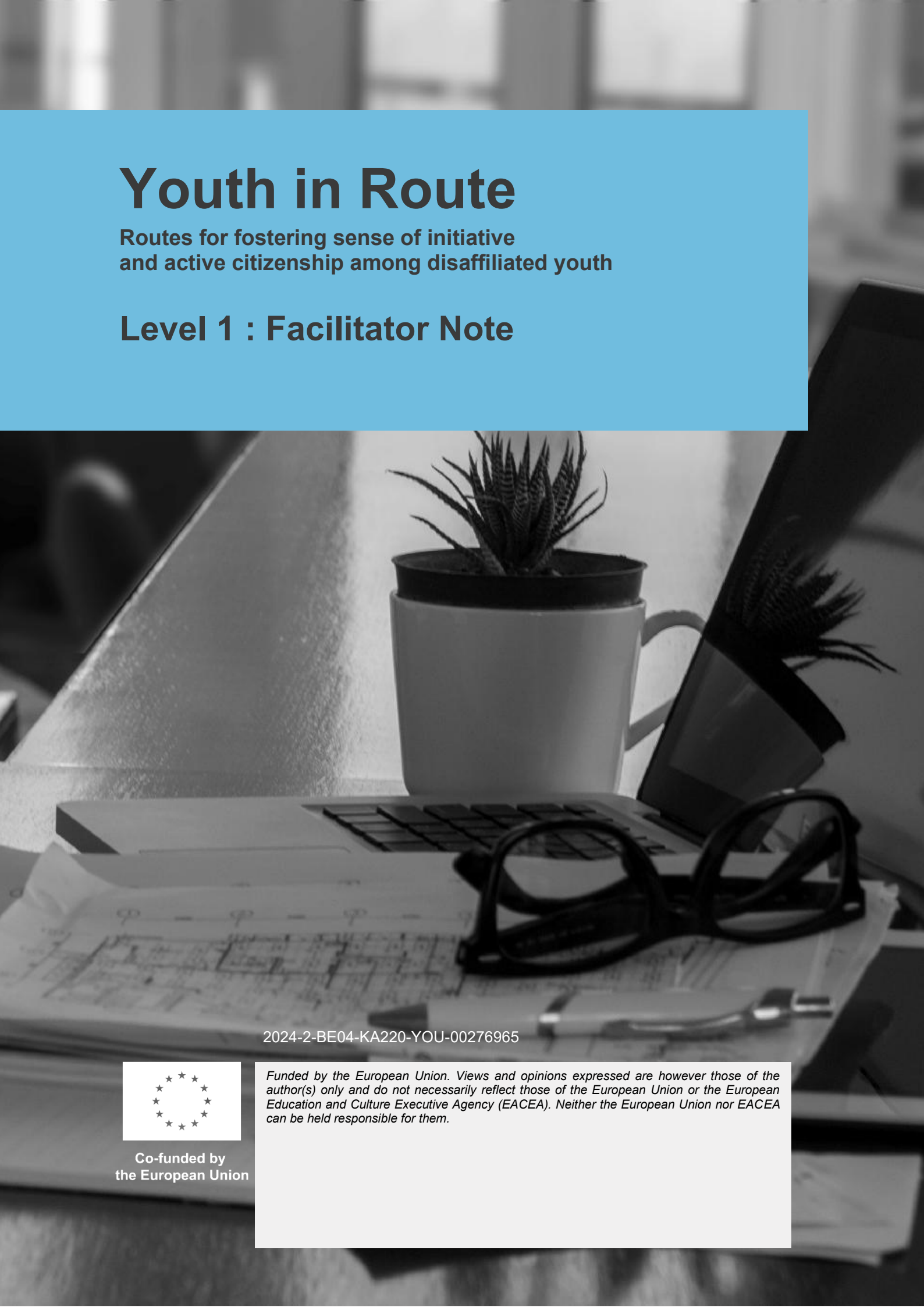
Youth in Route

Routes for fostering sense of initiative and active citizenship among disaffiliated youth

Level 1 : Facilitator Note



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YOUTH in ROUTE

Youth In Route Training Programme – Facilitator Note

Level 1 – Facilitator notes (BAO-J)

Session 1: Exclusion or disaffiliation? (45 min)

Purpose: agree on a common definition of disaffiliation.
Materials: flipchart, sticky notes, markers, short slides, concept cards (process, ties, work, relationships, time, tipping point, state, inside/outside).

Time	Min	Activity	Facilitator instructions
0–5	5	Icebreaker	Welcome and objectives. Each participant names one group they belong to and one tie that matters to them. Goal: make "ties" tangible before any theory.
5–13	8	Brainstorming: who is excluded?	Individually, write on sticky notes the people or groups considered "excluded". Stick and cluster. Read the clusters aloud without commenting; note who is missing and which categories are fuzzy.
13–23	10	Theoretical input	Limits of "exclusion": binary (in/out), static, a label. Castel: disaffiliation is a process of weakening ties (to work and to social networks). Three key ideas maximum.
23–35	12	Appropriation: the finger jolt *(proposed mechanics)*	Read 6 to 8 short statements about young people's situations. Finger up = describes a state, finger down = describes a process. After each, one participant justifies in one sentence.
35–43	8	Group summary: the Concept game	In small groups, use the concept cards to build a one-sentence definition. Each group reads it; the trainer extracts the common elements into a shared working definition.
43–45	2	Wrap-up	Record the definition, announce Session 2.

Debriefing questions

- After the brainstorming: Who did we name spontaneously, and who did we forget? What does "exclusion" make visible, and what does it hide?
- After the Concept game: Can a young person be "included" in a school or group and still be disaffiliated? What changes in your practice if disaffiliation is a process rather than a state? Which words of our definition matter most?

Watch-outs: let participants' own words come first. If the group settles on "excluded = vulnerable groups", steer back to trajectories and ties.

Session 2: Castel's schema (45 min)

Purpose: familiarise participants with Castel's model.
Materials: 6 to 8 vignette cards of young people's situations (school, family, work, friends), floor space or board, slide of Castel's model (two axes: work/school/training and relational insertion; four zones: integration, vulnerability, assistance, disaffiliation).

Time	Min	Activity	Facilitator instructions
0–5	5	Introduction	Recall the Session 1 definition. Explain the game: place situations on a map of their own design, without theory.
5–30	25	Team-based game	Teams of 4 to 5 draw their own map (they choose axes and zones) and place each vignette. Circulate and note criteria and disagreements. Teams mark where they see tipping points and present in 2 min each.
30–43	13	Theoretical debrief	Reveal Castel's two axes and four zones. Compare with the teams' maps. Work on movement between zones: warning signs, tipping points, levers for re-engagement.
43–45	2	Take-away	Each participant writes one warning sign they will watch for.

Debriefing questions

- After the game: What criteria did you use spontaneously? Where did you disagree in your team, and why?
- After the input: How does Castel's map compare with yours? Which signs indicate a slide from vulnerability to disaffiliation? Who besides the youth worker holds levers (family, school, peers, institutions)?

Watch-outs: do not correct maps during the game. Stress that zones describe situations, not people, and situations can change.

Session 3: Making the concept concrete (45 min)

Purpose: link Castel's model to the Youth in Route project.
Materials: role cards for "Malik's journey" (Malik, family member, teacher, peer, youth worker, other actors; to be produced by BAO-J), a 3 to 4 scene timeline, observer grid (zone, ties, turning point), Castel's model on the wall.

Time	Min	Activity	Facilitator instructions
0–5	5	Set-up	Safe-space rules: fiction, right to pass, de-roling at the end. Assign roles; observers get the grid.
5–10	5	Role preparation	Participants read their card and prepare in character.
10–28	18	Role-play: Malik's journey	Play 3 to 4 scenes in chronological order, from early ties to disaffiliation and possible reaffiliation. Freeze at each turning point; observers note Malik's zone and who could act.
28–40	12	Debrief through Castel's lens	De-role first ("I am no longer…"). Map Malik's path on the model: turning points, levers, missed opportunities.
40–45	5	Limits of the model	Short discussion of what the model does not capture. Link to the project's aims.

Debriefing questions

- After the role-play: How did Malik feel at each stage? How did the other roles perceive the situation? Where were the turning points, and who had a chance to act?
- Through Castel's lens: In which zone was Malik at each stage, and what showed it? Which levers supported reaffiliation, and which were missing? What does the model not capture (agency, discrimination, culture, gender, digital life)?

Watch-outs: nobody should play a role too close to their own painful experience. Keep Malik fictional.

Session 4: Appropriation of the concept (45 min)

Purpose: ground the theory in participants' professional realities.
Materials: statement list for "a step forward", analytical framework template (zone, ties, trajectory, warning signs, levers), flipchart, images or objects for the metaphor activity.

Time	Min	Activity	Facilitator instructions

0–10	10	Scenario: a step forward *(proposed mechanics)*	Participants line up and step forward when a statement applies to a young person they know (e.g. "has a trusted adult at school"). Observe the distribution and invite short reactions.
10–25	15	Proposal and group testing of a framework	In groups, draft an analytical framework based on Castel, then test it on one anonymised case from practice. Groups swap frameworks and give one improvement each.
25–33	8	Conclusion in 5 points	Each group proposes take-aways; consolidate on the flipchart into 5 points summarising Level 1.
33–40	7	A metaphor for values	Each participant picks an image or object representing the project's values and shares it in one sentence (bridge, net, rope, door…).
40–45	5	Final word	One word per participant. Thank the group and introduce Level 2.

Debriefing questions

- After a step forward: What did the line show about who has ties and resources? How did it feel to step forward or stay behind?
- After framework testing: What does the framework help you see in your daily work? What are its limits, and what would you add?
- After the metaphor: Which values did we name, and how do they guide your practice with young people?

Watch-outs: anonymised cases only. The 5 points must come from participants, not the trainer.

YOUTH in ROUTE

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CENTER FOR POSITIVE YOUTH DEVELOPMENT

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