

Visual Youth Work

project summary





The organizers

Autokreacja Foundation aims at fostering the active participation in a civil society through various initiatives in the field of social economy. We contribute to the civilizational, cultural and economic development of Poland. We want to put the spotlight on problems of diverse social groups that are often marginalized, that is why we focus on cooperation with long-term unemployed, youth from underprivileged regions, unemployed women, elderly people, immigrants and refugees. Many of our projects were designed to favour multiculturalism and intercultural exchange by bringing together different lifestyles, points of view and philosophies.

Our mission is working towards building more inclusive societies where every individual feels empowered to be a change maker



website: www.autokreacja.org

facebook: [FundacjaAutokreacja](https://www.facebook.com/FundacjaAutokreacja)

instagram: [autokreacja_ngo](https://www.instagram.com/autokreacja_ngo)



The project

Visual Youth Work was an Erasmus+ training course implemented in Puck, Poland (15-21 March 2021) for facilitators, trainers, youth workers, and activists who wanted to explore new methods for delivering knowledge to the learners, especially those at risk of exclusion. The main belief behind the project was that education can be fun, and we can find many creative ways to make it more effective.

That is why in our training we focused on understanding what **graphic facilitation** is and how to find a visual language that in an easy but powerful way will help us make our working materials and presentations more exciting and effective.

We focused on training youth workers who did not have much previous experience related to arts and drawing, as we believe that **everyone is creative** (even if this creativity is hidden somewhere deep inside) and that everyone is able to learn how to draw and create visually stunning educational content.

Here is a small video summarizing the training course in Puck:
Watch on YouTube [[Click here](#)].



About this summary

With this publication, we would like to provide you with comprehensive materials on graphic facilitation and this method can be used for improving the quality of the educational materials we, as youth workers, deliver to learners at risk of exclusion.

This summary is designed to give you an overview of the basic theories concerning teaching and learning styles, as well practical descriptions of how you can use visual materials while designing and implementing your workshops that are based on non-formal education.

All the materials in this guidebook are a result of a collective work done by youth workers and facilitators who cooperated together on "Visual Youth Work: Graphic Facilitation in Non-Formal Education", which was an Erasmus + KA1 project coordinated by Fundacja Autokreacja and supported and funded by the European Commission.

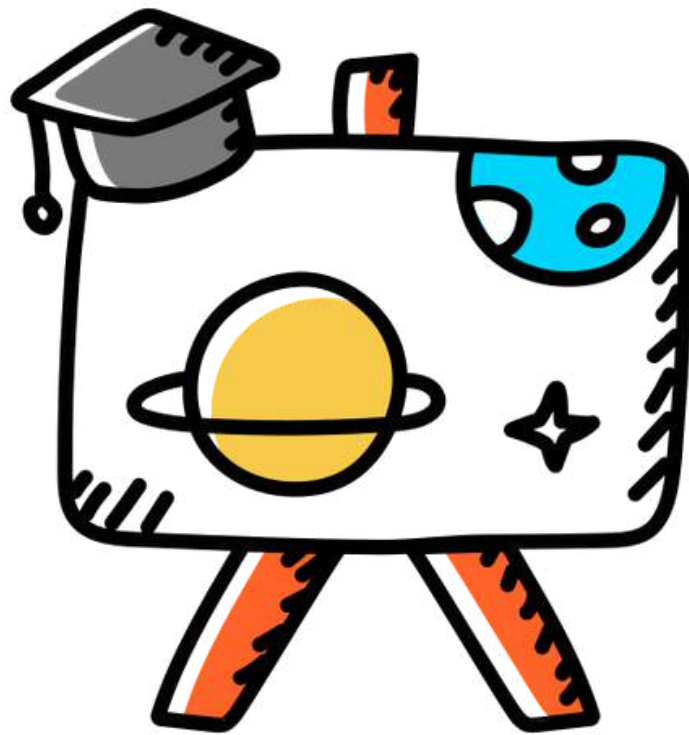
We hope the methodologies we used that are collected and presented in here will serve as an inspiration for you to use more visual tools and techniques during your educational activities for youngsters at risk of social exclusion.



Learning objectives

- Drawing basic shapes and simple figures of people and their feelings
- Writing in different styles
- Combining different elements to create your special visual language
- Creating educational materials using your new drawing skills
- Basic theory of how people learn
- Adjusting content to the needs of young learners from vulnerable groups
- Practical information about other visual tools that can be used in youth work
(storytelling and participatory photography)

Sessions



Learning Styles

Start with a short introduction on theories of learning, focusing on learning styles, beginning with the basic **visual**, **auditory**, and **kinesthetic** learners explained as on the picture below.

VAK Learning Styles

Visual



- Printed materials
- Body language
- Everything that is **seen**

Auditory



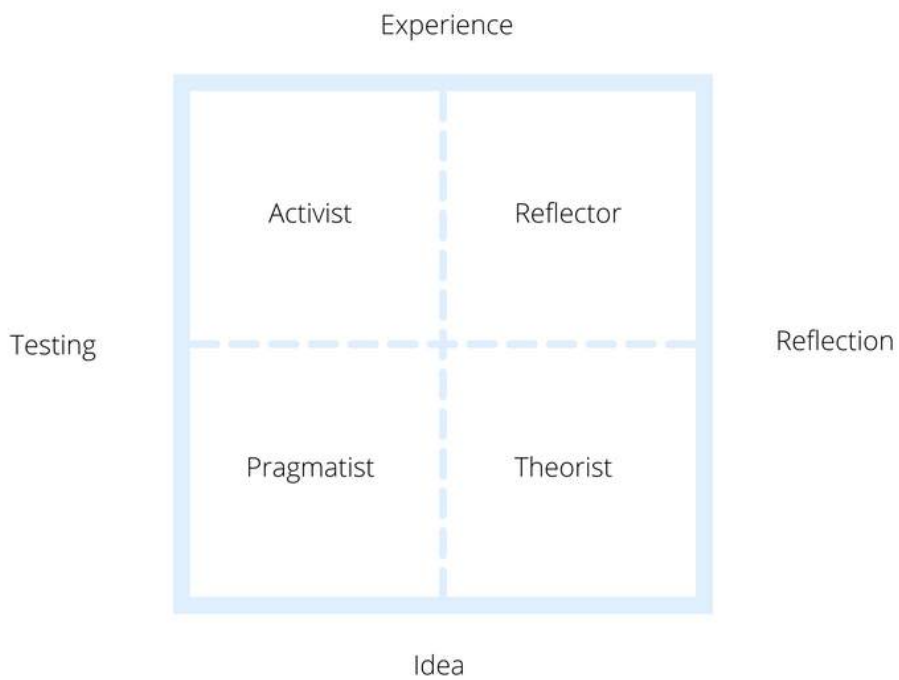
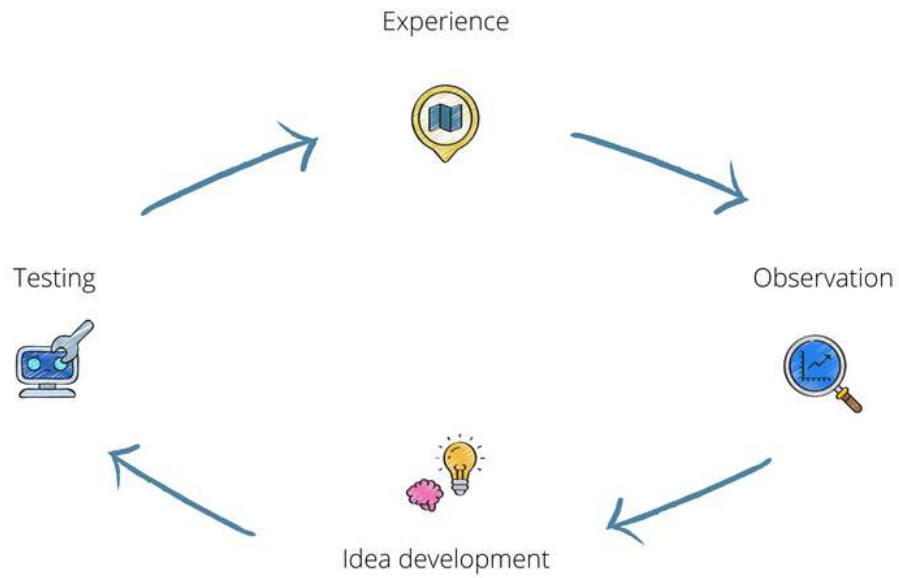
- Spoken words
- Sounds and music
- Everything that is **heard**

Kinesthetic



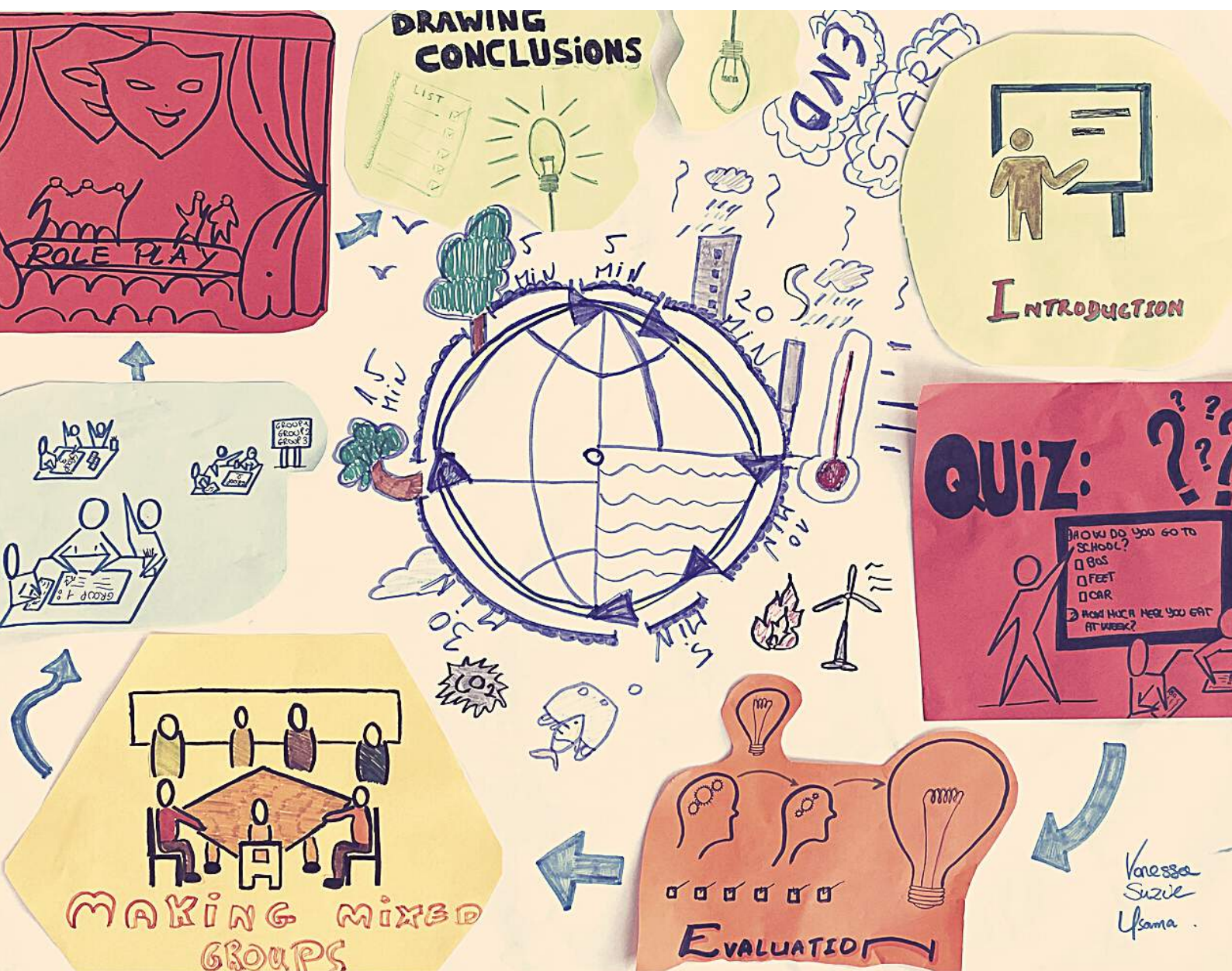
- Emotion
- Movement
- Everything that is **felt**

In the next step, introduce and discuss the Kolb learning cycle and the Mumford/Honey learning styles as below:



Divide participants into four smaller teams. The task of each group is to design a workshop for a specific type of learners as described by Honey and Mumford and draw the educational materials they would need during their sessions.

During our training, participants were designing educational activities for youngsters who would like to learn more about climate change.



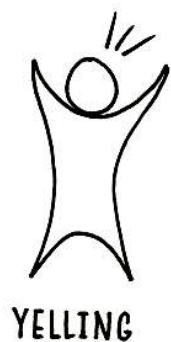
Introduction to Graphic Facilitation

The first, introductory session on graphic facilitation should be focused on introducing the concept to participants. Focus on underlining that in order to become a visual facilitator a person does not have to be a professional artist. Everyone is creative and everyone can learn how to draw simple visual elements that can be successfully used while preparing educational materials, such as posters and presentations.

After the introduction, present the core elements of visual facilitation:

- People
- Places
- Process
- Speech
- Text
- Color
- Effects

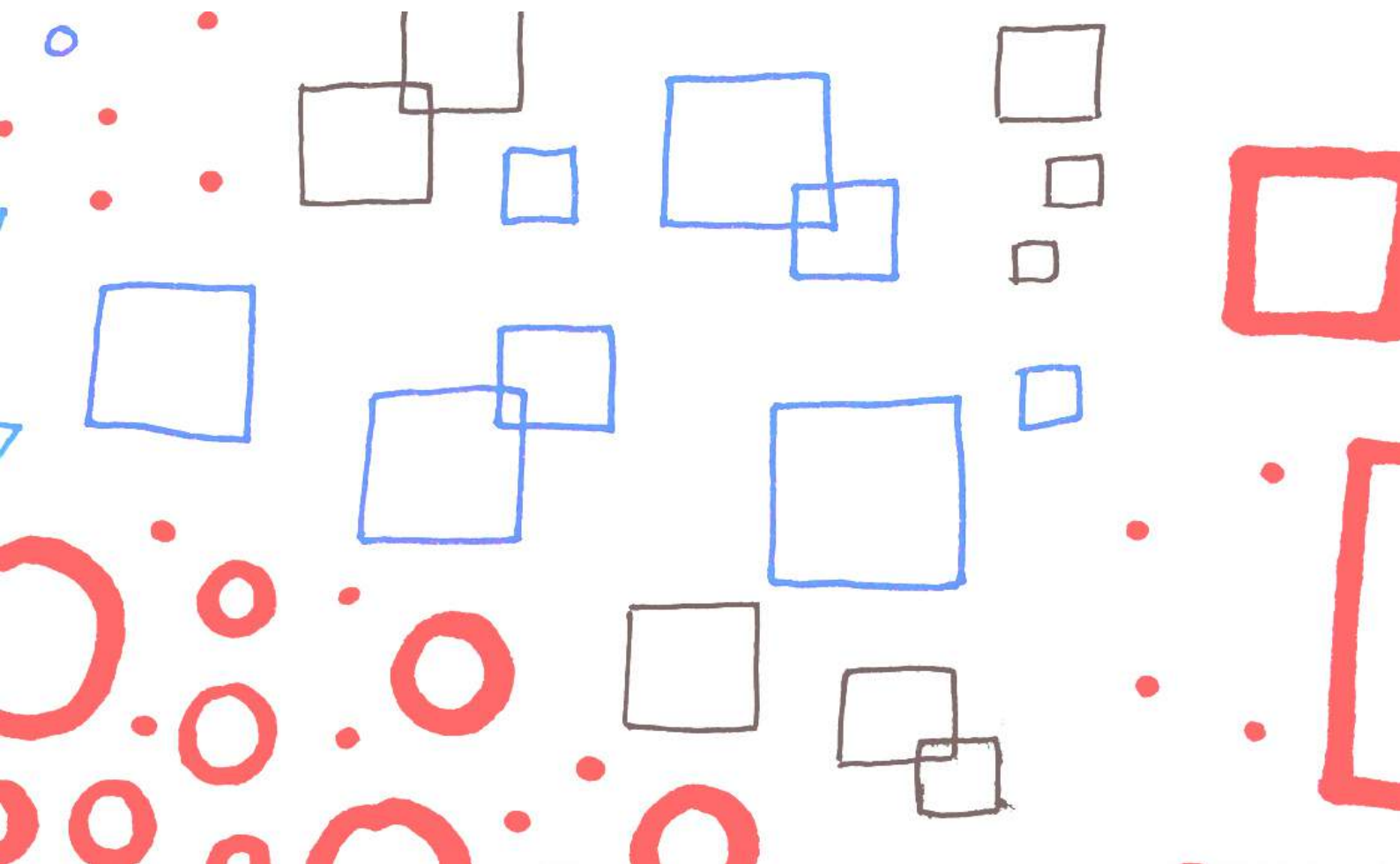
After presenting each element, make sure to give participants enough time to practice their drawing.



Basic shapes

In the next session, focus on giving participants a lot of time to practice individually, this time focusing on drawing really basic shapes. This is an important stage of learning graphic facilitation as once you have mastered the basic elements you can visually represent more complex objects and scenes. The basic elements are:

- Dots
- Lines
- Circles
- Triangles
- Squares



Lettering

Next step in developing visual facilitation skills is to learn how to write in different styles. In the beginning of this session, show participants different styles of lettering and give them time to practice – to do that, they can for example keep writing the alphabet or their names using various lettering styles.



Personal visual journey

The aim of this session is to encourage participants to create a visual analysis of their existing competences along with a visual personal/professional development plan in a form of a mind map. In order to do this, ask participants to first have a short reflection on their competences, dividing them into skills, knowledge, and attitudes. In the second step, ask them to create a mind map visualizing their life goals. The map should visually answer the questions:

- What kind of person am I?
- What do I want to do in the future?
- What are my goals and dreams?
- What are the main values in my life?

In this exercise, it is important to remind participants to use everything they have already learned about visuals and lettering.



Final words

Working with youth and designing educational projects for them can be quite challenging – that is why we, as youth workers, constantly need to learn new approaches and tools to become better at delivering knowledge to young people. Visual facilitation is a great method to achieve that as it helps present educational content in a way that is simple, easy to understand, but also exciting – using visual elements and drawings instead of power-points is a great way to attract young people's attention and make them more focused on what they are learning.

We hope this summary helped you in rediscovering your hidden talents in drawing, so you too can start using more visuals in your work with youngsters! For more information about art-based approaches to education, please visit our website and social media profiles:

<https://autokreacja.org>

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

https://www.instagram.com/autokreacja_ngo

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.