

“MY WORLD” cards

- Original Didactic material for Youth work-

What? We can create different cards with pictures of places where the people we work with come from: public spaces, local “institutions”, cultural venues, bookshops or parks. It is helpful if we have some previous information about where our young people spend their time, which are their significant places. Small colourful stickers are used when asking different questions about the places shown on the cards. Cards should be laminated, so it is easier to put stickers on it and off.

When designing our set of cards we might want to incorporate places we want to **promote**, places where we think young people spend their **free time** or places that were made by the **community**. Some of the places might be connected with inspiring people or people an individual can relate to.

We can also use **symbols** like the sign for *Mcdonalds*, *church*, *mosque*, *underground*, *snapchat* etc. to explore places (also virtual ones) that might not be in the local area, might be connected to multiple places or are simply too abstract.

How to use it?

Cards can be a good introduction to a conversation or to gather more information about where young people spend their free time. On the first page is the picture of the place, when turned you find a short description and address. Some cards are blank, and messages such as: “my magical place”, “place of peace”, “fun place”, “scary place” etc.



Why to use it?

Positives

- Sometimes young people find it difficult to speak about certain topics or explain things verbally.
- Sometimes young people do not feel comfortable engaging in (direct) conversation and often feel better engaging in a game/activity and having a conversation as a “side effect”.
- It can be used in different ways (multiple activities) and everyone can develop new activities depending on personal experiences with a person/group.
- You can use it over and over again (cards should be laminated).
- It is quick and you can see the results clearly (cards are marked by stickers by the group, individual).
- It can be used in a group or individually.
- It gives freedom to youngsters to share what they are willing to share (but they might not be prepared to share information).
- It can be combined with other methods like a laminated map of the local area (where stickers can also be used if the place is not on the card).
- It can be very appropriate for young people who have a visual learning style.
- Cards can also include symbolic and virtual places.
- It is easy to transport because materials don't take up too much space.
- Affordable (it requires paper, pouches for lamination, small stickers).

Negatives

- We might not know some of the places the young person goes to and can rely only on the “blank cards”, cards with symbols and the person's willingness to share more locations we are not aware of.
- We have to customise cards for different areas where young people live and this takes time.
- It requires some resources (like a laminating machine, pouches).
- It is not totally anonymous - stickers don't have a name written on it but youngsters in a group can still notice where an individual placed a sticker.
- Method still requires participation of young people and their willingness to share information with us.

The method was developed after getting to know the similar activity in Germany that included map and colourful pins (“Nadelmethode”) and using it for several years while working with youngsters.

Source:

Ulrich Deinet, Richard Krisch: Nadelmethode. In: sozialraum.de (1) Ausgabe 1/2009.
URL: <https://www.sozialraum.de/nadelmethode.php>

POSSIBLE ACTIVITIES

Material we need: cards with pictures on one side and short text on the other, colourful stickers (dots), paper, pens, markers (that can be erased if writing on the cards).

Cards and stickers.

1. Put all the cards on the table, have a quick browse over the places – 3 minutes.

2. Marking the cards with coloured stickers while answering questions:

- Mark places where on an average day you spend most of your time with a yellow sticker.

- Mark places where you like to go in your free time with a red sticker.

- Mark places you would like to know better with a blue sticker.

- Mark places you avoid with a black sticker.

3. Have a discussion after each marked card. Why did a person marked that specific card? Are there some cards missing? What are the places where you like to hang out? How do they make you feel? Are you there alone, with friends or other people? Etc.

- Note: the person may mark more places for one question. Some of the places can be an answer to two different questions (the place we would like to know better but which at the same time scares us can have 2 different stickers). You can use the laminated map of the area at the same time if there are places that are not on the cards.



“My places”.

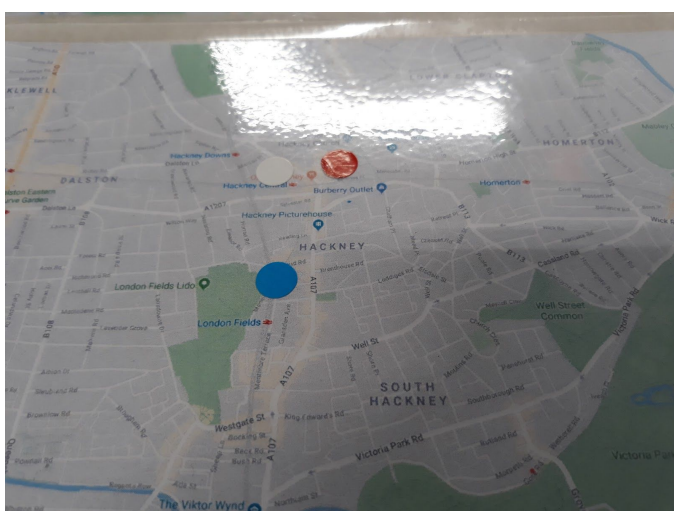
1. Put all the cards on the table, have a quick browse over the places – 3 minutes.
2. Conversation with a child/youngster: “Do you know all the places?” ... “Choose the cards with places you know.”... “Pick one of the blank cards and think about what is written on it” You have 15 minutes to create a picture, either drawn or stuck on.
 - Note: You can use materials like: magazines, crayons, colour pencils, colour markers. Depending on the age of a child/youngster we can use different means of expressing (drawing or choosing pictures from popular magazines, symbols)

Choose a place

Put all the cards on the table, have a quick browse over the places – 3 minutes. Pick one place you don’t know well but you would like to get to know in the local area. Visit the place together with SP, SW.

“What is that”.

1. Put all the cards picture down so you can only see the written description.
2. Guess which place is described on the cards and get points for every right answer. Introduce the places they might not know.
3. Discussion about the descriptions – are they accurate, are they valid or would they change the description?
4. Write down the new descriptions suggested on a white sticker and stick it to the back of the card.



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