysfunctional cognitive content;
 - d) Using cognitive conceptualization;
 - e) Adapting a cognitive model, in case of depression
- A. Beck's depression model is preferred;
- f) Testing the connection between automatic thoughts and behavior;
 - g) Organizing a diagnostic session or a sequence of diagnostic sessions;
 - h) Defining therapy goals, presenting a therapy plan;
 - i) Specifying expectations regarding the therapy ;
 - j) Applying behavioral activation: - conceptualization of passiveness – conceptualization of a sense of success or pleasure – work with an activity card to assess the accuracy of the patients' forecast;
 - k) Recognizing automatic thoughts – learning to distinguish automatic thoughts from emotions;
 - l) Verifying automatic thoughts via Socrates' dialog ;
 - m) Applying cognitive techniques - training of social skills – observing the mood and behaviors with an exercise card - training in relaxation and attention;
 - n) Completing a therapy and preventing recurrences.

2. Classes carried out in Politistiko Ergastiri Ayion Omoloyiton

XI. Event Plan: European Neighbours Day

1. **Subject:** European Neighbours Day
2. **Recipients:** Residents of the district. Neighbors. Employees of the organization and volunteers as well as members of the organization and their families
3. **Issues:** Celebration/Festival in the neighbourhood for the European Neighbours' Day in May
4. **Purpose:** To invite your neighbours to connect and share a nice time around a buffet, with music, dancing and games, in order to enhance social cohesion and create new solidarities and to celebrate the European Neighbours Day.
5. **Type of Activity/Form (group or individual):** group work – the whole neighbourhood is involved: neighbours, staff of the organisation, as well as volunteers (international and local) and members of the organisation and their families.

6. **Methods:** practical method / A collaboration between Politistiko Ergastiri Ayion Omologiton, the Nicosia Municipality and a group of neighbours who take initiative: applying for grant/sponsorship, meetings between neighbours/volunteers/members of the organisation with the aim to organise the event, setting up the space for the food, music, games and other activities, preparing games, preparing food, performing dances, playing music. The neighbours set up tables to give the food and drinks they have prepared, there is a staging area for dancing and music and an area with activities and games for the kids.

7. **Organizational forms:** One incidental event - approximately 6 hours.

8. **Resources/means:** Every neighbour does their own small part: making/baking/ordering food and drinks, outdoor chairs and tables, technical music equipment, arts and crafts materials for childrens' games and activities, posters, flyers, decorations, photobooths (our organisation mainly takes care of the music/dancing parts and game activities for the children). With the collaboration of Nicosia Municipality and the Police Department, the roads of the neighbourhood are closed off for cars. The neighbours are invited to walk, cycle and skate freely. Occasionally, grants/sponsorships from stakeholders such as the Municipality.

9. **Frequency:** Once a year

10. **Description of activities** - duration of particular stages:

a) **Preliminary stage:** Promotion of the event within the neighbourhood, local community, local school, local area, partners and members of the organisation and their families and friends. Preparation: Tables and chairs are set and the neighbours offer drinks and food, most of it homemade. There are lots of activities for children like games, treasure hunt, arts and crafts, face painting. There is also music, sometimes live music, dancing and shadow theatre. We encourage and invite the neighbours to an open space, the small square of the neighbourhood, to share whatever they like: homemade food, traditional dances, music etc.

b) **Main stage :** Neighbours' celebration, bringing people of all ages and from different countries and backgrounds together, with the common element of local community.

c) **Final stage:** Cleaning up after the event involving all neighbours/event participants – cooperation by assuming co-responsibility

d) **Summary:** Through this exchange among neighbours, the sharing of experiences and good practices, this event gives people the opportunity to interact with one another. This party enables them to participate in an even closer and more human European community.

XII. Workshop Plan: Traditional/Folklore Dancing

1. **Subject:** Traditional/Folklore Dancing Workshops with Children/Teenagers and with Adults

2. **Recipients:** People from 6 years of age, divided into dance groups not according to the skills, but the age of the participants (6-7 years old, 8-9 years old; 10-11 years old, youth and adults).

3. **Issues:** Traditional/folklore dance learning, as well as traditional songs, games and other Cypriot traditions in general.

4. **Purpose:** Raise cultural awareness and enhance the active participation of the local community. Encourage self expression and improvisation through dancing.

5. **Type of activity/Form (group or individual):** Group uniform work (simultaneous performance of a particular task by the whole group). Synchronic learning of steps, rhythm, movements, dancing figures and dance sets. The dancing groups are not separated based on skills, groups are formed depending on the age of the participants: Group A: 6-7-year olds, Group B: 8-9 year olds etc, Group C: 10-11 year olds, Teenagers and Adults.

6. **Methods:** Theoretical method - explanation and show. Practical method – performance of exercises, steps, figures and dance sets in general.

7. **Organizational forms:** Duration – 60 - 120 minutes once a week (depending on the age group). The teachers are local volunteers, often members of the organisation who themselves were students in the past. The methodology focuses on self-expression and improvisation rather than choreography.

8. **Resources/means:** Local volunteers/members of the organisation who take on the role of the teachers and international volunteers who support the whole process (taking care of the children, setting up the classes etc), music and video equipment to play music and show videos, sometimes maps to show from which area is each dance.

9. **Frequency:** Weekly / 60-120 minutes per week

10. **Description of activities** - duration of particular stages: Lessons are organised once per week, the teachers are local volunteers/members of the organisation, the fees to participate are low and children come to the lessons with their siblings and/or their parents join the Workshop with adults. That results in whole families being members of the organisation and participating in its activities. The lessons have a duration from one hour to one hour and a half, depending on the age group.

a) **Preliminary stage:** Forming and integrating a group of local volunteers to take on the role of teachers and then forming groups of children, teenagers and adults

b) **Main stage:** Learning traditional dances - Integrating the group by cooperation

c) **Final stage:** A cultural performance with a specific subject/theme, usually towards the end of the “school” year which shows dances and songs that have been taught and worked on by the group during the workshops.

d) **Summary:** Involve children, teenagers and adults, often coming from the same family in our organisation's first workshop through which our cultural centre was born: Traditional Dancing

XIII. Workshop Plan: Breakdance Workshop

1. **Subject:** Breakdance Workshop

2. **Recipients:**

3. **Issues:** Breakdance learning and training. Introducing and familiarizing young people with hip-hop culture. Learning the specific movements and dance choreographies characteristic for breakdance.

4. **Purpose:** During some of the above Traditional Dance Workshops with the younger children, happening at the local school of the neighbourhood, we noticed a group of children, living in the neighbourhood, who created trouble by bullying, breaking stuff etc. We asked them if they wanted to join but they said that they liked Breakdancing instead and so the Breakdance Workshops were created to attract these kids and keep them out of trouble. Raise cultural awareness and enhance the active participation of the local community, especially of young people, learn self-expression, develop hobbies and promote physical activities through dancing.

5. **Type of activity/Form (group or individual):** Group uniform work (simultaneous performance of a particular task by the whole group). Synchronic learning of choreography, movements, dancing figures and dance sets.

6. **Methods:** Theoretical method - explanation, lecture and show. Practical method – performance of exercises and dance sets.

7. **Organizational forms:** Duration/90 minutes once a week. The workshop was led and taught by an experienced dance teacher sharing his knowledge and experience. Dancing activities with music, familiarizing the workshop participants with hip-hop culture.

8. **Resources/means:** Local breakdancing teacher, with whom we collaborated with many times after getting to know him through these workshops.

9. **Frequency:** Weekly / once per week

10. **Description of activities** - duration of particular stages:
 - a) **Preliminary stage:** Forming and integrating a group
 - a) **Main stage:** Learning how to breakdance. Integrating the group by cooperation and healthy competition within a group.
 - b) **Final stage:** Final showcase of what has been taught and learned throughout the workshops
 - c) **Summary:** Keeping young people out of trouble through a workshop of physical activity, dancing and expression.

XIV. Workshop Plan: Educational Programmes

1. **Subject:** Educational Programmes
2. **Recipients:** Schools and students.
3. **Issues:** Educational programmes organised and implemented at our cultural centre, addressing schools and their young students with the objective of learning about culture in interactive, non-formal methods.
4. **Purpose:** Raise cultural and educational awareness and enhance the active participation of the local community, especially of young people. Learn about cultural elements of the Cypriot culture through interactive activities, using non formal methods, such as theatre and dancing activities.
5. **Type of activity/Form (group or individual):** group work
6. **Methods:** Non – formal methods and interactive activities: dancing/music/theatre/storytelling activities (theoretical and practical).
7. **Organizational forms:** Once a week (maybe less if there aren't any bookings every week) / approximately 2 hours per week. Animators take on different roles to teach children about Cypriot culture and more specifically, traditional music and dancing, storytelling of Cypriot folklore tales, traditional Cypriot costumes etc.
8. **Resources/means:** Professionals and amateurs musicians and actors who take on the role of animators. Props, traditional costumes, traditional musical instruments, music and video equipment.
9. **Frequency:** Monthly – during the school year - one time per week - approx. 2 hours/week
10. **Description of activities** - duration of particular stages:
 - a) **Preliminary stage:** Forming a group of animators and preparing the flow and activities of the programme
 - b) **Main stage:** The students are split into groups (storytelling, dancing, music and costumes), they spend about 40 minutes with their group to learn about their topic
 - c) **Final stage:** during the last hour all the groups come together to tell and present a story with a traditional song, dances, role playing and wearing traditional costumes

- d) **Summary:** Professionals and amateurs musicians and actors who take on the role of animators and use props, traditional costumes, traditional musical instruments and folklore tales to teach children about the Cypriot culture. The whole programme has a duration of approximately 2 hours

XV. Workshop Plan: Treasure Hunt in the neighbourhood

1. **Subject:** Treasure Hunt in the neighbourhood
2. **Recipients:** Primary school community.
3. **Issues:** exploring the neighbourhood through a treasure hunt
4. **Purpose:** Raise local awareness and engage the local community, especially young children and their families and the local school in a common local activity.
5. **Type of activity/Form (group or individual):** group activity
6. **Methods:** Organised in cooperation with the local primary school of the neighbourhood and trying to include students with fewer opportunities and their families.
7. **Organizational forms:** One incidental event / approximately four hours
8. **Resources/means:** maps, guidelines..
9. **Frequency:** A single event
10. **Description of activities** - duration of particular stages:
 - a) **Preliminary stage:** Preparation and promotion of the event within the local community
 - b) **Main stage :** Treasure hunt
 - c) **Final stage:** -
 - d) **Summary:** A fun, interactive and education activity for children and adults

XVI. Educational Project: "Echoes of the City"

1. **Subject:** "Echoes of the City" - Educational/Cultural Interactive Walks
2. **Recipients:** About 500 people: youth volunteers (including international ones), townspeople and tourists, young people, students and families (who cannot afford to visit the museum).
3. **Issues:** An activity implemented by local and international volunteers who take on the role of animators. A tour of the city walls of Nicosia's old town is organized and guided by animators, with different stops representing important historical periods in the history of Nicosia, the capital of Cyprus, and interactive activities that encourage the active participation of people. The target group is both locals and tourists, young people, students and families.

4. **Purpose:** Participants to get to know the history of the city: A walk with stops that are revived through characters of historical times. In this unique walk, the various historical eras of the city bring to life the history of the city.

5. **Learning objectives:** Promoting the history of the city, highlighting elements of the intangible cultural heritage, enhancing the interaction between the participants. Emphasis is placed on the peaceful and developmental coexistence of the peoples, on the language and elements that remain to this day in the Cypriot culture (tangible and intangible).

6. **Type of activity/Form (group or individual):** group walk/tour

7. **Methods:** Creating random groups, interactive tour/walk in the city Guided by a "guide".

8. **Organizational forms:** Promotion of the walks and inviting participants. Creating groups. Tours every 30 minutes lasting 90 minutes.

9. **Resources/means:** Guides, animators, seasonal costumes, props in each "stop", information boards and QR codes that refer to more information for each season, delicacies (tea), interactive cards/games, dance instructions, audio media.

10. **Location:** Open spaces in the city within the walls

11. **Target group:** Families, friends, students, tourists, etc. About 500 people participated.

12. **Frequency:** tours are every 30 minutes, lasting 90 minutes and organised for 2-3 days in 2 weeks. The activity was implemented for the first time in the spring of 2018 (March). It lasted ten days (including 2 weekends), in the mornings. On the weekends there were various groups that participated, families, groups of friends, tourists, etc. On weekdays schools were hosted. The guided tours took place once again in April

2019 for a single day on World Museum Day. Each tour lasts one hour and thirty minutes. They were organized in collaboration with the Municipality of Nicosia, the Leventis Municipal Museum and the Omerie Hamam. In March 2018 the activity took place with the support of European Voluntary Service volunteers and local volunteers. In April 2019 the activity was carried out by young people living and working in Nicosia.

13. **Description of activities** - duration of particular stages:

a) **Preliminary stage:** Define historical periods, itineraries, create scripts and dialogues, train animators, find costumes, materials, objects, create digital content, create stop signs and QR Codes. Preparation and promotion of the event in the local community. Creating tour groups

b) **Main stage:** Each group with their guide follows a route with 5 stops, each attributed to an era, a specific historical period. In each stop there are "animators" dressed according to the specific period / season that present a dialogue, including an interactive game or dance and traveling the spectators back in time to hear the echo of the season, a short moment of history, the echo of the city. The "guides" guide the participants in the city, explain the activities that unfold. The tour ends at the Municipal Museum of Leventis in Nicosia.

c) **Final stage:** Completion of tours, review of tours with guides and animators referring to possible new ideas or problems that have arisen.

d) **Summary:** The tours impressed the participants (couples, families, seniors). The city is no longer the same, they see it from a different angle, seeing people from other eras who lived in the same buildings that came to life in front of them and project a snapshot of their own life / era. The audience was thrilled with the walks.

Links to films made as part of the project:

Virtual visit to Nicosia, Cyprus:

English version:

https://youtu.be/vk6aV_Hmmss

Greek version: <https://youtu.be/f7CrY4DI9cE>

Polish version:

<https://www.youtube.com/watch?v=EO9MbarJorM>

Virtual visit to Gdynia, Poland:

Polish version:

<https://youtu.be/hrl24nVYRI4>

English version:

<https://www.youtube.com/watch?v=iOfHakx2cYU>

Greek version:

https://www.youtube.com/watch?v=YtqQdiOeavE&list=PLVUzB9kZ9s_mTLq3Z7tHjOHkCklogjhry&index=3&t=209s

Projekt został finansowany ze środków projektu grantowego „Ścieżki współpracy - wsparcie dla podmiotów wdrażających współpracę międzynarodową” w ramach IV Osi priorytetowej Programu Operacyjnego Wiedza Edukacja Rozwój „Innowacje społeczne i współpraca ponadnarodowa”, Działanie 4.3 Współpraca ponadnarodowa, konkurs nr POWR.04.03.00-IP07-00-007/17