

Cultural Rhythms



A Practical Guide to Dance for Inclusion and Cultural Heritage



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This guide was developed during the Erasmus+ Youth Exchange “Cultural Rhythms” (Project No. 2025-1-NL02-KA152-YOU-000301360), which took place from 18 to 26 November 2025 in Wehe-den Hoorn, Netherlands, as a result of a participant-led learning process and international cooperation. Funded by the Erasmus+ Programme of the European Union.

▼ Introduction

▼ What this guide is about

This guide is a practical resource created by participants and group leaders during a youth exchange. It focuses on how dance can be used as a tool for inclusion, intercultural learning, and active participation.

The guide brings together real activities, methods, and experiences tested during the project. It is not theoretical. All activities were designed, adapted, and facilitated by young people in an international group.

The aim of this guide is to support youth workers, educators, and young people in using movement and dance to create safe, inclusive, and engaging learning environments. It shows simple and practical ways to work with diverse groups, especially including participants with fewer opportunities.

The guide can be used in youth exchanges, local workshops, non-formal education activities, and community projects. All methods are flexible and

can be adapted to different group sizes, ages, and contexts.

This is a tool made by young people for those who want to learn, share, and connect through movement.

▼ **Who created it (participants & group leaders)**

This guide was created by the participants and group leaders of the youth exchange, who worked together throughout the project to collect, test, and improve the activities included here.

A total of 30 young people from the Netherlands, Poland, Romania, Czech Republic, and Greece contributed to this guide. They came from different backgrounds and brought their own cultural experiences, ideas, and energy into the process.

The group leaders supported the process by guiding reflection, helping structure the content, and ensuring that the methods are clear and easy to use. However, the main content of the guide was developed by the participants themselves through practical work and collaboration.

All activities in this guide are based on real sessions implemented during the project, making this a co-created resource built on direct experience and shared learning.

▼ **Why dance is a powerful tool in youth work**

Dance is a powerful tool in youth work because it allows young people to express themselves without relying only on words. It helps overcome language barriers and makes it easier for participants from different countries and backgrounds to connect.

Through movement, young people can share emotions, ideas, and parts of their identity in a natural and creative way. This creates a more inclusive environment, especially for those who may feel less confident speaking or participating in traditional discussions.

Dance also supports group bonding. It builds trust, encourages cooperation, and creates a sense of belonging. When participants move and create together, they develop stronger connections and feel more comfortable in the group.

In addition, dance promotes active participation. It engages both the body and the mind, making learning more dynamic and memorable. It can be easily adapted to different groups, needs, and energy levels.

During the project, dance proved to be an effective way to bring people together, support inclusion, and create meaningful intercultural experiences.

▼ **How to use this guide**

This guide is designed to be practical and easy to use. You can choose activities based on your group's needs, size, and experience level.

You can use the guide step by step or select individual activities depending on your session goals. Activities are grouped by purpose, such as ice-breakers, group-building, or creative work, which makes it easy to plan your sessions.

Before using an activity, read the description carefully. Pay attention to the objective, duration, and group size. You can adapt the activity to fit your context, especially if you work with participants with different needs or levels of experience.

It is important to create a safe and inclusive environment. Encourage participation, respect different abilities, and allow everyone to contribute in their own way.

You can use this guide in youth exchanges, local workshops, or community activities. It is flexible and can be adjusted to different settings.

The guide is not strict. Feel free to adapt, combine, and develop the activities based on your group and your creativity.

▼ **About the Project and Learning Approach**

▼ **Short description of the youth exchange**

The youth exchange brought together 30 young people from the Netherlands, Poland, Romania, Czech Republic, and Greece for a 7-day intercultural learning experience.

The project focused on using dance as a tool for inclusion and cultural exchange. Participants worked in international groups and took an active

role in the programme by preparing and leading sessions based on their own cultural backgrounds.

Throughout the exchange, participants shared traditional dances, explored topics such as identity, stereotypes, and inclusion, and worked together to create new activities. The learning process was based on non-formal education, with a strong focus on participation, cooperation, and reflection.

The project created a safe and supportive environment where young people could express themselves, learn from each other, and build connections across cultures.

▼ **Participant-led learning**

The project was based on participant-led learning, which means that young people were not only participants, but also active creators of the programme.

Instead of having external trainers, participants took responsibility for preparing and facilitating activities. Each national group designed and delivered sessions to share their traditional dances and cultural backgrounds. They also worked in mixed international teams to create new activities together.

This approach allowed participants to learn by doing. They developed skills such as teamwork, communication, leadership, and creativity while actively contributing to the learning process.

Group leaders supported the process by providing guidance and helping with organisation, but the main role in shaping the experience belonged to the participants.

Participant-led learning created a more engaging and inclusive environment, where everyone had a voice and could contribute in their own way.

▼ **Non-formal education methods used**

The project was based on non-formal education, focusing on learning through experience, participation, and reflection.

Different methods were used to create an active and engaging learning environment. These included movement-based activities, group work, role-play, discussions, and creative tasks. Dance was used as a central method to explore cultural identity, build connections, and support inclusion.

Participants learned by doing, not by listening to lectures. They were actively involved in all activities, from ice-breakers to leading full sessions. This helped them develop practical skills and gain confidence.

Reflection was an important part of the process. Daily reflection sessions, group discussions, and creative reflection methods were used to help participants understand what they learned and how they can use it in the future.

The methods were flexible and adapted to the needs of the group. This made it possible for everyone to participate, regardless of their background, experience, or language level.

▼ **Role of group leaders**

Group leaders played an important role in supporting both participants and the overall learning process throughout the project.

Their main responsibility was to ensure the wellbeing of their national groups. They supported participants before, during, and after the mobility, helping them prepare, adapt to the new environment, and feel comfortable in the international group.

During the youth exchange, group leaders acted as facilitators and mentors. They supported participants in preparing and delivering their sessions, helped manage group dynamics, and ensured that everyone was included and actively participating.

Group leaders also contributed to the learning process by guiding reflection. They supported participants in understanding their experiences, identifying learning outcomes, and connecting these to their personal development.

At the same time, group leaders did not take over the programme. Their role was to support, not lead. This allowed participants to take ownership

of the activities and fully engage in participant-led learning.

Overall, group leaders ensured a balance between structure and freedom, creating a safe and supportive environment where participants could learn, experiment, and grow.

▼ **Why co-creation was important**

Co-creation was a key element of the project because it allowed participants to actively shape the content and outcomes of the experience.

Instead of following a fixed programme, participants worked together to design activities, share ideas, and create the final guide. This made the learning process more meaningful, as participants were directly involved in what they were learning and producing.

Co-creation also encouraged collaboration between people from different countries and backgrounds. By working in mixed international groups, participants exchanged perspectives, combined their cultural knowledge, and developed new ideas together. This strengthened intercultural understanding and teamwork.

Another important aspect was ownership. Because participants contributed to the creation of activities and the guide, they felt more responsible and motivated. They were more engaged in the process and more confident in sharing their results after the project.

Co-creation also helped ensure that the guide is practical and relevant. All activities included were tested, adapted, and improved by participants, which makes them easier to use in real situations.

Overall, co-creation made the project more inclusive, participatory, and impactful, turning participants into active contributors rather than passive learners.

▼ **Dance as a Tool for Inclusion and Intercultural Learning**

▼ **How dance helps overcome language barriers**

Dance helps overcome language barriers because it allows communication without the need for words. Through movement, participants can express ideas, emotions, and cultural elements in a way that everyone can understand, regardless of their language level.

In an international group, not all participants feel confident speaking in a common language. Dance creates an alternative way to communicate, where people can follow, observe, and learn through action. This makes it easier for everyone to participate and feel included.

During the project, participants were able to connect quickly through movement, even when verbal communication was limited. They learned by watching each other, copying steps, and practicing together. This created a shared understanding and reduced the pressure to speak perfectly.

Dance also supports non-verbal communication, such as body language, eye contact, and group coordination. These elements help build trust and connection between participants.

As a result, dance creates an inclusive space where language differences are no longer a barrier, but part of a diverse and enriching learning experience.

▼ **Building trust and group connection**

Building trust and group connection is essential in any youth activity, especially in an international environment. Dance and movement-based activities help create this trust in a natural and engaging way.

When participants move together, they share a common experience that does not depend on language or background. Simple group exercises, synchronised movements, and partner activities help break the initial distance between participants and make them feel more comfortable with each other.

Through these activities, participants learn to cooperate, support one another, and be aware of the group. This builds a sense of safety and belonging, which is important for active participation.

Dance also creates a positive and relaxed atmosphere. It allows participants to express themselves freely, laugh, and enjoy the process together. This helps reduce fear of judgement and encourages openness.

During the project, trust developed quickly as participants worked together in pairs and groups, learned from each other, and shared parts of

their culture. This strong group connection supported deeper learning and more meaningful interactions throughout the exchange.

▼ **Inclusion of participants with fewer opportunities**

Including participants with fewer opportunities was an important focus of the project, and dance played a key role in making the activities accessible to everyone.

Dance does not require advanced language skills, previous experience, or specific knowledge. This makes it easier for participants from different backgrounds to take part and feel included from the beginning. Everyone can join at their own level and contribute in their own way.

Movement-based activities also reduce pressure and create a more relaxed environment. Participants who may feel less confident speaking or participating in discussions can express themselves through movement and gradually become more comfortable in the group.

During the project, activities were adapted to different needs and abilities. Group leaders and participants supported each other, ensuring that no one was left behind. The focus was on participation rather than performance, which helped create a safe and supportive space.

Participants with fewer opportunities were actively involved in leading activities, sharing their culture, and contributing to the guide. This increased their confidence and sense of belonging.

Overall, dance helped remove barriers, encourage equal participation, and create an inclusive environment where all participants could feel valued and engaged.

▼ **Cultural expression and identity**

Dance is a strong form of cultural expression and helps young people explore and share their identity in a meaningful way.

Through traditional dances, participants were able to present elements of their culture, including music, history, and social traditions. This allowed them to express who they are and where they come from, not only through words but also through movement.

Sharing cultural dances created a space for mutual respect and curiosity. Participants learned about each other's traditions in an active and engaging way, which made the experience more personal and memorable.

At the same time, participants reflected on their own identity. By preparing and presenting their culture, they became more aware of their roots and how they represent them to others.

The project also encouraged combining different cultural elements through creative activities. This helped participants see culture as something dynamic and evolving, rather than fixed.

Overall, dance supported both individual expression and intercultural understanding, helping participants connect their personal identity with a broader cultural context.

▼ **Benefits observed during the project**

During the project, several clear benefits were observed among participants, both at individual and group level.

Participants became more open and confident in expressing themselves. Even those who were initially shy or less active started to take part in activities, share their ideas, and engage with others. Movement-based activities helped them feel more comfortable and reduced fear of making mistakes.

There was also a strong improvement in communication and teamwork. Participants learned how to cooperate in international groups, listen to each other, and find common solutions. This was especially visible during group tasks and co-creation activities.

Intercultural understanding increased significantly. Participants showed more curiosity, respect, and appreciation for different cultures. They became more aware of stereotypes and more open to different perspectives.

Group connection and trust developed quickly. By working together through dance and shared experiences, participants built strong relationships and a positive group atmosphere.

Another important benefit was active participation. Participants were not passive; they were involved in leading sessions, making decisions, and creating content. This increased their motivation and sense of responsibility.

Overall, the project created a supportive environment where participants could grow, connect, and learn in a practical and meaningful way.

▼ How to Use This Guide in Practice

▼ Who can use it (youth workers, educators, young people)

This guide can be used by youth workers, educators, facilitators, and young people who are interested in non-formal education and intercultural learning.

Youth workers and facilitators can use it to design and implement activities in youth exchanges, workshops, and community projects. The methods are practical and easy to adapt to different groups.

Educators can use the guide to bring more interactive and movement-based approaches into their work, especially when working with diverse groups of young people.

Young people themselves can also use this guide. It supports peer learning and encourages participants to take an active role in leading activities and sharing their ideas.

The guide is suitable for anyone who wants to create inclusive, engaging, and participatory learning environments using dance and movement.

▼ How to adapt activities to different groups

Activities in this guide are flexible and can be adapted to different groups depending on their needs, experience, and context.

First, consider the group size and energy level. For smaller groups, activities can be more personal and detailed. For larger groups, it may be helpful to simplify instructions or divide participants into smaller teams.

Second, take into account the participants' experience. If the group is new to dance or movement, start with simple steps and clear demonstrations.

For more experienced groups, you can add complexity, creativity, or challenges.

Language level is also important. Use simple instructions, demonstrate movements visually, and avoid long explanations. Encourage participants to learn by doing rather than listening.

For groups with participants with fewer opportunities, make sure activities are inclusive and accessible. Adapt the pace, allow different ways of participation, and focus on involvement rather than performance.

You can also adjust the duration of activities. Shorter versions can be used for energisers, while longer versions can include reflection or creative elements.

Finally, be flexible. Observe the group, listen to their needs, and adapt the activity in the moment if needed. The goal is not to follow the activity exactly, but to create a positive and engaging experience for everyone.

▼ **Tips for facilitators**

Facilitators play an important role in creating a safe, inclusive, and engaging environment. The way an activity is guided can strongly influence how participants feel and how much they learn.

Start by creating a positive and welcoming atmosphere. Encourage participants, use clear and simple language, and show openness and respect. Make sure everyone feels comfortable to participate at their own level.

Give clear instructions and demonstrate activities when possible. It is often easier for participants to understand by seeing rather than only listening. Keep explanations short and practical.

Be attentive to the group. Observe energy levels, group dynamics, and individual needs. If something is not working, be flexible and adapt the activity. It is important to respond to the group rather than follow a plan strictly.

Encourage participation, but do not force anyone. Create opportunities for everyone to contribute in their own way. Support participants who may feel less confident and recognise their efforts.

Promote a non-judgmental environment. Remind participants that there are no mistakes, only learning. This is especially important in movement-based activities.

Include reflection when possible. Ask simple questions to help participants think about what they experienced and what they learned.

Finally, enjoy the process. Your energy as a facilitator influences the group. If you are engaged and positive, participants are more likely to feel the same.

▼ **How to create a safe space**

Creating a safe space is essential for active participation, especially in an international and diverse group.

Start by setting clear group agreements at the beginning. These can include respect, listening to each other, no judgement, and allowing everyone to participate at their own level. It is important that these agreements are created together with the group, so everyone feels responsible for them.

Encourage openness and respect for differences. Remind participants that everyone comes from a different background and that diversity is a strength. Create an atmosphere where people feel comfortable sharing their ideas and experiences.

Be attentive to participants' needs and reactions. Observe the group and be ready to support anyone who feels uncomfortable or excluded. Group leaders and facilitators should be approachable and available for support.

Avoid pressure and competition. Focus on participation rather than performance. In movement-based activities, emphasise that there is no "right" or "wrong" way to move.

Use inclusive language and clear communication. Make sure everyone understands the activity and feels able to take part.

Finally, build trust step by step. Start with simple and low-pressure activities, and gradually move to more complex or personal ones as the group becomes more comfortable.

A safe space allows participants to express themselves, take risks, and fully engage in the learning process.

▼ **Working with mixed cultural groups**

Working with mixed cultural groups requires openness, flexibility, and respect for diversity. It is important to create an environment where all participants feel valued and comfortable sharing their culture.

Start by encouraging participants to introduce their backgrounds in a simple and interactive way. Activities such as cultural presentations, games, or dance sessions can help break the ice and build curiosity.

Be aware that communication styles may differ. Some participants may be more direct, while others may be more reserved. Use clear and simple language, and support communication through demonstration and visual methods.

Encourage equal participation. Make sure that all voices are heard and that no group dominates the activity. Working in small, mixed groups can help create better interaction and balance.

Be sensitive to cultural differences and avoid stereotypes. If misunderstandings happen, treat them as learning opportunities and discuss them openly in a respectful way.

Use activities that promote cooperation rather than competition. Shared tasks, especially creative ones like dance and co-creation, help participants connect and work towards a common goal.

Finally, create space for reflection. Allow participants to share their experiences and perspectives. This helps deepen understanding and strengthens intercultural learning.

Working with mixed cultural groups can be challenging, but it also creates rich learning experiences and strong connections between participants.

▼ **Practical Activities and Methods (Core Section)**

▼ **Ice-breakers and Energisers**

Ice-breakers and energisers are short and dynamic activities used at the beginning of a session or during transitions to activate the group, create a

positive atmosphere, and increase energy levels.

These activities help participants get to know each other, feel more comfortable, and start interacting in a relaxed way. They are especially useful in international groups where participants may feel shy or unsure at the beginning.

Movement-based ice-breakers are effective because they reduce the need for language and allow participants to connect through action. They encourage participation from everyone, regardless of their confidence or experience.

Energisers can also be used during the day to refresh the group, especially when energy levels drop. They help participants stay focused, engaged, and ready for the next activity.

These activities should be simple, inclusive, and easy to follow. The goal is not performance, but participation and creating a positive group dynamic from the start.

▼ **Group-building Activities**

Group-building activities are designed to strengthen trust, cooperation, and connection between participants. They help create a supportive environment where everyone feels comfortable to participate and contribute.

These activities usually involve teamwork, communication, and shared tasks. Participants work together to solve challenges, create something as a group, or support each other in different exercises. This helps them understand each other better and build stronger relationships.

Movement-based group activities are especially effective, as they encourage interaction without relying only on words. They help participants feel more relaxed and connected through shared experiences.

Group-building activities are important at the beginning of a project, but they can also be used throughout the programme to maintain a positive group dynamic. They support inclusion by giving everyone a role and encouraging equal participation.

A strong group connection makes it easier for participants to engage in deeper learning, express themselves, and work together effectively.

▼ **Traditional Dance Sessions**

Traditional dance sessions are a central part of this guide and provide an opportunity for participants to share their culture in an active and engaging way.

During these sessions, each national group introduces a traditional dance from their country. Participants not only learn the steps, but also discover the cultural background, meaning, and context of the dance. This helps create a deeper understanding of different traditions.

These sessions are participant-led, which means that young people take responsibility for preparing and facilitating them. This increases their confidence and allows them to present their culture in their own way.

Traditional dance sessions are inclusive and accessible. Steps can be simplified and adapted so that everyone can participate, regardless of their experience or ability. The focus is on participation and enjoyment, not on perfect performance.

These sessions also encourage interaction between participants. Learning each other's dances creates a shared experience, builds respect, and strengthens intercultural connections.

Overall, traditional dance sessions are a powerful way to combine cultural expression, learning, and group engagement.

▼ **Creative Movement and Co-Creation**

Creative movement and co-creation activities encourage participants to go beyond traditional forms and create something new together.

In these activities, participants work in mixed international groups to combine different dance styles, movements, and ideas. They are encouraged to experiment, express themselves freely, and contribute their own creativity to the process.

Co-creation allows participants to learn from each other and build something as a team. It promotes collaboration, communication, and

problem-solving, as participants need to agree on ideas and work towards a shared result.

These activities do not require previous dance experience. The focus is on creativity, participation, and exploration rather than technique or performance. Everyone can contribute in their own way.

During the project, co-creation led to the development of new group choreographies and ideas, as well as the content for this guide. This process helped participants feel ownership of the results and increased their motivation.

Creative movement activities are flexible and can be adapted to different groups. They are especially useful for encouraging inclusion, as they allow multiple ways of expression and participation.

Overall, co-creation supports deeper engagement, stronger group connection, and more meaningful learning experiences.

▼ **Reflection through Movement and Discussion**

Reflection through movement and discussion helps participants understand what they experienced and what they learned during the activities.

Instead of only talking, participants are encouraged to reflect through simple movement exercises, body expression, or short creative tasks. This allows them to express thoughts and feelings in different ways, especially for those who may find it difficult to speak.

After movement-based reflection, group discussions are used to deepen the learning. Participants share their experiences, what they discovered, and how they felt during the activities. Simple questions can guide the process, such as: What did you learn? What was challenging? What did you enjoy?

Reflection sessions were organised daily during the project, as well as mid-term and final evaluations. This helped participants become more aware of their learning process and track their development.

These methods support both individual and group learning. They help participants connect their experience with real-life situations and think

about how they can use what they learned in the future.

Reflection is an essential part of non-formal education, as it turns experience into meaningful learning.

▼ Learning, Reflection and Youthpass

▼ How reflection was done in the project

Reflection was an important part of the project and was integrated into the daily programme in a structured and consistent way.

Every evening, participants took part in reflection sessions in their national or mixed groups. These sessions created a space where they could share their experiences, express their feelings, and discuss what they had learned during the day. Group leaders supported these sessions by guiding the discussion and helping participants reflect more deeply.

Different methods were used to make reflection more engaging. These included group discussions, creative tasks, short movement-based exercises, and visual methods such as writing key words or drawing. This allowed participants to choose how they wanted to express themselves.

In the middle of the project, a mid-term evaluation session was organised. Participants shared feedback about the programme, group dynamics, and their learning experience. This helped adjust the following days and respond to participants' needs.

On the final day, a longer reflection and evaluation session took place. Participants reviewed their learning, discussed their progress, and identified what they would take with them after the project.

Reflection was also connected to the Youthpass process, helping participants recognise their competences and understand their personal development.

Overall, reflection was continuous, participatory, and adapted to the group, making it a key part of the learning process.

▼ Examples of reflection questions

Here are some simple reflection questions that can be used after activities or at the end of the day:

- What did you enjoy the most today?
- What was new or surprising for you?
- What did you learn about yourself?
- What did you learn about others or other cultures?
- What was challenging for you and why?
- How did you feel during the activities?
- What helped you feel included in the group?
- How did you contribute to the group today?
- What would you do differently next time?
- How can you use what you learned in your daily life?

These questions can be used in group discussions, small groups, or individual reflection. They can also be adapted depending on the activity and the group.

▼ **How to support learning outcomes**

Supporting learning outcomes means helping participants recognise what they learned and understand how to use it in the future.

Start by making learning visible. After activities, give time for reflection and ask simple questions that help participants connect their experience with skills and knowledge. Encourage them to think about what they did, how they did it, and what they learned.

Use different methods to support reflection. This can include group discussions, small group sharing, writing key words, or creative methods such as drawing or movement. This helps participants express their learning in different ways.

Link activities to competences. For example, after a group task, highlight skills such as teamwork, communication, or problem-solving. This helps participants better understand their development.

Create a supportive environment where participants feel comfortable sharing their thoughts. Avoid judgement and encourage everyone to

contribute at their own level.

The Youthpass process can also be used to support learning outcomes. Guide participants in identifying their competences and reflecting on their progress during the project.

Finally, repeat reflection regularly. Learning becomes clearer when participants reflect throughout the process, not only at the end.

▼ **How to use Youthpass as a process**

Youthpass should be used as a continuous process, not only as a final certificate.

Start by introducing Youthpass at the beginning of the project. Explain what it is and why it is important. Help participants understand that it is a tool to recognise their learning, not just a document.

During the project, connect Youthpass with daily activities and reflection. Encourage participants to think about what they are learning and which competences they are developing. Use simple questions to guide this process.

Support participants in identifying their skills. For example, after group work, highlight competences such as teamwork, communication, or creativity. This helps participants become more aware of their development.

Use different methods to support reflection, such as discussions, small group sharing, or individual notes. This makes the process more engaging and accessible.

At the end of the project, organise a final reflection session where participants review their learning. Help them put their experiences into words and connect them to Youthpass competences.

The goal is to make participants more aware of their learning journey and help them use this experience in their future education, work, or personal development.

▼ **What participants learned**

During the project, participants developed a wide range of competences through active participation, cooperation, and reflection.

They improved their intercultural awareness by learning about different cultures, traditions, and perspectives. Through direct interaction and shared experiences, participants became more open, respectful, and curious about diversity.

Participants also developed communication skills, especially in an international environment. They learned how to express themselves clearly, listen to others, and communicate even when language was a barrier.

Teamwork was another key learning outcome. By working in mixed groups, participants learned how to cooperate, share responsibilities, and support each other to achieve common goals.

Many participants increased their self-confidence. By leading activities, presenting their culture, and contributing to group work, they became more comfortable taking initiative and expressing their ideas.

Creativity was developed through dance and co-creation activities. Participants explored new ways of expression and learned how to combine different ideas into a shared result.

Participants also became more aware of inclusion and the importance of creating a supportive environment. They learned how to involve others, respect different abilities, and contribute to a positive group dynamic.

Overall, participants gained practical skills, new perspectives, and valuable experiences that they can use in their personal life, education, and future youth work activities.

▼ Tips, Lessons Learned and Recommendations

▼ **What worked well**

Several elements of the project worked especially well and contributed to its overall success.

Participant-led learning was one of the strongest aspects. Giving participants responsibility for preparing and leading sessions increased

their motivation, engagement, and sense of ownership. They were more active and invested in the process.

The use of dance and movement proved to be very effective. It helped participants connect quickly, overcome language barriers, and create a positive and inclusive atmosphere. Activities were accessible and enjoyable for everyone.

Group dynamics developed very well. Trust and connection between participants were built early in the project through group-building activities. This created a safe space where participants felt comfortable to express themselves and participate actively.

The co-creation process was also very successful. Working in mixed international groups allowed participants to exchange ideas, learn from each other, and create meaningful results together, including the guide.

Reflection sessions worked well in supporting learning. Daily reflection helped participants understand their experiences and recognise their development.

Cooperation between partner organisations was smooth and effective. Communication was clear, and all partners were actively involved in preparation, implementation, and follow-up.

Overall, the combination of active participation, practical methods, and a supportive environment created a strong and positive learning experience.

▼ **Challenges and how to solve them**

During the project, several challenges were identified, but they were addressed through flexibility, communication, and teamwork.

One common challenge was language barriers. Not all participants felt confident speaking in English, especially at the beginning. This was addressed by using more visual and movement-based methods, demonstrating activities instead of explaining them, and encouraging simple communication. Over time, participants became more comfortable and confident.

Another challenge was different levels of experience with dance. Some participants had no previous experience, while others were more

confident. To solve this, activities were adapted to be simple and inclusive. The focus was placed on participation and enjoyment rather than performance, allowing everyone to take part at their own level.

Group dynamics also required attention, especially in the first days. Participants came from different backgrounds and needed time to build trust. This was addressed through ice-breakers, group-building activities, and working in small mixed groups, which helped create stronger connections.

Time management was sometimes a challenge, particularly during participant-led sessions. Some activities took longer than planned. This was managed by being flexible with the schedule and supporting participants in planning and structuring their sessions more clearly.

Another challenge was ensuring equal participation. Some participants were more active than others. Group leaders and facilitators encouraged quieter participants, created smaller working groups, and ensured that everyone had a role in activities.

Finally, maintaining energy levels during the day required attention. This was addressed by including energisers, breaks, and a balance between active and reflective sessions.

Overall, challenges were seen as part of the learning process. By adapting methods and supporting participants, they were successfully managed and contributed to the overall development of the group.

▼ **Advice for future projects**

For future projects, it is important to keep a strong focus on active participation and inclusion. Involving participants in the design and facilitation of activities increases their engagement and makes the learning process more meaningful.

Start with strong group-building activities. Creating trust and a safe space at the beginning helps participants feel comfortable and supports better cooperation throughout the project.

Keep activities simple and flexible. Adapt them to the needs, energy level, and experience of the group. It is important to observe participants and

adjust the programme when needed.

Use a variety of methods. Combining movement, discussion, and creative tasks helps keep participants engaged and supports different learning styles.

Make reflection a regular part of the programme. Daily reflection helps participants understand their learning and connect it to their personal development.

Support participants with fewer opportunities. Provide clear guidance, encouragement, and create an environment where everyone feels included and valued.

Encourage co-creation. Working in mixed international groups helps participants learn from each other and develop new ideas together.

Finally, plan follow-up activities. Encourage participants to share their experience and apply what they learned in their local communities. This helps extend the impact of the project beyond its duration.

▼ **How to involve participants actively**

To involve participants actively, it is important to give them a real role in the process, not just ask them to attend activities.

Start by involving participants from the beginning. Encourage them to share their expectations, ideas, and interests. This helps them feel that their voice matters.

Give participants responsibility. Allow them to prepare and lead activities, work in groups, and contribute to the programme. This increases motivation and engagement.

Use interactive and movement-based methods. Activities that require participation, cooperation, and creativity help keep participants active and involved.

Work in small and mixed groups. This makes it easier for everyone to participate, especially those who may feel less confident in large groups.

Create a safe and supportive environment. Participants are more likely to engage when they feel comfortable, respected, and not judged.

Encourage reflection and feedback. Ask participants for their opinions and ideas during the project, and be ready to adapt based on their input.

Finally, recognise participants' contributions. Acknowledge their efforts and give them space to share their results. This increases their sense of ownership and responsibility.

▼ Inclusion tips

Inclusion should be a continuous focus throughout the activity, ensuring that all participants feel welcome, valued, and able to take part.

Start by creating a safe and respectful environment. Set clear group agreements together with participants and encourage openness, respect, and support for each other.

Use simple and clear communication. Avoid complicated language and support explanations with demonstrations. This helps participants with different language levels to understand and feel confident.

Adapt activities to different needs and abilities. Offer different ways to participate, so everyone can engage at their own level. Focus on participation rather than performance.

Pay attention to group dynamics. Make sure that no one is excluded and that everyone has a role in the activities. Working in small, mixed groups can help ensure equal participation.

Provide additional support when needed. Group leaders and facilitators should be available to guide participants, especially those with fewer opportunities.

Encourage a non-judgmental atmosphere. Remind participants that there are no mistakes and that everyone learns in their own way.

Finally, listen to participants. Be flexible and ready to adapt activities based on their needs and feedback. Inclusion is about responding to the group and creating space for everyone to be involved.

▼ Conclusion and Future Use

▼ Why this guide is useful long-term

This guide is useful in the long term because it provides practical and adaptable methods that can be used in different contexts of youth work.

All activities included in the guide were tested in a real international project and improved through participant feedback. This makes them realistic, easy to apply, and relevant for working with diverse groups.

The guide focuses on simple methods that do not require special equipment or advanced skills. This allows youth workers, educators, and young people to use it in different settings, such as youth exchanges, local workshops, schools, or community activities.

It also promotes inclusion and intercultural learning, which are key priorities in youth work. The approaches presented in the guide can help create more inclusive and participatory environments in the long term.

Another important aspect is that the guide encourages adaptation and creativity. Users can adjust activities to their needs, combine methods, and develop new ideas based on what is provided.

Finally, the guide supports the continuation of the project's impact. By sharing methods and experiences, it allows other groups to benefit from the project and apply similar approaches in their own work.

Overall, this guide remains a useful and flexible resource that can continue to support youth work and learning beyond the project.

▼ **How it can be adapted**

This guide is flexible and can be easily adapted to different contexts, groups, and learning environments.

Activities can be adjusted based on group size, age, and experience. For smaller groups, activities can be more detailed and personal, while for larger groups they can be simplified or divided into smaller teams.

The level of difficulty can also be adapted. For beginners, movements and instructions can be simplified. For more experienced groups, activities can include more complex steps or creative elements.

The guide can be used in different settings, such as youth exchanges, local workshops, schools, or community projects. Activities can be shortened or extended depending on the available time.

Cultural content can also be adapted. Facilitators and participants can include their own cultural elements, traditions, or local examples, making the activities more relevant to their context.

Activities can be combined or modified to fit specific goals, such as team-building, inclusion, or reflection.

Finally, facilitators are encouraged to be flexible and responsive to the group. The guide is a tool, not a fixed programme, and it works best when adapted to the needs and dynamics of the participants.

▼ **Encouragement to reuse and share**

We encourage you to use, adapt, and share this guide in your own activities and projects.

The methods included here are designed to be flexible and easy to apply in different contexts. You can adjust them to your group, combine activities, or develop new ideas based on what you find useful.

By reusing this guide, you help extend its impact and bring these methods to new groups of young people. Sharing your experience can also inspire others to use creative and inclusive approaches in their work.

We also encourage you to share this guide within your networks, organisations, and communities. The more it is used and adapted, the more valuable it becomes.

Feel free to build on these ideas, experiment, and create your own versions. Learning grows when it is shared.