

THE NORMS

Activity developed by La Xixa Teatre



OVERVIEW

Participants will create and discuss a set of norms that could help them establish a good proximity with their groups of youngsters and in their Youth work in general. We will explore the implications of having (or not having) pre-established norms to assure safe distances in our professional context.

LEARNING CONTEXT

This activity can be done online, offline with social distancing, and offline with physical contact.

DURATION



60'

PARTICIPANTS



Minimum number of participants: 6

Maximum number of participants: 30

Recommended number of participants: 16

MATERIALS



No materials are required.

OBJECTIVES



- Identify and explore important boundaries for participants in the Youth work.
- Reflect on the implications of norm-setting when working with youngsters.
- Create norms that could be useful for participants when facilitating groups.
- Collectively define ways in which participants could implement these norms to assure good proximity is kept within their groups.

THE NORMS



INSTRUCTIONS STEP BY STEP



1. In groups of 3 or 4 participants, ask each group to write up a set of norms they feel would be helpful to build and maintain a good proximity in their Youth work (including safe distances and positive interactions among youngsters and in their professional contexts).
2. Once all groups have their norms, join the groups two by two, and give them a few minutes to put their lists together to create a new list of norms.
3. Repeat step 2 until you have only one list of norms.

DISCUSSIONS AND DEBRIEFING



- Assess together the pros and cons of having each norm, as well as the best ways the norm could be realistically put into practice.
- Identify what is difficult and easy of setting norms.
- Did participants discover or learn something about themselves and their work during the creation of the norms? If so, what?

TIPS AND HINTS



Allow for participants to negotiate themselves which norms they feel should be on the final list. If a norm is particularly important for a participant, but not for the rest of the group, give space for the participant to explore why the norm is important while keeping him or her safe.

THEORY



Mindell, A. (1992) *The Dreambody in Relationships*. Penguin Books Ltd: New York.



INTIMACY,
RELATIONSHIPS &
IRIS INTERCULTURALITY
IN YOUTH WORK

<https://intimacycrosscultures.eu/>

IRIS is a project (strategic partnership) within the Erasmus+ programme of the European Commission. It is a Youth project, financed through the French National Agency. Its reference number is 2018-1-FR02-KA205-014096 v

PROJECT PARTNERS:

Élan interculturel (Paris) | www.elaninterculturel.com
In Touch (Amsterdam) | www.weareintouch.org
La Xixa Teatre (Barcelona) | www.laxixateatre.org
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The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

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