

TOOLKIT



FUNDED BY THE ERASMUS PLUS PROGRAM AND
CO-FUNDED BY THE AUTONOMOUS REGION OF
SARDINIA AND THE MUNICIPALITY OF SEULO

ACTIVITIES DESIGNED BY YOUTH WORKERS, FOR YOUTH WORKERS WORKING WITH YOUNG PEOPLE IN RURAL AREAS

TEYRA

TRAINING AND EMPOWERMENT OF YOUTH
WORKERS IN RURAL AREAS

*Born from the need to support socio-educational
animation in rural areas, this toolkit is the result of
TEYRA, an Erasmus+ training held in Seulo, Italy,
gathering 30 youth workers from across Europe.*

01. INTRODUCTION

02. WORLD CAFÉ ACTIVITY

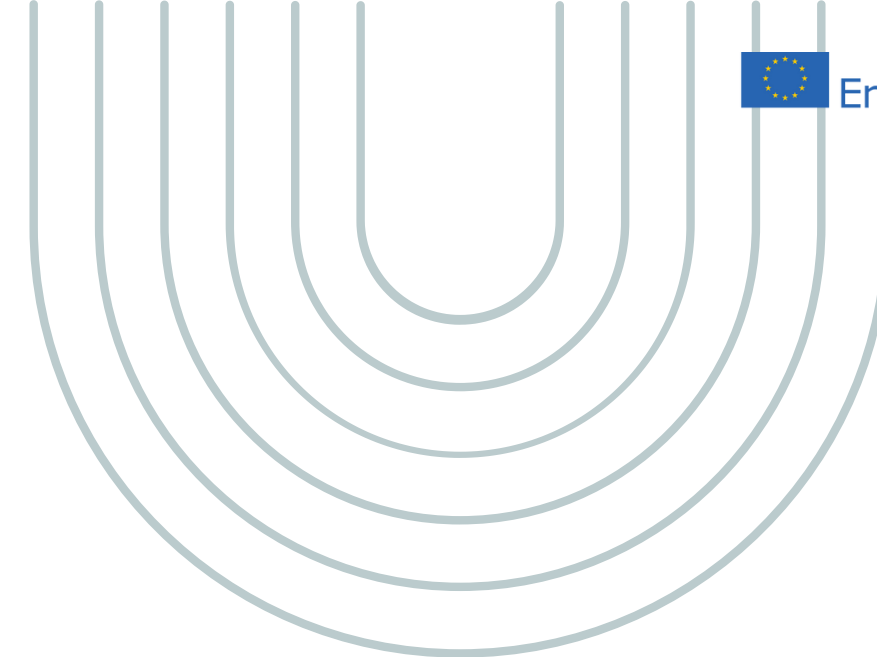
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01.

INTRODUCTION

This toolkit is the result of TEYRA, a European training course that brought together youth workers from 10 countries to explore empowerment strategies in rural contexts. Here, you'll also find insights into the program activities and the partners who made it possible.



CONTEXT

Seulo was chosen as the location for the training—a picturesque village in Sardinia, Italy, known for its rich cultural heritage and stunning landscapes, nestled in the rugged mountainous region of Barbagia. It is one of the five Blue Zones worldwide, recognized for its exceptional number of centenarians. Over the past decade, many specialists, scientists, and researchers have visited the village in search of the “secret of long life.” While several theories have been shared with the public, the most common keyword that emerges is “slow.”

There is another important reason why we chose this location. Like many other small villages in Sardinia, Seulo is affected by depopulation, particularly among young people. Those who do remain often show little interest in participating in social and civic life. The municipality is committed to supporting the community by welcoming good practices and integrating new experiences into local life, bringing opportunities directly to young people in the region.

Hosting an international training course not only animates the community but also serves as inspiration for local youth to become more engaged in civic life—locally, nationally, and internationally.



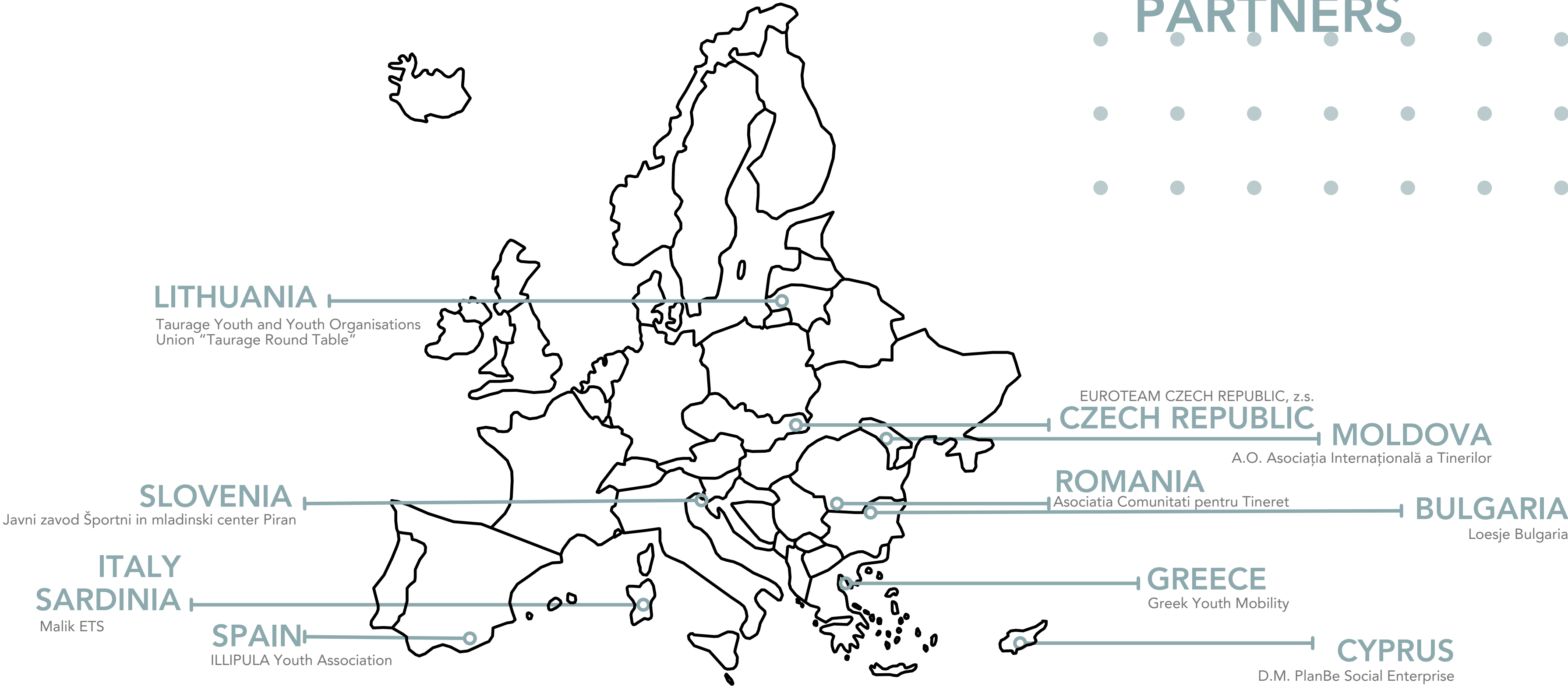


THE PROJECT AIMED TO:

- Promote employment, growth, and local development in rural areas
- Improve living and working conditions
- Prevent youth exodus from these regions
- Support the empowerment of organizations active in socio-educational animation
- Promote informal and non-formal learning in rural contexts
- Foster European collaboration and exchange



PARTNERS



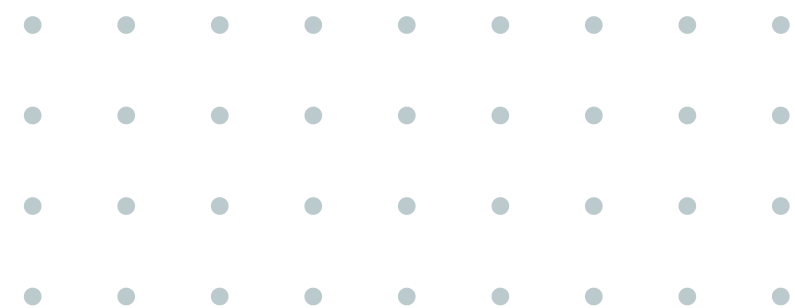
PROGRAM

The first days of the training were devoted to gathering expectations, getting to know each other and the participants, and becoming familiar with the area and the local community where the course would be held.

An entire morning was dedicated to analyzing rural contexts, youth needs, key roles and responsibilities, and empowerment strategies, using a business simulation activity followed by the **World Café method**.

The central part of the training focused on the creation of youth empowerment activities. Inspired by **the Open Space method**, the participants—divided into groups mixed by age, gender, skills and geographical origin—conceived, designed, and facilitated empowerment activities that could be replicated in rural areas.

The last day was dedicated to reflecting on personal and professional learning outcomes to be transferred into daily life, and to presenting the results of the training course to the Seulo community.



02.

WORLD CAFÉ ACTIVITY

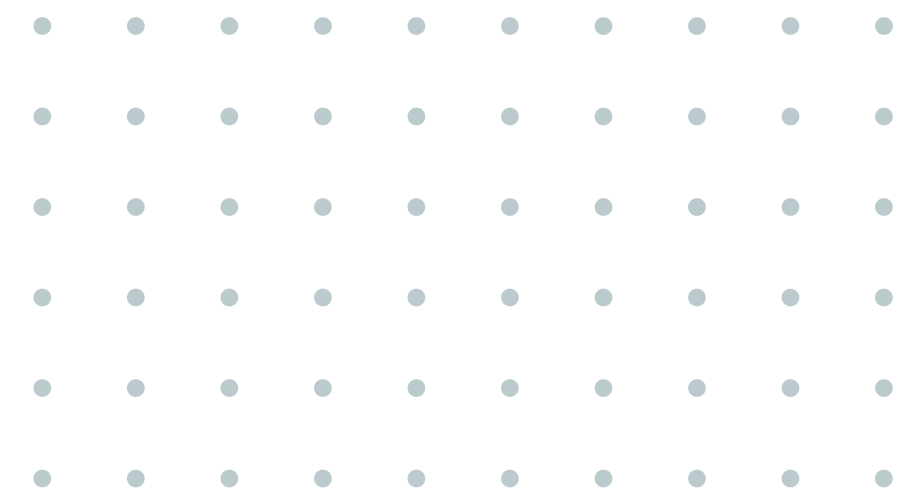
*Exploring challenges and co-creating solutions
for youth work in rural areas through the
participatory World Café method*

METHOD

The World Café is a participatory method used to stimulate collective intelligence through open, informal dialogue. In this session, the process followed these key steps:

1. Preparation of Materials: Each discussion table was set with a specific question on a sub-theme related to rural youth challenges.
2. Group Division: Participants were split into four groups and assigned to tables with a different theme.
3. Facilitators Assigned: A host remained at each table to guide discussion, summarize key ideas, and ensure continuity.
4. Rotational Dialogue: Every 15 minutes, groups rotated to a new table to build on the ideas of previous groups, for a total of 1 hour and 15 minutes.
5. Sharing Results: At the end, facilitators presented the insights and ideas gathered from their table's discussions.

This format promoted cross-pollination of ideas, ensured active involvement, and encouraged free and informal sharing of perspectives.



FEARS OF YOUNG PEOPLE IN RURAL AREAS

Main concerns:

- Lack of job and education opportunities
- Unemployment and demotivation
- Poor transportation and social isolation
- Substandard healthcare and basic services
- Pressure from family, poverty cycles
- Cultural/language barriers, identity loss

UNMET NEEDS

What's missing:

- Youth spaces and safe environments
- Accessible transportation for education and mobility
- Cultural and social events
- Local job creation and incentives
- Community-based mental health support

EXISTING LOCAL SOLUTIONS

Current actions being taken:

- Inclusive, safe spaces and youth activities
- Artistic, recreational, and integration-focused programs
- Community development combining agriculture and tourism
- Volunteering (Erasmus+, ESC), mentoring, and training
- Mental health initiatives

EXISTING LOCAL SOLUTIONS

Suggested new approaches:

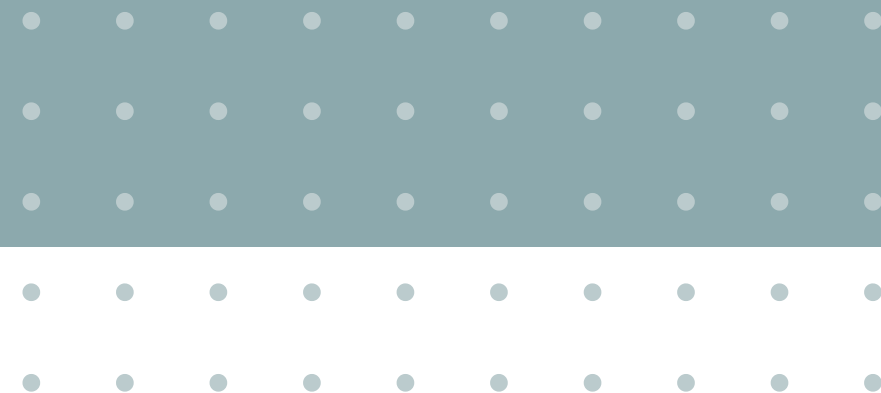
- Services: Improve healthcare, transport, and infrastructure
- Lifestyle: Organize youth-led events, outdoor cinemas, sports
- Education: Open access to universities and youth centers
- Finance: Remote work, fair wages, student/worker transport subsidies
- Housing: Renovate abandoned buildings, develop agritourism

**RESULTS BY
THEMATIC
TABLE**

03.

OPEN SPACE TECHNOLOGY

*A collaborative activity inspired by
Open Space Technology, where participants
co-designed and led replicable workshops to
empower rural youth.*

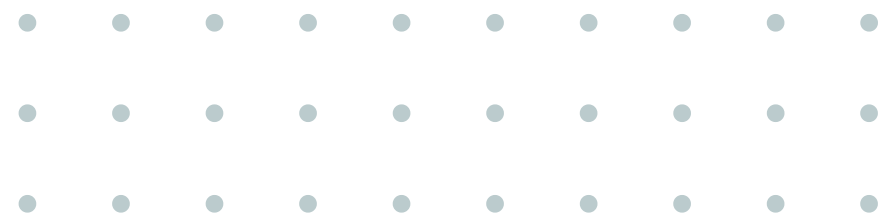


METHOD

This activity used an adapted version of Open Space Technology, a facilitation method that empowered participants to take initiative and co-create their own learning experience.

Objective:

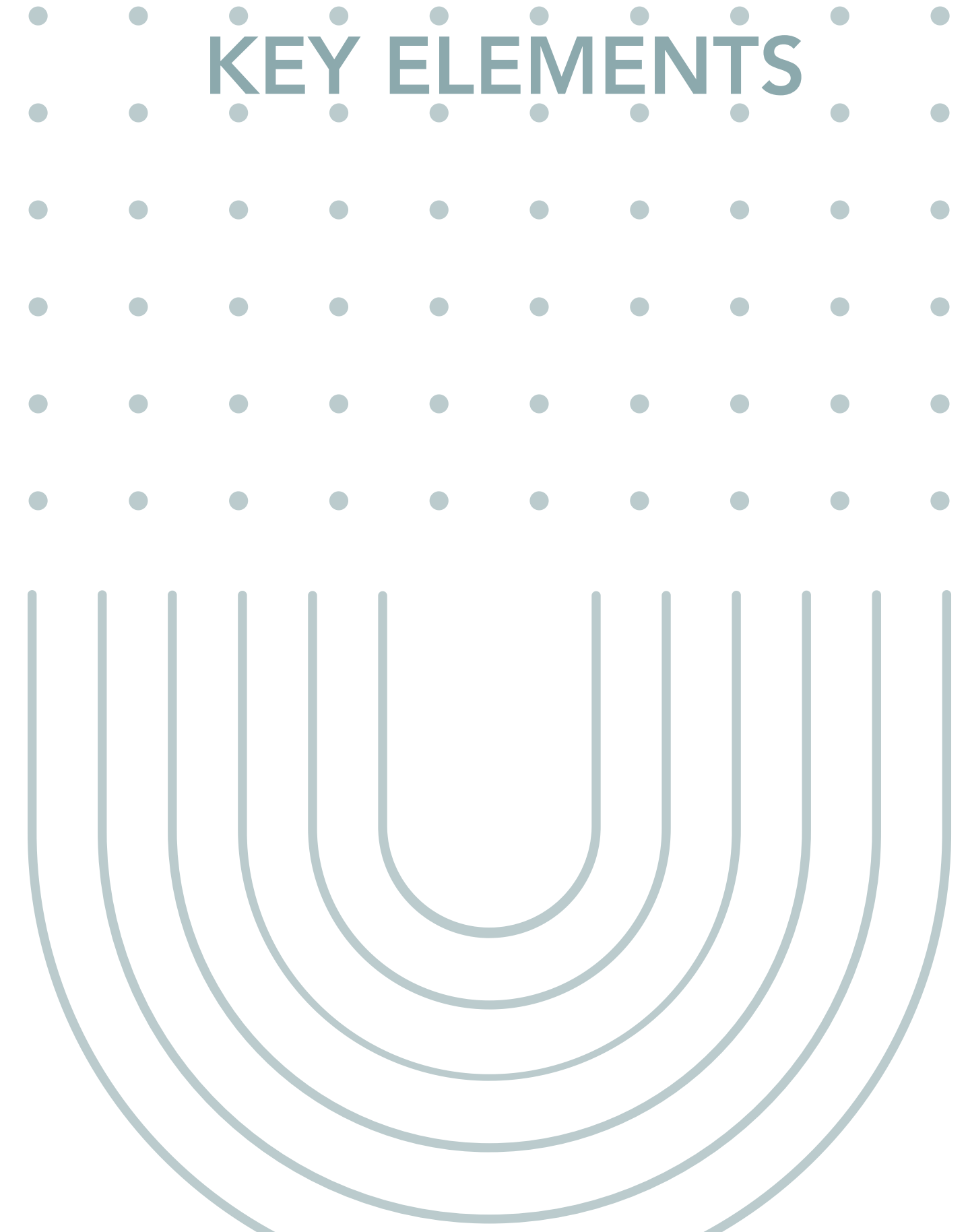
Participants, divided into 8 diverse groups, designed and delivered a replicable workshop for youth focused on empowerment in rural areas, inspired by themes and ideas that emerged during the World Café session.



- Each group developed and led a 60–90 minute workshop.
- The workshop had to be replicable with young people in the participants' own communities.
- Groups chose their own time slot for implementation.
- Workshops were followed by peer feedback, focusing on relevance, clarity, and potential impact.
- Group composition was intentionally mixed to promote cross-cultural learning and a balanced exchange of knowledge and skills.

The Open space technology encourages creativity, collaboration, and ownership, while fostering practical outcomes that extend beyond the project itself.

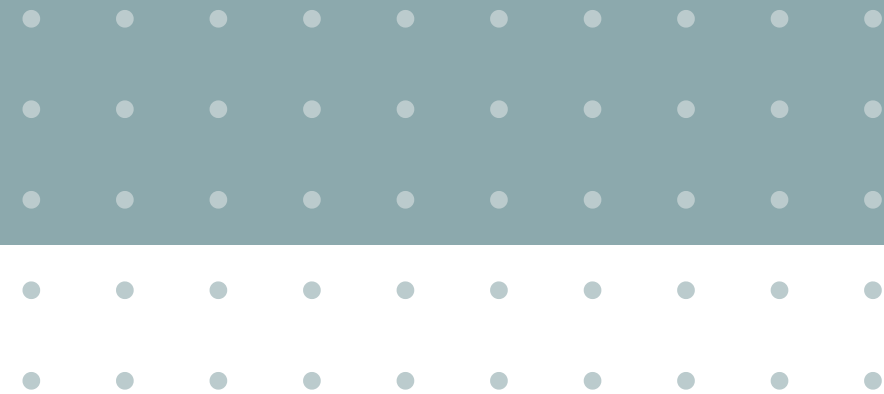
KEY ELEMENTS



04.

ACTIVITIES

Just try it out





**“THE BEST WORKSHOPS AREN’T
JUST TAUGHT—THEY’RE LIVED,
SHAPED BY THOSE WHO
UNDERSTAND THE NEEDS OF
THEIR COMMUNITY.”**



Activity: Rural Revival Roleplay.

FUNDED BY: 

CO-FUNDED BY:  REGIONE AUTONOMA DI SARDEGNA  COMUNE DI SELLO

ORGANIZED BY:  malik [Copy link](#)

Activity:
"Rural Revival Roleplay"

IN COLLABORATION WITH:

  TAS  AGO AVONN ALLELA  Locje  Asociatia Comunitati Timisoara  epicenter  YOUTH mobility  AIT

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KEY words

#Teamwork #Leadership
#Collaboration
#TrustBuilding
#ProblemSolving
#OutdoorActivity #RolePlay
#SurvivalSkills
#RescueMission
#StretcherChallenge
#ScoutingSkills
#FirstAidTraining #KnotTying
#TimeManagement
#StrategicThinking
#EffectiveCommunication
#NonFormalEducation
#Adaptability #GameMaster
#FieldExploration

ACTIVITY. RURAL REVIVAL ROLEPLAY.

MAIN GOAL:

To develop teamwork, trust, collaboration, and leadership skills through an engaging outdoor role-play scenario.

TARGET COMPETENCES:

- Communication
- Problem-solving
- Time management
- Outdoor survival skills
- Task delegation and leadership

REQUIRED SPACE:

Outdoor area (flat, obstacle-free, safe terrain)

MATERIALS NEEDED (PER TEAM):

- 1 rope (minimum 10 meters)
- 2 wooden poles (minimum 1.5 meters)
- Instruction card for team leaders
- Role cards for each participant (e.g., wounded, rope expert, wood expert, scout)

DESCRIPTION OF THE ACTIVITY: INSTRUCTIONS AND PREPARATION

This activity can be played either individually or as a competitive team game. For the competitive version, two groups of at least six participants are required.

Game Setup. Forming Teams and Assigning Roles

- Participants form a circle and receive an introductory story along with safety instructions (crucial for informing them about potential outdoor hazards).
- Each participant draws a role card. Some participants will be designated as "casualties" who must remain silent and hidden until found, while others will receive active roles.
- A game master (GM) hides the casualties in a designated area near the playing field.
- The remaining participants are split into two rescue teams, each selecting a leader.

Game Roles and Instructions

- The team leader receives detailed instructions and a hint card, which may be used to request help from the GM.
- Players take on various roles:

Scouts: Search for wooden poles and learn first aid skills.

Rescuers: Locate injured participants and carry them to safety.

Specialists: Some players may need to visit a "wizard" to learn how to tie specific knots.

Game Objective

- Teams use their collected materials and skills to build a stretcher and transport injured teammates to a designated safe zone.
- The team leader must manage time, coordinate tasks, and ensure a smooth rescue operation.

Game Rules

- The game has a set time limit (adjustable based on group size).
- Teams must rescue all casualties within the time limit to successfully complete the game.

Learning Outcomes:

Participants will strengthen their ability to work in teams, make decisions under pressure, and use practical skills in an immersive and fun way

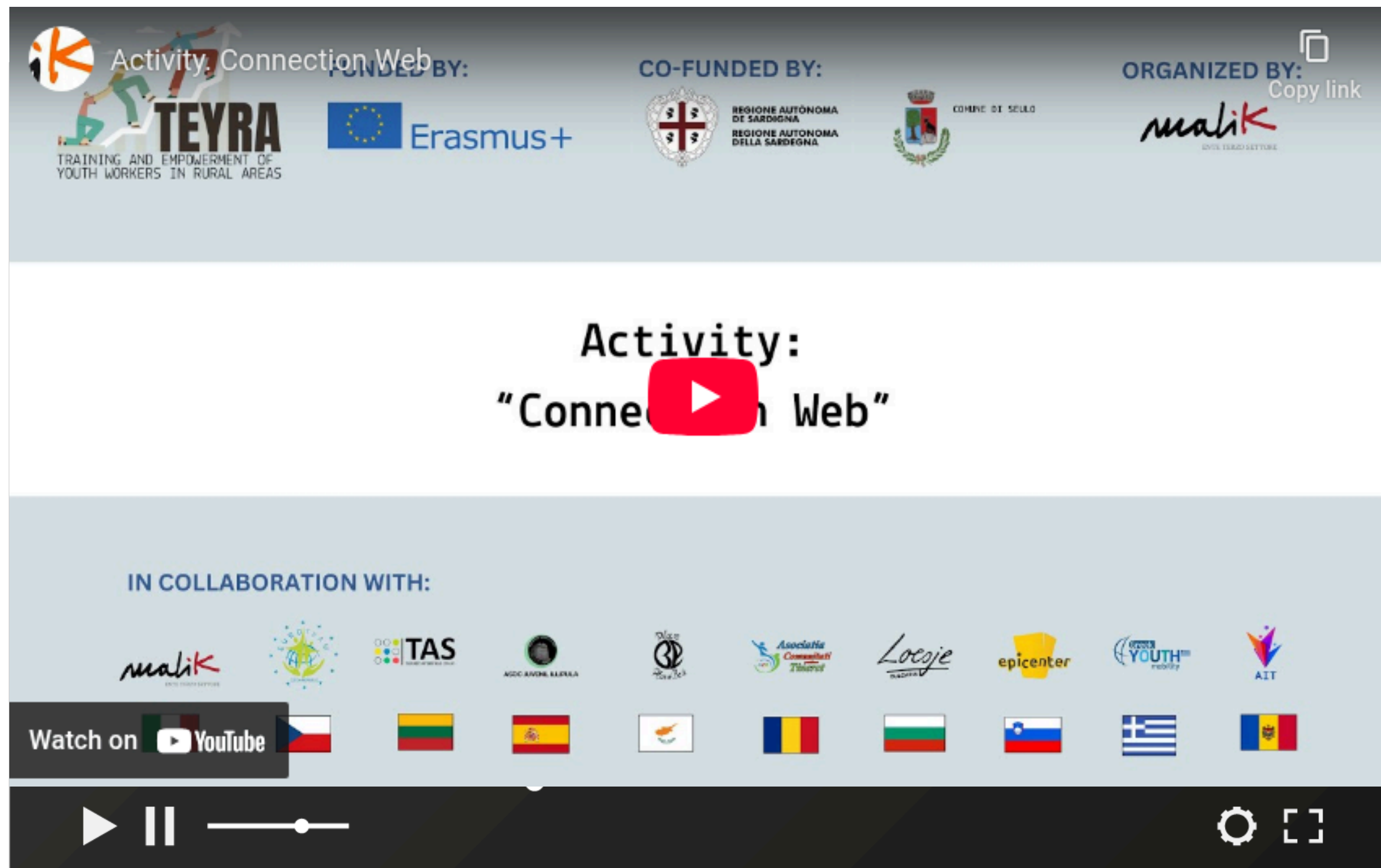
VARIATION: EDUCATIONAL PORTABLE ESCAPE ROOM

This activity can be adapted into a portable escape room game.

- Teams receive a locked box containing the first clue.
- Solving this clue opens the box, revealing a series of puzzles related to finding and rescuing the wounded.
- As they progress, teams bond and collaborate to solve each puzzle.
- By the end, participants will have gained insights into teamwork, leadership, collaboration, and time management through hands-on experience.

GUIDELINES

- Ensure the area is safe and suitable for outdoor play—preferably flat and free of obstacles or rocks.
- The "safe zone" should be centrally located, with casualties hidden across the four points of the compass.
- Rope and Wood Skills stations should be placed in different, preferably opposite, areas to encourage movement and exploration.
- Team leaders should maintain good communication and task management to achieve the goal of rescuing all casualties as quickly as possible.
- Rope Skill participants should pay attention to their knots and share knowledge with others (a double knot is recommended).
- Woodworkers should work in pairs or teams to carry the wooden poles more efficiently.
- The scout team should begin exploring immediately when the game starts, to locate the wounded and guide the rest of the team to their locations.



KEY words

#Teamwork #Trust
 #Connection #Coordination
 #Communication #Empathy
 #ProblemSolving
 #MutualSupport
 #PhysicalAwareness
 #InteractiveChallenge
 #ObstacleCourse
 #TrustWalk
 #BlindfoldedActivity
 #GroupBonding #SafeWord
 #Respect #Debriefing
 #OutdoorActivity
 #NonFormalLearning
 #Collaboration

ACTIVITY.CONNECTION WEB

MAIN GOAL:

The purpose of this activity is to foster teamwork, trust, and connection through interactive challenges that focus on coordination, communication, and mutual support. It emphasizes empathy, physical awareness, and creative problem-solving to strengthen social bonds and collaboration within the group.

REQUIRED SPACE & FEATURES:

- Location: Indoor or Outdoor (Outdoor preferred for claustrophobic individuals)
- Space Size: Approximately 10x10 meters minimum
- Features: Quiet area for clear communication and space for physical movement

MATERIALS NEEDED:

- Ropes or soft resistance bands
- Blindfolds for trust-building exercises
- Cones or markers for setting boundaries
- Whistle or bell (for signaling in timed activities)
- Notepads and pens (for debriefing)
- Optional: Soft mats for safety

ACTIVITY INSTRUCTIONS & PREPARATION:

1. Preparation

- Set up the area with clearly marked boundaries.
- Use cones or markers to create different stations or challenge zones.
- Place ropes and blindfolds in designated areas for each phase of the activity.

2. Instructions for Running the Activity

- Introduction (5 minutes):
 - Introduce the activity, explaining its focus on trust and teamwork. Emphasize safety, respect, and open communication.
- Activity Steps:
 - Step 1: Trust Walk (10 minutes):
 - Participants are divided into pairs. One person is blindfolded while their partner guides them through an obstacle course with only verbal instructions. This builds trust and requires careful listening.
 - Step 2: Linking Challenge (10 minutes):
 - Participants are grouped in fours. Soft ropes or bands are used to tie each participant's wrist to another's. They must complete tasks that require coordination, such as picking up objects or navigating a course.
 - Step 3: Safe Word Exercise (5 minutes):
 - Each group selects a "safe word" that can be used to stop the activity if someone feels uncomfortable. This reinforces the importance of safety and respect.

3. Debrief:

After the activity, gather all participants and discuss:

- The experience of relying on others for guidance
- The challenges faced during the connection exercises
- How the "safe word" added to the sense of security

VARIATIONS OF THE ACTIVITY

1. Advanced Tie-in Challenge: Involve all participants in one large group and increase the complexity of the tasks. They must complete a more difficult course while remaining connected.
2. Blindfold Maze: Create a maze with obstacles. A designated leader guides their team using only non-verbal cues, such as shoulder taps.
3. Timed Competition: Add a timer to each challenge to promote friendly competition and encourage quicker problem-solving.

GUIDELINES

Implementation Tips:

- Clearly explain each task and encourage respectful interaction.
- Ensure all participants understand the purpose and use of the "safe word" to maintain a supportive environment.

Potential Risks and How to Mitigate Them:

- Physical safety: Remind participants to move carefully and respect personal space.
- Emotional safety: Make it clear that anyone can opt-out or modify activities if they feel uncomfortable.
- Allow full flexibility for participants to skip or adapt tasks.

Disclaimer:

- Avoid any form of forced physical contact.
- Keep all activities voluntary, inclusive, and respectful.
- Ensure everyone feels comfortable and heard throughout the activity.

Activity: The Water Dilemma: A Game of Resource Strategy

FUNDED BY: ERASMUS+ CO-FUNDED BY: REGIONE AUTONOMA DI SARDEGNA COMUNE DI SESTO malik CIVIL THIRD SETTORE

ORGANIZED BY: malik CIVIL THIRD SETTORE

Activity:

"The Water Dilemma: A of Resource Strategy"

IN COLLABORATION WITH:

TAS ASOC AVONEL ALPURA Dilek Asociația Comunitară Timișoara Locje epicenter YOUTH mobility AIT

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1 h - 1,5 h

KEY words

#ResourceManagement
 #Strategy #Teamwork
 #Prioritization
 #SharedResources
 #LimitedResources
 #EthicalDilemmas
 #Collaboration
 #Competition #Sustainability
 #ProblemSolving
 #WaterGame
 #GroupDynamics
 #DecisionMaking #Empathy
 #Facilitation
 #CriticalThinking
 #RealWorldSimulation
 #TrustBuilding #Gamification

ACTIVITY.

THE WATER DILEMMA – A GAME OF RESOURCE STRATEGY

MAIN GOAL:

To simulate real-life challenges of limited resources, this activity encourages participants to explore strategy, prioritization, and the ethical dilemmas involved in resource management.

REQUIRED SPACE AND FEATURES:

- Indoor or outdoor

MATERIALS:

- Large bowl (shared resource)
- Cups with marked fill lines
- Spoons
- Tables
- Marker

SETUP:

Divide the participants into 4 to 6 teams. Provide each team with a cup marked with a fill line and a spoon, which will serve as their tools.

Place a large common bowl filled with water in the center of the room—this represents the shared resources.

Write each team's name on their cup. The water in the bowl represents the resources that teams need to solve their problems.

RULES:

- Cups must remain on the table at all times, except when stealing.
- Water can only be transferred using the spoon.
- The game is played in rounds. In each round, a new team member collects water using the spoon and attempts to fill their team's cup.
- Each team member can choose to either:
 - a. Collect water from the shared bowl, or
 - b. Take water from another team's cup.
- Teams cannot steal from the same team more than once.

END CONDITIONS:

The game ends when either:

- The common bowl is empty, or
- A team fills its cup to the marked line.

GUIDELINES:

Before starting, give clear instructions on how to do the activity and highlight any possible challenges or risks. Mention factors such as required materials, how the activity should be conducted, and its impact on group dynamics.

When the game ends, the team with the least amount of water in their cup must choose another team to give their remaining resources to. This final step illustrates that not all problems can be solved and that sometimes we must choose which problems to address first.

DEBRIEF QUESTIONS:


After the game, lead a discussion with the following questions:


- What strategies did you use to gather resources?
- Were there moments when you felt tempted to collaborate with other teams?
- How did it feel knowing you couldn't solve every problem?
- What alternative strategies could you have tried, such as forming alliances to protect resources or prioritising certain problems over others?
- How does this exercise reflect real-world scenarios in resource management?

KEY MESSAGE:

This activity is a great way for participants to understand the importance of strategizing, prioritising, and managing shared resources. Keep the atmosphere light-hearted yet meaningful, and enjoy facilitating this engaging experience!

Activity: Freeze & Flow: Unlocking Expression Through Play

FUNDED BY:  ERASMUS+ CO-FUNDED BY:  REGIONE AUTONOMA DI SARDEGNA REGIONE AUTONOMA DELLA SARDEGNA  COMUNE DI SESTO







ORGANIZED BY:  malik CIVIL TERZO SETTORE


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Activity:

"Freeze & Flow: Unlocking Expression Through Play"

IN COLLABORATION WITH:

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1 h - 1,5 h 

KEY words

#SelfExpression
 #Improvisation
 #TeamBonding #Acting
 #ComfortZone #Creativity
 #WarmUp #FreezeGame
 #ImprovTheatre #InclusivePlay
 #Empowerment
 #BodyAwareness
 #GroupDynamics
 #TrustBuilding #DramaActivity
 #ConfidenceBoost
 #PlayfulLearning
 #NonFormalEducation
 #EmotionalIntelligence
 #ActiveEngagement

ACTIVITY. FREEZE & FLOW – UNLOCKING EXPRESSION THROUGH PLAY

MAIN GOAL:

This activity fosters self-expression, team bonding, and creativity through improvisational theatre. It encourages participants to step out of their comfort zones and connect with others in a playful, safe environment.

- Create a safe space for everyone to express themselves through acting
- Foster team bonding
- Practice acting skills
- Encourage imagination
- Help participants step out of their comfort zones

REQUIRED SPACE & MATERIALS:

- Indoor or outdoor space
- Comfortable clothing

DESCRIPTION OF ACTIVITY: INSTRUCTIONS AND PREPARATION

This activity is most effective when participants have ample time to engage. It's enjoyable for many, but some may need more time to feel comfortable. While a minimum suggested duration is provided, feel free to extend the activity as needed.

Warm-Up (10 minutes):

Start by counting to eight using the left hand, right hand, left leg, and right leg in sequence. Gradually reduce the count by one each time until reaching zero. This energizer activates both body and mind.

Next, participants spread out in the space and begin moving without contact. The facilitator gives instructions, changing the rhythm and style of movement. Examples of instructions:

- Walk quickly
- Move slowly
- Walk like an elderly person
- Shout when you see someone
- Remain silent while running
- Act like a dog
- Greet others as if they are close friends

Allow enough time for everyone to feel comfortable in the space before transitioning to the main activity.

Main Activity: Freeze (20 minutes)

Participants form a large circle. Two people begin in the center, acting out an improvised scene.

At any moment, someone from the circle can shout "Freeze!" The actors must immediately pause in their exact positions.

The person who said "Freeze" enters the circle, taps one of the actors to step out, assumes their exact posture, and begins a new, unrelated scene. The remaining actor must adapt to the new context.

The activity continues for as long as desired. For a group of 20–30 people, 60 minutes is recommended.

DEBRIEFING (10 MINUTES):

Gather the participants in a comfortable space for reflection. Use guiding questions to encourage discussion and highlight each person's engagement and contributions.

Suggested guiding questions:

- How did you feel during and after the activity? What was the most challenging part?
- How long did it take for you to step out of your comfort zone?
- Did you feel a connection with the group or with someone in particular?
- Were you satisfied with your performance?
- How does this activity relate to real-world situations?
- Would you participate again?

GUIDELINES:

- Encourage full engagement with exaggerated movements to keep scenes lively and dynamic.
- If some participants struggle with self-expression, repeat the warm-up exercises to help them feel more at ease.
- Provide a trigger warning for anyone uncomfortable with physical contact, as it may occur during the activity.
- Do not pressure participants who prefer to observe—observing can still offer valuable insight and foster reflection on social interaction.
- Promote teamwork, respect for the rules, and, above all, an enjoyable and inclusive experience.

Ideal for:

Youth groups, team-building workshops, drama sessions, or any group looking to deepen trust and connection through creative play.

Activity: Step forward for the friendship

FUNDED BY: 

CO-FUNDED BY:  REGIONE AUTONOMA DI SARDEGNA REGIONE AUTONOMA DELLA SARDEGNA  COMUNE DI SESTO

ORGANIZED BY:  malik CIVIL THIRD SECTOR

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Activity:

"Step forward for the friendship"

IN COLLABORATION WITH:

  TAS  AGO AVONN KLEVA  Loeje  epicenter  YOUTH mobility  AIT

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KEY words

#Empathy #Inclusion
 #SocialAwareness
 #EmotionalIntelligence
 #Support #Friendship
 #Reflection
 #NonJudgment
 #Understanding #Trust
 #WellBeing #SelfCare
 #PersonalGrowth
 #GroupDynamics
 #Diversity #Respect
 #Resilience #SafeSpace
 #Connection
 #YouthEmpowerment

ACTIVITY. STEP FORWARD FOR FRIENDSHIP

MAIN GOAL:

To foster awareness and empathy for the social and emotional experiences of peers, with a focus on recognizing diversity in friendships, social connections, and support systems. Through this activity, participants will gain insight into how emotional intelligence affects relationships and understand the importance of inclusion and support in building healthy social interactions.

REQUIRED SPACE AND FEATURES:

- Indoor or outdoor space
- An open area where participants can move freely

DESCRIPTION OF ACTIVITY: INSTRUCTIONS AND PREPARATION

This activity promotes social and emotional awareness by encouraging participants to reflect on both shared and unique experiences.

Introduction (5 minutes):

- Introduce facilitators and participants.
- Explain that the activity encourages empathy and understanding of group dynamics through non-verbal communication.
- Emphasize the goal: to visualize similarities and differences in participants' social experiences in a supportive and inclusive way.

Setup:

- Participants stand side by side in a straight line, leaving space in front to step forward.
- Silence must be maintained throughout the activity.
- Responses are expressed solely through movement.

Instructions:

- Explain that you will read a series of yes/no (closed-ended) statements.
- Participants should step forward only if the statement applies to them. If not, they remain in place.
- Remind the group that everyone's experiences are valid and different, and that the activity is intended to promote understanding—not judgment.
- Read each question slowly, giving time for participants to reflect and respond with movement.

Sample Questions:

- Take a step forward if you have a friend you can confide in.
- Take a step forward if you feel valued by your peers.
- Take a step forward if you've never been excluded from a group.
- Take a step forward if you've had a friend stand up for you.
- Take a step forward if your family supports your participation in social activities.

DISCUSSION & DEBRIEFING (15–20 minutes):

After the activity, bring participants together in a circle or another inclusive format for a closing reflection. Suggested questions:

- How did it feel to see where everyone stood at the end?
- Were there any patterns or moments that surprised you?
- How can being aware of social inequalities help us better support one another?
- What are some ways we can create a more inclusive environment in our daily lives?

VARIATIONS:

1. Personal Growth & Resilience: Focus on overcoming challenges.

Examples:

- Take a step forward if you've ever set a challenging goal and achieved it.
- Take a step forward if you've tried something new that made you nervous or uncomfortable.

2. Mental Health & Well-being: Emphasize emotional support and self-care.

Examples:

- Take a step forward if you have someone you can talk to when you're feeling down.
- Take a step forward if you know healthy ways to cope with stress or anxiety.

3. Community & Social Responsibility: Highlight active citizenship.


Examples:

- Take a step forward if you recycle or take other actions to help the environment.
- Take a step forward if you've stood up or spoken out against something unfair.

GUIDELINES:

- Choose a quiet, open space with room for participants to move freely.
- Remind participants to remain silent throughout to respect each other's personal responses.
- Prepare all questions in advance; no materials are needed.
- Create a safe, supportive environment that prioritizes self-reflection.
- Let participants know they can skip any question they feel uncomfortable answering.

Activity: ACT for CHANGE: Solutions for Better Rural


FUNDED BY:  ERASMUS+  REGIONE AUTONOMA DI SARDEGNA REGIONE AUTONOMA DELLA SARDEGNA  COMUNE DI SELLO

ORGANIZED BY:  malik  ENTE TERZO SETTORE

Activity:

"ACT for CHANGE: Solutions for Better Rural"

IN COLLABORATION WITH:

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KEY words

#RuralEmpowerment
 #YouthForChange #ActForRural
 #CreativeSolutions
 #RoleplayForImpact
 #TeamworkInAction
 #ThinkActChange
 #RuralChallenges
 #InnovateForRural
 #YouthVoicesHeard
 #CommunitySketch
 #ChangeMakers #SilentThinking
 #OutdoorIdeas
 #SocialImpactTheatre
 #ProblemSolvingTogether
 #EmpathyInAction
 #LocalSolutions
 #RuralInnovation
 #ActLocalThinkGlobal



1 h - 1,5 h 

ACTIVITY. ACT FOR CHANGE – SOLUTIONS FOR BETTER RURAL LIVING

MAIN GOAL:

In this activity, participants will reflect on the challenges faced in rural areas. They will work to develop solutions and present them through short theatrical sketches.

REQUIRED SPACE AND FEATURES:

- Indoor or outdoor
- Features:
 - 15 minutes of uninterrupted silence
 - A large space to perform the roleplay
 - Use of items from the surrounding environment

MATERIALS REQUIRED:

- Tables
- Pens & markers
- Paper
- Objects from the environment

DESCRIPTION OF THE ACTIVITY: INSTRUCTIONS AND PREPARATION

Overview:

This activity promotes problem-solving and teamwork by tackling real-life challenges in rural communities through roleplay. It encourages critical thinking, collaboration, empathy, and community engagement.

Introduction (5 minutes):

- Divide participants into small, diverse groups, considering personality, gender, and language.
- Present a common challenge faced by youth in rural areas.
- Groups have 15–20 minutes to discuss and develop a solution.

Setup:

- Each group presents their solution through a 1–2-minute theatrical sketch.
- Characters may include community members such as the mayor, teachers, youth, or local leaders.

Example Challenges:

- Substance Use: Youth in the rural community struggle with alcohol and substance abuse due to a lack of quality entertainment. Propose and present a solution theatrically.
- Transportation Issues: Long commutes to the city lead to boredom and misbehavior among students. Find a creative way to keep them engaged during the journey.
- Weather Constraints: Heavy rainfall limits outdoor activities for youth. Propose an indoor entertainment alternative.
- Social Isolation: Young people feel disconnected. Create activities to foster community bonding.

DISCUSSION & DEBRIEFING (15–20 MINUTES):

- What were the key takeaways from each scenario?
- How realistic and applicable were the proposed solutions?
- How does roleplay enhance understanding of social challenges?
- What practical steps can be taken to implement these ideas in real communities?

VARIATIONS:

- Extend the activity duration to 1.5 hours.
- Allow sketches to last 2–5 minutes.
- Explore additional challenges that youth may face.

GUIDELINES:

- Once groups receive their challenge, they must brainstorm and agree on the best solution.
- Assign roles for the sketch: for example, youth, mayor, teacher, or others.
- Facilitators should supervise and support the groups as needed.

POTENTIAL RISKS AND CONSIDERATIONS:

- Ensure balanced group composition by considering personality dynamics.
- Monitor time to keep the activity on schedule.
- Encourage teams to incorporate previously discussed challenges into their solutions.

Response	Percentage
Yes, the U.S. should take action to address climate change	85%
No, the U.S. should not take action to address climate change	15%

#BodyMapping #JourneyToSelf
#CreativeReflection
#InnerAwareness #ExpressYourself
#EmotionalExploration
#ArtAndHealing #SelfDiscovery
#GroupConnection
#EmpathyThroughArt
#MindBodyExpression
#TherapeuticArt #VisualStorytelling
#EmotionalWellbeing
#InclusiveExpression
#IdentityExploration
#NonFormalLearning
#YouthEmpowerment
#ArtForGrowth
#HealingThroughCreativity

ACTIVITY. BODY MAPPING – A JOURNEY TO SELF AND CONNECTION

MAIN GOALS

- To help participants connect with themselves.
- To break down different types of barriers between participants.
- To encourage creativity as a tool for self-understanding and expression.
- To raise awareness of the body and its connection to emotions and experiences.

REQUIRED SPACE AND FEATURES

- Setting: Indoor or outdoor
- Space Requirements: A large open space where each participant has enough room for the personal (solo) part of the activity. The chosen space should also have at least four tables or areas suitable for writing and drawing.

MATERIALS REQUIRED

1. A4-sized paper (one per participant)
2. Pencils and markers in a wide range of colors for each participant
3. At least four sheets of A2 paper (can be assembled using smaller sheets if necessary)

DESCRIPTION OF ACTIVITY: INTRODUCTION AND PREPARATION

Body mapping is a creative and therapeutic technique where participants outline their bodies and use visual elements (colors, symbols, images) to express emotions, memories, sensations, or personal experiences within the outline. Often used in art therapy, health education, and personal development, this method helps participants explore their identity, reflect on emotional states, and share personal narratives in a safe and expressive way.

SESSION STRUCTURE

1. Introduction (3–4 minutes)

- Explain the concept and goals of body mapping.
- Offer time for participants to ask questions.

2. Individual Reflection (10 minutes)

- Participants work individually, reflecting on their body and emotions.
- Using the materials provided, they draw or write their reflections on paper.
- Facilitators offer guidance and support as needed.

3. Group Work (15 minutes)

- Divide participants randomly into four groups.
- Each participant shares their individual body map within their group (approx. 5 minutes each).
- As a group, they co-create a Collective Body Map using any available materials (10 minutes).

4. Debriefing

- In small groups, facilitators ask reflective questions such as:
 - What emotions did you experience during the group work?
 - What was the biggest challenge for you?
- In a full group discussion, explore:
 - How did this activity make you feel?
 - How did working alone compare to working in a group?

This structure promotes deep emotional engagement, self-awareness, and collaborative reflection.

VARIATIONS

- The activity can be adapted depending on available time and desired outcomes.
- Each phase can be extended for deeper exploration of emotions.
- Paper sizes can be increased to life-size if materials permit.
- If time is limited, the group work can be skipped, and individual reflection extended to 20 minutes.
- For longer sessions (over 1 hour), include the full group work segment.
- If there's interest in exhibiting the work, ensure the space is appropriate and that participants give consent to display their creations.

GUIDELINES

- Time Management: Group discussions can run long; facilitators should keep the flow on track.
- Clarify Instructions: Participants unfamiliar with body mapping may ask, "What exactly should we draw?" or "Which colors should we use?" Facilitators should provide clear, reassuring guidance and emphasize that there are no wrong answers.
- Group Dynamics: All participants' input should be valued in the group mapping process. The group should decide together how the collective body map will look.
- Creative Freedom: Encourage participants to continue modifying or expanding their individual or group work if they feel inspired. Options like tearing, framing, or transforming the paper can be offered.
- Group Planning: If the group is known in advance, consider pre-selecting the groups for efficiency.
- Consent for Exhibition: If showcasing the artwork, participation must be voluntary and space must be adequate.
- Debriefing: Allocate enough time for participants to reflect and share feelings or insights that emerged during the activity.

Activity: The Wellbeing Circuit


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KEY words

#SelfAwareness
 #Perception
 #Reflection #Empathy
 #Confidence
 #Feedback #Growth
 #Mindfulness
 #Connection #Identity
 #Authenticity
 #Perspective
 #Listening #Insight
 #Communication
 #Trust #Support
 #Discovery
 #Vulnerability #Respect

ACTIVITY. THE WELLBEING CIRCUIT

MAIN GOAL:

- To improve mental health and overall wellbeing.
- To provide practical activities that participants can use in daily life.

REQUIRED SPACE AND FEATURES:

- Indoors: A separate room for each station.
- Outdoors: Sufficient distance between stations.
- Features: Ensure enough space between groups to avoid overlapping conversations.

MATERIALS REQUIRED:

1. Printed materials (Attachment No. 1)
2. Pens

DESCRIPTION OF ACTIVITY: INSTRUCTIONS AND PREPARATION

This activity consists of three rotating stations, each designed to promote mental health and wellbeing:

Station 1: Mindfulness Techniques

Objective: Introduce mindfulness practices to help participants calm the mind, focus on the present, and manage stress.

Preparation:

- Set up a quiet area with comfortable seating (mats or chairs).
- Provide printed guides and small objects for grounding exercises.
- Have a timer available to manage the session.

Instructions:

1. Introduce the concept of mindfulness and its benefits.
2. Distribute Worksheet 1.
3. Give participants 3–4 minutes to complete it.
4. Guide them through the 5-4-3-2-1 grounding technique (identify 5 things you can see, 4 you can touch, 3 you can hear, 2 you can smell, 1 you can taste).
5. Explain that they can use this technique anytime they feel stressed.

Duration: 7–10 minutes

Station 2: Practicing Gratitude

Objective: Help participants focus on positive aspects of life and practice gratitude, a proven method to boost wellbeing.

Preparation:

- Print Worksheet 2.

Instructions:

1. Introduction (3 minutes):

“When you're feeling depressed or anxious, it's easy to dwell on painful moments or fears. Gratitude is a powerful counter to this. It doesn't erase negative emotions, but it creates space for hope and connection. Practicing gratitude regularly can encourage a more positive and content mindset”

Distribute the worksheets and give participants 4–5 minutes to complete them. Duration: 7–10 minutes

Station 3: Self-Perception vs. External Perception

Objective: Encourage self-awareness by comparing how participants view themselves with how others perceive them.

Preparation:

- Print Worksheet 3.

Instructions:

- Introduction (1 minute): Explain the purpose of the activity and that it has two parts: individual reflection and peer feedback.
- Individual Reflection (1 minute):
 - Give each participant a white card and ask them to choose and write 3 adjectives from the list that describe themselves.
 - Ask them to fold the card when done.
- External Perception (1 minute):
 - Pair participants (preferably with someone they don't know).
 - Ask them to choose 3 adjectives from the same list to describe their partner, based on first impressions.
- Group Reflection (4–5 minutes):
 - In turns, participants share the adjectives they selected for their partner.
 - Use reflection questions like:
 - Do these adjectives match how you see yourself?
 - Did your partner notice something you hadn't considered?

Duration: 10 minutes

Group Reflection

Gather all participants and close with a debrief session using these guiding questions:

- How did focusing on each sense affect your awareness of the present moment?
- Did the gratitude activity shift your mindset or emotions?
- Were there any adjectives your partner chose that surprised you? Why?
- Did their perception match how you see yourself, or did it reveal something new?
- How does it feel to hear how others perceive you?
- What did you discover about yourself through these activities?
- How might you use mindfulness, gratitude, or peer feedback in daily life?
- Is there anything from today's session you'd like to continue practicing?



ENJOY THE PROCESS

This toolkit is the output of TEYRA- TRAINING AND EMPOWERMENT OF YOUTH WORKERS IN RURAL AREAS, Erasmus plus Project that arises from the observation of a lack of professional figures specializing in socio-educational animation an informal and non-formal learning in rural areas.

TEYRA – Training and Empowerment of Youth Workers in Rural Areas funded by the Erasmus Plus program and co-funded by the Autonomous Region of Sardinia and the Municipality of Seulo



TEYRA. Training Course Erasmus Plus. Sardinia, Seulo november 2024



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TEYRA

TRAINING AND EMPOWERMENT OF
YOUTH WORKERS IN RURAL AREAS

LOCATION:
SEULO, SARDINIA

PERIOD
04 - 11 NOVEMBER 2024





Co-funded by the
Erasmus+ Programme
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TRAINING AND EMPOWERMENT OF
YOUTH WORKERS IN RURAL AREAS
SEULO, SARDINIA, ITALY, 04-11 NOVEMBER 2024

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IN COLLABORATION WITH:



ATTACHMENT NO. 1

Activity. The Wellbeing Circuit

Station 1: Mindfulness Techniques

5 things you can 	5 things you can 	5 things you can 	5 things you can 
4 things you can 	4 things you can 	4 things you can 	4 things you can 
3 things you can 	3 things you can 	3 things you can 	3 things you can 
2 things you can 	2 things you can 	2 things you can 	2 things you can 
1 thing you can 	1 thing you can 	1 thing you can 	1 thing you can 

Station 2: Practicing Gratitude

I am happiest when

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I want to do more of

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I am looking forward to

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I am happiest when

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I want to do more of

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I am looking forward to

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I am happiest when

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I want to do more of

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I am looking forward to

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I am happiest when

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I want to do more of

.....

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I am looking forward to

.....

.....

Station 3: Self-Perception vs. External Perception

independent	stable	determined	artistic
noble	generous	loyal	sensitive
perfectionist	selfish	conscientious	critical
nervous	competitive	jealous	inventive
sincere	happy	analytical	versatile
inquisitive	hard-working	persistent	sociable
original	responsible	impressionable	impatient