Erasmus+
Active Youth Workshop

TOOLKIT FOR FACILITATORS

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INTRODUCTION

"The youth have the power to change the world." – Nelson Mandela

The Active Youth Workshop was born from a simple yet powerful idea: **to give young people the space, the tools and the confidence to take an active role in shaping their communities.**

In a time of rapid change, uncertainty, and digital overload, young people often feel both the weight of expectation and the lack of direction. They are told they are the future, but too rarely are they guided, listened to, and truly involved in building the present.

This workshop is an answer to that gap: a journey co-created by young people and guided by facilitators, educators, and youth workers who embrace participation as a catalyst for transformation. This collaborative process places youth at the center, empowering them to shape meaningful experiences and drive change through active engagement.

It aims to empower youth to identify challenges, design solutions, and turn ideas into action, while developing trust, collaboration, and awareness of their role in society.

Developed through a process of collaborative design and field testing across local and transnational contexts, the Active Youth Workshop combines a wide range of educational approaches — applied theatre, sociocracy, dragon dreaming, gamification, game-based learning, brainstorming, problem solving, and digital tools.

Each methodology contributes to a dynamic learning path that encourages creativity, critical thinking, empathy, and initiative.

The handbook you are reading is both a guide and a companion for those who wish to implement this journey.

It provides step-by-step instructions to conduct the workshop, which is composed of eleven sessions (0 - 10).

Each session follows a clear and consistent format — **playful introduction, activities, debriefing and evaluation** — and can be adapted to different groups of young people aged 13 to 30, in both local and international settings.

Although we recommend implementing the full workshop for deeper impact, sessions 4 and 7 can be considered as optional (offering valuable enrichment but not essential for achieving the workshop's core goals) and each session can even stand alone or be combined with others according to the objectives of your group.

Through this process, **participants will explore key themes of active citizenship, community engagement and personal development, moving from self-awareness to collective action.**

By joining this journey, youth workers, educators, and facilitators will not only support the growth of young people — they will grow alongside them, as guides, allies, and co-creators of positive change.

Because every generation has the chance to build a better tomorrow — and this one, more than ever, has both the strength and the imagination to do so.

GAMIFICATION

The active youth workshop is organized as a **four levels game, with 11 missions** to complete in order to reach important milestones.
Level 1 : Analysis
Level 2: Dreaming
Level 3: Planning - with 3 milestones: plan the action, youth declaration, speaker
Level 4: Doing - with 4 milestones: "Doing online", "Doing in the community", "Simulating", "Meeting policy makers".

The participants are going to compete as individuals, even if the most of the missions are multiplayer: it means that each participant in the group will gain points if the group will complete the mission in the given time (+50 or +100 points depending on the complexity of the mission), and extra-points (+20 points) will be awarded to each "player" who demonstrate good levels of active participation based on concrete actions (es. the one who makes the presentations representing his group, the one who breaks the ice in brainstorming contexts, the one who shares an idea able to solve a problem for the group etc.).

The facilitator will take note of the points for each player during the activity, updating the workshop score-board (it is an editable pdf, that you can save and re-edit several times) and showing it to the participants at the end of the daily session.
The facilitator congratulates everybody and welcomes them to the next LEVEL and/or reveals which are the milestones to reach in the next session to pass the current level (in the chapter dedicated to every specific session you will find the indications about the current level of the workshop, the points to be awarded for each mission, and the milestones to be reached).

The gamification structure is put on hold completely in session 2 "Dream your action" so as not to have interference with the dreaming process, but it will start again with session 3, awarding scores for having passed the level DREAMING.

DAILY EVALUATION (10 minutes)

Everyone sits in a circle and a talking object goes around answering a question among the following:
- How do I feel today?
- How is the progress of the project?
- Feedback to the facilitation or process
The students can make a gesture about it and/or say something.

N.B. No evaluation is required at the end of session 2; at the end of session 3, the evaluation refers to both session 2 and 3, session 5 has its own evaluation.

Session 0
Forming bonds

FORMING BONDS

AIMS AND OBJECTIVES
- Building group
- Getting to know the structure and the aims of the AY Workshop

LEARNING OUTCOMES
- Getting to know each other on deeper level: specifics, similarities and differences
- Awakening interest in others
- Encouraging positive exchange between participants

INSTRUCTIONS

- Introduce yourself
- Welcome to the Active Youth Workshop: a 10 session workshop to help young people to become ACTIVE.
How? Say to the participants something like this: "*Every time we are going to meet, we will do a different activity to gain competences and plan concrete actions to achieve the concrete objective to improve the local community you live in. The strategy we are going to use is a composition of brainstorming and problem analysis tools, combined with sociocracy and dragon dreaming, enriched with creative writing, applied theater, use of social media and ICT, to ensure a fun and challenging experience.*

Be ready to get involved in unconventional activities and to reach concrete unpredictable results: YOU are going to share YOUR proposals with a policy maker and to concretely **PRODUCE A CHANGE** *in your community.*
At the moment probably it is difficult to figure out these things but please fix in your mind these two concepts: YOU will **SHARE YOUR SUGGESTIONS** *of improvement for your local community with a policy maker & YOU will* **PLAN** *something to make your community a better place to live in and you will actually DO it.*"

If you are going to use GAMIFICATION: The active youth workshop is organized as a four levels multiplayer game, with 11 missions to complete in order to reach important milestones: complete all levels, be active and win the game! Every day, from session 1 on, at the end of the day we will update the scoreboard, and at the end we will have a winner.
You will gain points with your group for each completed mission in due time and you can gain extra points being active during the sessions.

PLAYFUL INTRODUCTION
Space requirements and materials: wide space
Description of the activity - Funny hello: Participants should walk through the space and greet or "say hello" on different ways (nodding, take a bow, waving, high five, with elbows, with hips, mocking, hug). The Facilitator (trainer) is giving instructions on the way the participants should greet. Music can be on in the background.
Duration: 5 minutes

ACTIVITY:
Getting know each other

Space requirements and materials: 3 small balls, chairs for all participants, paper, markers, rope or tape to mark the line, space for all participants to stand in a line

Description of the activity:
1. 3D names - names with sounds and movements: Participants should say their name and give a sound and movement which represents theirs current feelings. Whatever one person says or shows, the group is repeating, and then the next participant continues.
Variation (when first circle is finished): repeating just movements, just sounds, just names.
Duration: 5 minutes

2. Names with balls:
a. Participants should say their name to the ball loudly and throw it to someone. And remember to whom the ball is thrown. Then repeat again in the same order.
b. Say the name of a person and throw the ball to the person. Remember that order.
Variation: playing with two, three balls. Trainer is putting second, third balls in without "informing" participants about that.
Duration: 5 minutes

3 Human sociogram: To all participants a task is given to stand on a marked line without talking (non-verbal communication is allowed) by some of criterias (highness, darkness of eyes, length of arms, size of foot – shoe number, age, years of working in the organization, position of your origin country west-east, ...). Trainer is showing where the beginning and end of the line is.
When participants are lined up, the trainer is checking if the order is correct.
The trainer can invent their own criterias and play the game as long as it is interesting for the participants.
Duration: 10-15 minutes

4. The great wind blows: One participant is standing in the middle of the circle, everyone else is sitting. The standing person says e.g. "The great wind blows for everyone who likes ice cream as I do", or any other characteristic that is true for the person. All players who also love the charactericstic e.g. ice cream must stand up and quickly find a new seat.
All players, who stood up, can't go back to their chair. The player who is not able to find a vacant seat, is the new person who is in the middle.
Variation: "The great wind blows for everyone who hates, who are afraid of..."
Duration: 15-20 minutes

5. Numbers speaking: The trainer starts the game by introducing himself / herself through numbers and let the participants guess what the numbers refer to. Write your name on a sheet of paper, and below it the numbers that represent something that applies to yourself, e.g. age / year of birth, number of the building you live in, number of pets, number of siblings, etc. For example, Marija 90-1-7, 90 (1990) which represents the year of birth, 1 is number of siblings, 7 is lucky number. After that, ask the participants to do the same in order to introduce themself, give them a few minutes to come up with their unique numbers, and then each of them present their numbers. Guessing the meaning of the numbers for each individual is done by having the group make their guesses out loud.
Duration: 20 minutes

6. 2 truths, 1 lie: Each particiapant introduces themself to the group by making statements about himself / herself: two of them are true, and one is fake (a lie). The group then guesses what is true and what is false. Each participant at the end reveals the truths.
Suggested statements if participants can't come up with anything: *People you have met, places you have visited, injuries you have had, relatives who are famous people, where you were born, occupations of parents, skills that you have, the prizes you have won.*
Duration: 15-20 minutes

Debriefing:

- Ask participants to describe activity with one word.
- **Conclude that the goal of today's gathering (or this session) was to get to know each other better, because the better we know each other, the better we can communicate and do great things together.**
- Summarize feelings and impressions and share a hug over the circle as a closing round.

IMPORTANT!

Duration of this session doesn't need to be full 2 hours, it is important that the facilitator sees and feels the energy of the group, and chooses some of described activities - acorrding to that.
Also, it is possible – if group already knows each other – to use some of those activities in other sessions with the aim to connect participants on deeper level.

Session 1
Active Youth challenges (+100)

ACTIVE YOUTH CHALLENGES

+100

AIMS AND OBJECTIVES
- To guide the participants in becoming aware of the problems in their community
- To define causes and consequences of the identified problems
- To define and discuss possible solutions for those problems
- To rank proposals using the SMART principle
- To take shared decisions.

LEARNING OUTCOMES
- Improved skills in problem analysis and problem solving
- Imprvoved skills in decision making.

PLAYFUL INTRODUCTION

Description of the activity - Pac-Man
Space requirements and materials: wide space with no tables
Duration: 15-20 minutes
Participants sit on chairs that are randomly distributed around the space (it is important that some regular formation like a circle is avoided)
Only one chair is empty., one participant plays the Pac-Man and is standing at the start and targeting to sit on the empty chair in a slow, but steady pace. The group has the task of not allowing Pac-Man to sit on that empty chair, but they can only prevent him by occupying the seat before him. If this was successful, that participant's chair remains empty and becomes the Pac-Man's new "target" - because his task is still to sit on the empty chair.
Therefore, all participants continue to save empty chairs by making other participants sit on them. N.B.: Whoever leaves a chair has to sit on a different one.
Guidelines: draw participants' attention to the fact that pushing and moving the chair is not allowed. Participants can run, but be aware of safety. The Pac-Man during the game can only walk, it is forbidden for him to change his pace, especially not to speed up when he is near the chair, sitting on a chair should be performed at a relaxed, easy pace.
In some point of the game you can give time (2-3 minutes) to the group to discuss and make some strategy for the next round.

Debriefing: you can start reflection with some of the following questions: *What was the goal of the group? How did you decide who would move, and when? At the beginning did you have any strategy as a group, or did you act individually? What challenges came up? Confusion? Collisions? Delays? What made it harder or easier to protect the empty chair? Did the joint strategy help you and why?*
Further, you can discuss what they saw and learned through this game and how it can be transferred to real life.
The "empty chair" represents a problem or challenge that moves through a group, organization, or community.
The group's task—to always respond in time—mirrors how we often react to problems instead of analyzing their roots or planning ahead.

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Pac-Man symbolizes external pressure or a threat that pushes us to act quickly, often without time to think.

The fact that **no strategy** is initially given reflects real-life situations where groups face challenges without clear coordination or shared understanding.

Introduction to the central activity can go through the following conclusion: just like in this activity, when we don't understand the structure of a problem or communicate clearly as a group, we end up running in circles, reacting instead of planning. Today, we're going to talk about and to practice how to stop and analyze a problem — not just chase it — so we can actually solve it.

Intro

If you are going to use GAMIFICATION: explain the participants that today's mission is "Active Youth challenges": to collect the main problems of the community they live in and to brainstorm useful actions that contribute to solve them.

You are at **LEVEL 1: ANALYSIS** - the milestone to reach is to individuate the action to implement in the community **(100 points).**

ACTIVITY

Description of the activity: PROBLEM TREE to analyse the problems
Space requirements and materials: internet connection, a laptop, a large screen.
Duration: 20 minutes

1 - Ask the participants to sit in a semi-circle, facing the screen and open the Figma canva for the Problem Tree.

2 - Explain that you are going to use this tree-shaped graphic to collect their ideas about the problems they see in the city they live in, their causes and their effects: in their city there are certainly things they like and they dislike, things that make them proud of living there and things that they think needs to be improved, things that are fine enough and things that are missing; to voice their opinions is the first step for the creation of positive changes in their society.

3 - I LEVEL - To identify the PROBLEMS: ask the participants questions like: What don't you like about the city you live in? What do you think should be improved? What is missing? Remind the participants that there are no wrong and right answers, everyone's ideas count, the goals is collecting as many ideas as possible (principle of quantity over quality) and an important ground rule is no judgment: don't criticize the other participants' ideas, and ask for clarification before giving feedback. Ask the participants to write their contributions on the Figma post-its and to place them on the tree trunk.

4 - II LEVEL - To identify the main CAUSES of each problem: go through each problem listed on the tree trunk, one by one, and ask the group which are the main causes of it stimulating them to think about how and why the problem happened; ask the participants to write their contributions on the Figma post-its and to place them on the tree roots.

5 - III LEVEL - To identify the main CONSEQUENCES of each problem: go through each problem listed on the tree trunk, one by one, and ask the group which are the observable effects of the existing problem, they are not the problem themselves but the signs that something is wrong. Ask the participants to write their contributions on the Figma post-its and to place them on the tree crown.

N.B. It may happen that, while brainstorming on problems, a participant says something that looks more like cause or a consequence: point it out to the participant, and ask his consent to put its contribution on the related area of the tree-shaped graphic.

Description of the activity: OPERA method to define actions
Space requirements and materials: internet connection, a laptop, a projector, A4 papers, pens, timer.
Duration: 45 min

1 - Ask the participants to keep the same setting (to sit in a semicircle, facing the screen)

2 - Go back to the problem tree, zoom on the trunk and explain that you are going to collect ideas about possible actions to solve the problems of their community using a time-driven method for individual and group brainstorming of ideas. Read the problems listed on the problem tree out loud.

3 - LEVEL OWN: Participants work individually without discussing, for 3 minutes. They write down their ideas to solve some of the problems on a sheet or using the session OWN of the Figma canva: the ideas have to be specific.

4 - LEVEL PAIR: Participants work in pairs or small groups, for 10 minutes: presenting their ideas, discussing them (asking for clarifications or posing challenges) and they have to agree on 3 proposals. They need to write down their proposals on a sheet of paper or using the session PAIR of the Figma canva.
The pairs should rewrite their agreed proposals to make them **SMART** (Specific, Measurable, Achievable, Relevant, and Time-bound).
Explain the meaning of SMART proposing some questions to analyse the ideas: Specific (Does it have a desired outcome that is clearly understood?), Measurable (Is it quantifiable? Is it possible to track its progresses or results measuring some indicators - es. n. of people participating, quantity of rubbish collected – adapt the examples to some of the actions proposed by the participants), Achievable (is it possible to implement it in reality?), Relevant (Will it allow to contribute to solve the problem?), and Time-bound (does it have a deadline?). To make the SMART concept easily understood in practice, make a simple example and show step by step how to turn a proposal into a SMART one.

SMART Proposal Example for the Problem of Education Deficit (Nonprofit Goal): *We will offer 100 hours of free math and history tutoring to middle school students in February.*
Why it's SMART: This goal is specific (math and history tutoring to middle school students), measurable (100 hours), achievable and realistic (based on the number of volunteers available to the nonprofit), and timely (during the month of February).

How to do it?
Write down your initial goal. Don't worry if it doesn't follow the SMART technique exactly; we'll get to that later.
Example: I want to improve the accessibility of the streets by filling the potholes in the sidewalks.
Make it specific: Does your goal define exactly what you want to do? If not, rewrite it to make it specific to your project.
Example (continued from above): Fill the potholes in the sidewalks of X Street by filling them with concrete.
Make it measurable: Have you decided how you will measure your goal once the project is complete? If not, add a method to measure the project's success or failure once completed.
Example (continued from above): Fill four potholes in the sidewalks of X Street with concrete.
Make it achievable: Is your goal achievable, given the project's purpose? Even if it's an ambitious goal, make sure it's achievable using the resources available.
Example (continued from above): With my classmates, fill four potholes in the sidewalks of Giafar Street with concrete.
Make it relevant: Can really the project team contribute to achieve the goal? Make sure this specific goal aligns with the project.
Example (continued from above): With my classmates, fill four potholes in the sidewalks of X Street with concrete, with the guidance of a volunteer who can mix the concrete, to improve the accessibility of X street.
Set a deadline: When do you want to achieve the goal? Be sure to clarify the completion date or project timeline in the SMART goal.
Example (continued from above): With my classmates in January, I filled four potholes on the sidewalks of X street with concrete, with the guidance of a volunteer who knew how to mix the concrete, to improve the accessibility of X street.
5 - LEVEL EXPLAIN: Each group presents its inspiring ideas described as smart goals, to the audience (2 minutes each).
Facilitator and participants can ask for clarifications but there won't be any discussion. The facilitator takes note of the inspiring ideas during the presentations on the Figma canva.
6 - LEVEL RANK: the participants can proceed with voting: if they join the Figma canva you are displaying, they can add a thumb up on each inspiring ideas they found it is SMART, otherwise you can read each proposal and ask them to stand up and jump if proposal is SMART, to stay sitting if they are just okay with it, and to lay on the ground if they think it is not SMART or relevant.
7 - LEVEL ARRANGE: Arrange topics based on their popularity and record the emerging sub-themes with the participants support directly on the Figma canva.

Description of the activity: **CONSENT DECISION**
Duration: *25 minutes*

0 - Ask if they are OK to work with the following goal for the upcoming decision "To plan an action on a common topic and to receive attention with a common message"

1 - From the suggestions given, according to the voting, come up with one or more suggestion(s) what they would be working on or ask them if someone can formulate it.

2 - Ask if there are any questions or if the suggestion is clear enough to have an opinion

3 - Make a round and ask everybody his/her opinion on the suggestion. If there is more than one suggestion, ask them to pick the suggestion there are burning for and ask them for arguments on the suggestions.

4 - Maybe adapt the suggestion and make a second round to ask if the opinion has changed or what they say about the adapted suggestion. According to the arguments the suggestions could blend into one common suggestion.
If you don't have ideas ask the youth for ideas.

5 - Make a round to ask for consent (meaning that there are objections in respect to the common goal "To plan an action on a common topic and to receive attention with a common message")

6 - Try to adapt the suggestion to meet any objections until no objections are there anymore

7 - If there are no objections, celebrate!

The goal is that the topic is inspiring for the whole group - open enough that dreaming (in session 2) is possible and specific enough that a common action can come out of it.

Debriefing and EVALUATION:

Duration: 10 minutes

Debriefing: Ask open-ended questions that encourage thoughtful and honest responses from the group, not able to be answered with a simple yes or no, and instead invite the group to explore, explain, and elaborate on their experiences and perspectives.
For example: *what did you learn from this activity? What surprised/challenged you the most? What did you appreciate/enjoy about the process/outcome? What was difficult or frustrating?* - Choose the most relevant questions accordingly to the group or the progresses of the activity and give the participants the free opportunity to answer.
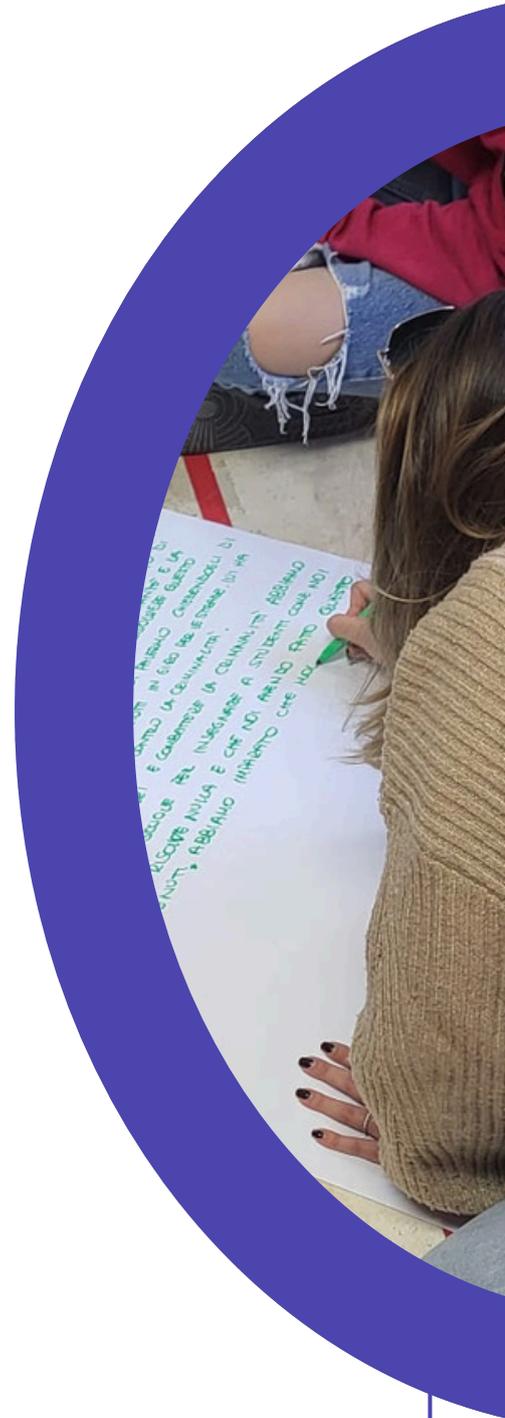
EVALUATION

IF YOU ARE USING GAMIFICATION: Show the updated scoreboard and congratulate the group: Well done, you gained 100 points and passed to level 2: DREAMING, now you have to define the features of the action to realize in your community!

Session 2
Dream your action
(+50)

DREAM YOUR ACTION

+50

AIMS AND OBJECTIVES
- Create a vision of the whole activity

LEARNING OUTCOMES
- Learning how it is to visualize something at the start, experiencing how it is to have something done - before the start.

Suggestion: should be in the afternoon or evening to make it easier to switch into the dream world, if feasible, having a centrally placed or nearby fire would add warmth and atmosphere to the setting.

PLAYFUL INTRODUCTION

Description of the activity: A Gift from Heaven
Space requirements and materials: wide space
Duration: 15-25 minutes

All participants have the task to freely walk around the room and observe and name the objects in it. For example: they pass by a chair, a table and a window and say out loud: "Chair, table, window". Then, in order to further relax and focus, their task is to point to an object and say the name of something else. For example, they point to a chair and say "bed". In the last level, the participants freely walk around the space in silence, and the presenter pronounces: "Catch the gift from heaven". Each participant can "catch" mentally whatever they want and put it in their pocket. This task can be attempted a couple of times.
In some moment facilitator can go to some participants and ask for what they caught.
After that, it is necessary to divide the participants into pairs where each participant is given the task to imagine one or two of his problems and to remember the gifts he / she caught from heaven.
Then one person from the couple tells the other what problem they had, and the other person gives them a solution proposal for some of their subjects. It is necessary that the person who proposes a solution matches the function of the object and the ways of solving it by using the object that he previously caught from the sky.
Next, the leader instructs the pairs to reverse their roles, and in the same ways more pairs can continue to solve their problems.

Debriefing: We conclude that when we want to achieve something there will be always some problems, challenges or obstacles but usually it is up to us to find solutions for it.
If we want that solutions work no matter if our dreams are sometimes unrealistic, we should try to find a way to make it realistic, we should think always what we CAN DO, and not what we CAN'T, so lets first dream, and then makes our dreams come true.

ACTIVITY

Description of the activity: Dream circle
Space requirements and materials: Flipchart and markers, circle of chairs with nothing, a candle or a fire in the middle, talking object (stone, stick, ...)
Duration: 1 – 2 hours or as long as it takes
Size of group: 5-8 people per circle (if you are more people: set up several circles)

1 - Explain the rules and the setup

Rules for the dreaming:

- You speak in rounds with short statements, after grabbing the talking object. When you finish, pass it to the next person
- Write down the essence (rotation principle, each person writes for someone else)
- One person speaks -> every body else: listen deeply
- Formulate in the past (looking back from the future, when the project has already been realised)
- One dream at a time, focusing on the essential, in positive images, concrete: what is so important for you, that you will contribute to making this happen?
- No discussion, but addition / inspiration / an equal juxtaposition of ideas
- Pass on if you have nothing to say in a round
- What has already been said, does not need to be repeated

2 - Explain the dream circle content

The content of the circle is:

- What has happened and what have you contributed so that you can say: **"This project was the best way I could have spent my time and energy!"**?
- What did you see, hear, feel, smell, taste?
- What is there now, that didn't exist before?
- With whom have you been in contact? What kind of relationships have you built?
- How did you communicate?

Don't forget to include the topic of **money** into your dreams!
Furthermore include:

- personal learning
- strengthening of the community / team
- service to the earth

To make it more clear you can think of a different topic and give them some examples (e.g. if you are planning a night out together,
the first could say "I see and hear us three of us standing in a Karaoke bar singing 'Halleluja' together",
the next could say "next I see us dancing to somebody else singing some songs",
maybe the third would say "I see us taking a walk through the city together")
Explain that you will step into a place called "Everywhen", where everything is possible at the same time.

3) Ask if your explanation was clear enough

4) Lead them into the future:
Ask them to close their eyes and say something like this:
"Image it is (for example) the summer holidays 2026 [if the action is going to take place in spring 2026], you look back on the past months: everything turned out super-well,100% of your dreams have come true…
What has happened? What did you realize?
How did you feel while making the project come true?

5) Do the dream circle
Somebody grabs the talking object and when finished, passes it on to the next person.
The circle is finished, if a whole round happens without anybody adding something.

Debriefing and EVALUATION:

Debriefing: Coming back to the presence:
stand up, walk around, shake yourself, …
No need to talk about it or reflect it after the circle
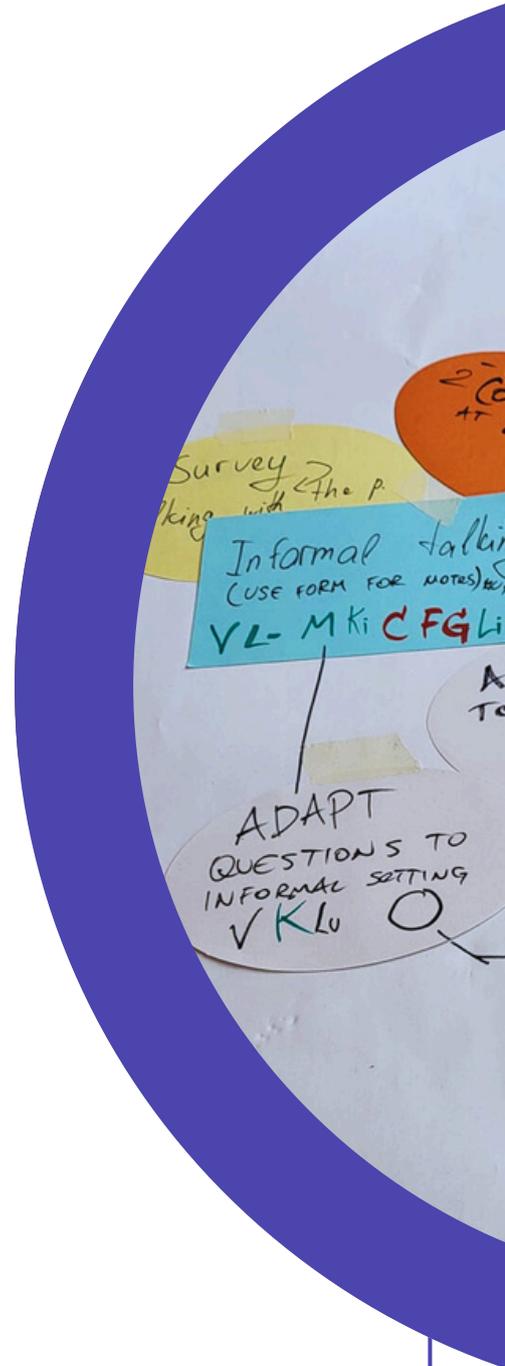
EVALUATION
No evaluation at this point - evaluation of this session should happen together with session 3 at the end of session 3.
The idea is to give them time to digest the dream in their own timing and to not switch into something analytic at this point.

Session 3
Plan your action
(+100)

PLAN YOUR ACTION

+100

AIMS AND OBJECTIVES
- Generate an action plan and assign responsibilities

LEARNING OUTCOMES
- How to generate an action plan in a playful way
- Improving the ability to assume collective responsibilities
- Improving organizational abilities
- Improving self-awareness

Intro

If you are going to use GAMIFICATION: Congratulate the participants for having successfully passed level 2- DREAMING, gaining 50 points each. Show them the updated scoreboard, and explain the participants that they entered level **3 - PLANNING:** to overcome this level they have **to reach 3 milestones: action plan, youth declaration and speaker.** Today's mission is "Plan your action": to generate an action plan and assume responsibility for its tasks **(100 points).**

PLAYFUL INTRODUCTION

Description of the activity: Break the record
Duration: 15 minutes

Participants as a group have the task of completing a series of specific tasks in the shortest possible time, where each participant completes the tasks for himself, while the time that is measured is as a group, i.e. when everyone in the group fulfills the goal, time stops.
After they complete the tasks, the presenter tells them the time they achieved and then encourages them to break their own record, i.e. to try to do the tasks again, but faster.
Tasks should include movement, mutual interaction, perception of space and verbalization, for example: "Your task is to touch a wall in the space as soon as possible, greet someone with a handshake (or simultaneously wave to each other while looking into each other's eyes), find something red, loud say the names of three people from the group and go back to your place".
Guidelines: When designing tasks, take into account the safety of participants (that they have enough space for movement), but also about the fact that the tasks can be realized. After a few repetitions, invite the participants to try to agree on the way or order fulfillment of tasks, if they think there is a way to be faster.

Debriefing: Make a conclusion that every task is easier when we are doing it for the second or third time and encourage youth to start with first try whatever they are doing. Highlight the importance of team work and communication in achieving mutual goals and reaching new records. Make a connection with today's session.

ACTIVITY

Description of the activity: Action planning
Space requirements and materials: cloth, shapes with plastics which can be put on the cloth (one for start, one for the goal, the others blank), wipeable pens to write on the plastic in green, red and black, crayon. Alternatively: Flipchart and pens in green, red and black.
Or use figma: then you need a large screen and at least one laptop, better more than one.
Duration: 75 minutes

1) Reconnecting to the dream - Read again the dream and underline what is important to you (15 minutes).

2) Stand in a circle. Ask who already has full commitment to make the dream come true. Everybody who has gives the hand in the middle - on top of the others.
It is ok if not all have full commitment.
If at least four people have full commitment, celebrate it with some kind of dance together and at the end raise your hand with a Whosh.
If not, ask if it needs anything to get full commitment. (5 minutes)

3) Brainstorming - "Which particular things need to be done to make the dream come true".
Ask them for activities(or adventures), write them on the shapes or on moderation cards / sticky notes (15 minutes)

4) put them on the cloth / write them in figma or on the flipchart (5 minutes)

5) connect them (with crayon) and check if anything is missing and that all the activities are connected and also with start and end (10 minutes)

6) Ask them to assign for activities with one of these roles with their initials (20 minutes)
- **Enthusiast / main responsible person:** can't wait to get started with this activity, has skills to do so.
- **Dragon-dancer/Trainee:** afraid of this activity, but willing to enlarge their comfort-zone and co-working with more experienced people (a super chance for personal growth / development).
- **Consultant/mentor:** super-experienced in this activity, but would be bored to do it -> can be asked for advice, information, training if needed.

In the end each task should be covered by 3 people (1 enthusiast, 1 dragon-dancer, 1 mentor) or more, at least by 1 enthusiast and 1 dragon-dancer. If some activities stay free or „understaffed": don't worry -> you can either find someone appropriate from your team later on or search for additional project-team members, who have the needed skills or take the enthusiast role.

Maybe it can also help to cut out different shapes for the different roles (e.g. dragon shape for the dragon-dancer, sun for the enthusiast and a doctaral cap for the consultant or something which suits well for you) instead of the different colors.

Hint: If it makes it easier to have more than one plan - go ahead. Still check and decide in the group if the plans are managable in the given time or if you have to say goodbye to an idea.

7) Celebrate again. Play some music and dance that you have your plan together or do step 2 one more time, maybe more people of the group have full commitment now. (5 minutes)

Debriefing and EVALUATION:

Debriefing: Nothing needed

EVALUATION
Evaluation of session 2+3 (20 min)

OUTRO
IF YOU USE GAMIFICATION: Congratulate the participants for having reached the first milestone of **LEVEL 3 - PLANNING: plan the action (+100 points).** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready to enter **LEVEL 4 - DOING,** even if we still leave level 3 in standby: we will complete it later!

Session 4
Make Your Voice Heard:
Social Media Campaigning for Active Youth
(+100)

MAKE YOUR VOICE HEARD:
Social Media Campaigning for Active Youth

+100

AIMS AND OBJECTIVES
- Developing a basic social media campaign plan
- Creating contents for a social media campaign

LEARNING OUTCOMES
- Understand the power of social media for raising awareness about social issues.
- Identify key elements of successful social media campaigns.

Intro

If you are going to use GAMIFICATION: Today we are entering **level 4 - DOING**, in order to reach its first milestone: "Doing online"! Today's mission is "Make Your Voice Heard": Social Media Campaigning for Active Youth: to create contents to sensitize their community members on relevant social topics **(+100 points).**

PLAYFUL INTRODUCTION

Description of the activity: Fork, Knife, Spoon, Tea spoon
Space requirements and materials: 2 sets of fork, knife, spoon and tea spoon
Duration: 10 minutes

Two teams in two rows, each person stands behind the other. The last person of the row is facing the opposite direction as the rest of the people. In front of the last person is the showman (the facillitator), in front of the first people in the row is the judge (played by a support staff or an odd participant). Each of the first person in the row should have a chair in front with the 4 objects displayed. The showman is holding a fork, a knife, a spoon and a tea spoon and shows one of these objects objects each round to the last person in the row. The last ones have to give a specific message for the shown object to the closest participant from their own team, then the message is passed on from member to member until it reaches the front. The message has been decided by each team before the game starts: e.g. fork is a touch on the head. The first in row has to show to the judge the correct object. The fastes team wins. Play several rounds - each time the last person in the row becomes the first.

Debriefing: You can start reflection with some of the following questions:
How clear was your strategy for communication? Did everyone understand the meaning of each signal from the start? What happened when someone in the middle misunderstood the message? Did speed or accuracy matter more for your team to win? How did your team improve in later rounds?
Also you may ask to the winner team what they think was successful in their strategy, to the "loosers" what was their mistake, and in general how the participants felt during the game.

Then you can discuss some the symbolism of the game and the topic that awaits you in this session. This game mirrors the core mechanics of a successful social media campaign: The object = the message you want to send to your audience. The team = your internal process (creative, copywriting, scheduling, content creators). The signal = your way of translating the message into a format that can be understood, felt, and shared (visuals, hashtags, tone). The judge = your audience, who either gets it or doesn't. If any link in the chain fails (unclear communication, wrong tone, inconsistency), the message gets lost or misinterpreted. Just like in the game, a successful social media campaign depends on clear, well-thought communication, where everyone knows the message and their role in passing it on. In a campaign, we don't just act fast — we act smart, coordinated, and consistent, so that the final message really gets through to our audience. Today, we'll explore how to design a campaign that does exactly that.

ACTIVITY

! Before start (5 minutes): check the status of the karrabirdth - Are the preparatory activities being undertaken by the responsible people?

Description of the activity: Make Your Voice Heard
Space requirements and materials:
- Whiteboard or large screen + pc
- Markers/Pens
- Sticky notes
- Access to the internet (optional)
- Laptops or smartphones
Duration: 105 minutes

Introduction (5 minutes):
- Briefly introduce the workshop topic: using social media for social good.
- Share some real-world examples of effective social media campaigns that made a difference on environmental issues (you can use the resources below).

Understanding Social Media Impact (10 minutes):
- Brainstorming: Ask participants to brainstorm (individually or in pairs) the advantages and disadvantages of using social media for raising awareness about social issues. Encourage them to write their ideas on sticky notes and share them on the board.
- Group Discussion: Facilitate a brief discussion about the brainstormed ideas. Highlight the potential reach and impact of social media, while acknowledging potential challenges like misinformation or negativity.
- Focus on Positive Aspects: Encourage participants to consider strategies to overcome challenges and leverage the positive aspects of social media for their campaigns.

Crafting a Social Media Campaign (20 minutes):
- Choosing an Issue: Guide participants through the process of selecting a specific issue they feel passionate about or use anything recognised beforehand. This can be done through a group discussion or silent reflection.
- Campaign Elements: Introduce key elements of a successful social media campaign, such as (I would suggest creating a handout listing the following OR to speed the process prepare it with already suggested answers you want your group to focus on):

Target Audience: Who are you trying to reach with your message? Tailor your approach accordingly.

Campaign Goals: What specific actions or outcomes do you hope to achieve? Be clear and measurable.

Messaging: Craft a compelling message that resonates with your target audience.
Engagement Strategies: How will you encourage interaction and participation? (e.g., polls, contests, hashtags)

Content Creation: What type of content will you use to convey your message? (e.g., images, videos, infographics) (Optional: If internet access is available, showcase online tools for creating engaging social media content OR just allow your participants to list their preferred tools.)
- Campaign Planning: Divide participants into small groups. Each group will develop a basic campaign plan. They should consider all the campaign elements mentioned above. Encourage them to sketch their plan on a piece of paper or digitally (if internet access is available).

Sharing (10 minutes) - Circle Time suggested:
- Each group gets a few minutes to share their campaign plan with the whole class. 2-minutes each group elevator pitch style is highly encouraged.
- Open the floor for feedback and suggestions from other groups.

Content creation (60 minutes)
- Invite the participants to create some of the contents they have planned in their strategy and ask them to send to you the contents together with the text and tags for the social media post, so that they can be later published on the organization's channels.

Debriefing:

Debriefing:
- Briefly summarize the key takeaways from the workshop (if a projector is available, you could also show the created contents to the group).
- Encourage participants to continue developing their campaign ideas and put their social media awareness plans into action which might be enforcing their final action OR be the action on its own.

OUTRO

IF YOU USE GAMIFICATION: Congratulate the participants for having reached the first milestone of **LEVEL 4 - DOING: "Doing online" (+100 points).** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready to work for reaching the second milestone of level **4 - "DOING in the community".**

SOME RESOURCES WITH EXAMPLES:

The European Commission - Social Media for Good: This webpage by the European Commission highlights various ways social media can be leveraged for positive change. It includes real-world examples of successful campaigns within the EU. https://commission.europa.eu/about-european-commission/get-involved/social-media-connect-european-commission_en

#EUinMyRegion - Social Media Campaign by the European Commission: This specific social media campaign by the EU Commission showcases how they use social media to connect with citizens and share stories about EU-funded projects across various regions. https://ec.europa.eu/regional_policy/policy/communication/campaigns/euinmyregion_en

Eurodoc - Social Media for Social Change: This website by Eurodoc offers resources and guidance on using social media for advocacy and social change campaigns, applicable to various causes within the EU. https://www.eurodoc.net/

Communicating Europe - Social Media Strategies for European Projects: This website offers practical advice on developing social media strategies for communication campaigns related to European projects. https://www.linkedin.com/pulse/how-use-social-media-european-projects-matteo-lazzarini-rywie?trk=article-ssr-frontend-pulse_more-articles_related-content-card

#ErasmusDays - Social Media Campaign: This is an example of a successful social media campaign promoting the Erasmus+ program across Europe. You can explore the campaign hashtags on various social media platforms to see how they used social media for educational awareness. https://www.erasmusdays.eu/

#EU4Health - Social Media Campaign: This is an example of an EU social media campaign focused on promoting public health initiatives across Europe. https://health.ec.europa.eu/funding/eu4health-programme-2021-2027-vision-healthier-european-union_en

#DigitalChangemakers - Social Media Campaign: This social media campaign by the European Commission highlights young people who are making a positive impact through digital technologies. It showcases how social media can empower young people to promote positive change. https://www.euchangemakers.com/egd

And some more:

The World Wildlife Fund's Social Media Toolkit: This toolkit by WWF offers practical guidance on using social media for environmental campaigns. It includes information on target audience identification, content creation, and measuring impact. https://www.worldwildlife.org/teaching-resources/toolkits

Greenpeace International - How to Use Social Media for Environmental Activism: This Greenpeace webpage offers specific tips and strategies for using social media to promote environmental activism. https://www.greenpeace.org.uk/news/online-activism-how-petitions-and-social-media-campaigns-have-changed-the-world/

#FridaysForFuture - Social Media Channels: The Fridays For Future movement, spearheaded by Greta Thunberg, is a great example of youth-led environmental activism leveraging social media effectively. You can explore their social media channels (Twitter, Instagram) to see how they use these platforms to raise awareness and spark action.

Session 5
Let's do it!
(+100)

LET'S DO IT!

AIMS AND OBJECTIVES
- Implementing the action planned by youth during the sessions 1, 2 and 3
- Creating impact on the local community

LEARNING OUTCOMES
- Turnining ideas into action
- Improving the ability to work in team
- Improving the ability to assume collective responsibilities
- Improving organizational abilities

Intro

IF YOU USE GAMIFICATION: We are at **level 4 - DOING,** in order to reach its second milestone: "**DOING in the community!"** Today's mission is "**Let's do it!"** to realize your action in the community (+100 points).

PLAYFUL INTRODUCTION

Description of the activity: Energy ball HU-HA-SA
Duration: 10-15 minutes

Participants stand in a circle and throw an imaginary energy ball (the size of a pilates ball) at each other. When thrown, the energy ball emits a HU sound (pronounced by the person throwing it), and when caught, it emits a HA sound (pronounced by the person catching it). Since the ball is big, the participants should swing well when throwing (bending the back with the ball above the head, then bending forward when throwing the ball), that is, when catching (accepting the ball with the hands in front and bending the back when the ball is caught above the head). After a while, when participants practiced these movements, the facilitator is explaining the movement SA - when a person catches the ball, the people next to him / her (on the right and left side) make a movement SA with their hand, before the person throws the ball further.

Debriefing: This activity symbolically shows how energy, ideas, and initiative move within a team — each participant has the responsibility to receive, process, and pass on the shared impulse. We receive the ball from someone and throw it to someone else, and with the "SA" movement from those beside us, we're reminded that no action is ever truly individual — it takes support and coordination from the whole group to make something successful. We hope this game got you warmed up and ready — now let's channel that energy toward a clear goal and bring our planned action to life, together.

TIPS FOR THE FACILITATOR

The youth are going to be the leaders of this activity. Your task is to give eventual support / guidance to ensure that it will be a successful action (be ready to use your problem solving abilities and to involve the youth in the process).

Important things to consider:
PREPARATION:
Would it be helpful to involve some extra staff / volunteers? (e.g. somebody who can take photos, somebody to carry materials, etc.)
Would it be helpful to bring something? (according to the kind of action planned, there is always something that could be useful, just in case! es. scissors, tape, plasters, deliverables about the project / your organization)

CHECK-IN BEFORE TO START:
support the participants with the following questions / activities:
Do you have everything needed to implement the action? (If something is missing, support the group in gathering those materials or – if not possible – find a suitable adaptation of the action).
Are some of the participants missing? Is it necessary for somebody to assume his / her roles?
Let's recall together everybody's tasks during the action and the action structure.
Motivate the participants with positive feedback on the preparation part and remind them that they can count on you during the implementation phase.

DURING THE ACTION:
Observe the participants with a positive attitude.
Be available around for eventual support.
If the action is going to happen in a public space, be ready to talk with people passing by explaining who you are and what are you doing (the participants will probably be too super busy for that).

AFTER THE ACTION:
Look for a quiet place nearby to evaluate the action with the group.

EVALUATION

Space requirements and materials: a ball of string

Tell the participants that you are going to ask them some questions to evaluate today's mission.
You will turn the end of the string around your wrist, ask the first question, and throw the ball of string to one of the participants. He / she will answer, turn the string around his/her wrist and throw the ball to somebody else. After everybody answers, it would be nice if you could share your feedback with the participants as well, and then ask the second question and the round will start again.

Here some questions you could ask:
- How do you feel?
- What went well?
- What could be better?
- What was the reaction of the community / target group?
- Does the action meet your expectations?

At the end of the evaluation activity, the participants will be all connected in a dense string web; let the participants notice that this string represent their being a team and invite them to move a bit in any direction and feel the tension of the web. This illustrates the strength of their interconnectedness: the group moves as a unified whole: any shift in position by a single member affects the configuration of the entire group, highlighting the dynamic and responsive nature of their collective structure.
The group has a mirror purpose: not only do you learn to see the other as they really appear, without shields, without spears, without comrades, but more importantly it reveals the true version of you, at what point in your life cycle you are, with what eyes you are looking at yourself and the group.
Like the wolf who proudly allows himself to howl at the moon, protected and followed by his pack, so the group defends and protects our Pandora's Box.

OUTRO
IF YOU USE GAMIFICATION: Congratulate the participants for having reached the second milestone of **LEVEL 4 - DOING in the community (+100 points).** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready to go back to **level 3 - PLANNING** and work for reaching its second milestone: **"Youth declaration".**

ACTIVE YOUTH PROMOTERS

Session 6
Speak Up!
(+100)

SPEAK UP!

+100

AIMS AND OBJECTIVES
- Understand the key elements of an effective youth declaration.
- Utilize creative writing techniques to brainstorm ideas and compose impactful statements.
- Explore the potential of AI as a tool for research, brainstorming, and refining language.

LEARNING OUTCOMES
- How to write a youth declaration
- Improving writing skills
- Taking the advantages of AI for writing texts
- Develop public speaking abilities

Intro

IF YOU USE GAMIFICATION: We are at **level 3 - PLANNING,** in order to reach its second milestone: **"youth declaration".** Today's mission is **"SPEAK UP!"**: to co-write a youth declaration **(+100 points).**

PLAYFUL INTRODUCTION

Description of the activity: 30 Seconds of Fame
Duration: 3 minutes

Each participant has the task to speak for 30 seconds on any topic they choose, and to try to share as much information as possible with the rest of the group.

Debriefing: This quick exercise helps us practice expressing our ideas clearly, confidently, and concisely — which is exactly what we need when writing a youth declaration or speaking in front of others.
When you have limited time, every word counts, and the ability to get your message across in a powerful and engaging way becomes essential.
As we move toward creating our youth declaration, this activity reminds us to focus on key messages, speak from personal experience, and connect with the audience.
And just like in public speaking, it's not about saying everything — it's about saying the most important things in a way that others will remember.

ACTIVITY

Description of the activity: Crafting a Youth Declaration
Space requirements and materials:
- Whiteboard or large screen + pc
- Markers/Pens
- Sticky notes (different colours)
- Internet access (optional, depending on, should you decide to use it, AI tool)
Duration: around 60 minutes.

Introduction (5 minutes):
- Briefly introduce the topic (declaration and its role in policy-making): tell the participants that a Youth Declaration is a document outlining the collective vision, demands, and commitments from youth on a given topic.
In recent years, young people have become a driving force for societal change through social mobilization – pushing for climate action, seeking racial justice, promoting gender equality and demanding dignity for all. However, when it comes to participation in public policy making and decision-making, youth remain almost invisible. This is evident at the national level, where mechanisms such as youth parliaments or youth councils struggle to make an impact on decisions being taken at the cabinet table, votes on domestic budgets, compromises in a peace process or agreements on a just transition.* That's why we want to support youth in making their voice heard.
- Highlight the importance of youth voices in shaping the future: Youth are key to identifying new solutions that will secure the breakthroughs that our world urgently needs. As future custodians of the planet, they also stand to lose the most if societies become more insecure and unequal and if the triple planetary crisis continues unabated.*

Brainstorming the Issues (10 minutes):
- Game 1: "Word Blitz": Divide participants into small groups. Project a list of keywords relevant to your group (e.g., education, environment, mental health, technology). Of course, you should prioritize issues recognized during previous workshops. Each group has 3 minutes to write down as many issues or concerns they face as possible related to each keyword on sticky notes of different colours.
- Group Discussion (5 minutes): Each group presents their list of issues/keywords, categorized by colour-coded sticky notes. Discuss common themes and identify the top 3-5 priorities for the declaration.

Crafting the Message (20 minutes):
Creative Writing Exercise: Introduce key elements of a youth declaration (clear purpose, strong statements, call to action). Guide participants through a short writing exercise focusing on one of the top priorities identified earlier.

*https://www.un.org/sites/un2.un.org/files/our-common-agenda-policy-brief-youth-engagement-en.pdf

- AI Brainstorming (10 minutes): If internet access is available, introduce a user-friendly AI brainstorming tool (e.g., "Just the Word" or "Portent's Content Idea Generator" or Deep AI). Utilize the tool to generate additional ideas for statements or slogans related to the chosen issue. Prompt examples to use:

- "Write a powerful opening sentence that captures the urgency of [chosen issue]."
- "Craft a persuasive statement demanding change related to [chosen issue]."

If you decide not to use AI, feel free to give a moment to your groups for additional edits.

- Group Sharing and Revision (5 minutes): Participants share their creative writing pieces within their small groups.

Formulating the Declaration (15 minutes):

Collaborative Writing: As a whole group, start building the declaration using the key elements identified earlier and the creative writing pieces generated.

Use a whiteboard or large screen to collaboratively write and edit the declaration, ensuring clarity, conciseness, and impact. You can do it online or offline, but the result should be digitized. You can use more sophisticated AI (ChatGPT, Co-Pilot, Gemini...) as a resource for answering questions related to grammar, clarity, and conciseness during the declaration writing stage, or as a tool gathering resources for you or your participants.

Some tips about the format of the declaration:

- Title - keep it snappy, short and informative
- Executive Summary - two to three sentences summing up the entire brief. Use recognisable buzzwords and emphasize the relevance of the preparatory activities (group work in session 1 and 7 itself) to draw the policy actor's attention to read on.
- Introduction/Summary of the Problem- explain the issue/s and why they are particularly important or current (you could even look for data on the web). P
- Proposals - present your proposals to solve the problems in an accessible way. If you are making more than one recommendation, differentiate them clearly e.g. in bullet points.
- Conclusions- reinforce the key message to take away from the youth declaration (typical conclusion content is in the executive summary, but do not simply repeat it!
- Authors - note down the authors current positions and contact details.

For the collaborative writing process you can use this document with the above mentioned fields. When all the fields are filled, the participants have to copy paste the content of each field on an empty text document and ... the youth declaration is ready!

Debriefing (5 minutes)

Description of the activity: Honing public speaking skills
Space requirements and materials:
- Short passages in an unfamiliar dialect / nonsens paragraphs to distribute to the participants
- Dixit cards or intriguing images taken from the web
- Random objects
Duration: around 50 minutes

Explain to the participants that they are going to officially meet stakeholders / policy-makers to present them their declaration. It means that one of them will present the declaration publicly and each of them may be called to participate in a public discussion.
Follow some exercises and activities that will help them to improve their public speaking skills: **public speaking does not come naturally, it is a communication skill that can be studied and honed! It involves proper communication skills, body language, and specific polished public speaking tips to talk more persuasively and passionately.**
You can involve a few participants as volunteers or all the participants one by one, and propose more or less exercises according to the time you have at your disposal.
It may happen that all of them wants to have a try or that some of them will not feel very comfortable with talking in front of the group, so they will just be observer (and maybe will experience them later on their own):

Talk pointlessly (6 minutes max.): It is said that a great oration is made 38% of your tone, 55% of nonverbal cues, and only 7% your content! If you like, before starting the exercise, you can show the group some minutes of a TED talk in your national language, just to give them an idea.
Pick some short passages in an unfamiliar dialect over the internet or some nonsense paragraphs, distribute them to the participants (1 per participant) and invite them to practice reading it loudly as if they were addressing an audience.
Let them look one minute at their paragraphs and ask them to present it in front of the group – one by one – trying to use their tone of voice to arouse interest amongst their audience (the rest of the group). Invite them to pay close attention to their pitch, mannerisms, and overall delivery.

Thirty Seconds Without Fillers (20 minutes max.): Filler words are brief, empty sounds that we employ in conversation to fill up short gaps while we are thinking what to speak next: 'umms,' 'uhs,' and 'ers,' which interrupt the flow of our talks. They make it difficult to follow you when speaking but also give the impression that you lack confidence and authority.
You can involve a few participants as volunteers or all the participants one by one.
Tell them that they have to speak for thirty seconds on any subject, making sure to leave out the filler words.
When an 'um' comes up, they have to restart and give it another try without any fillers.

Storytelling Using Pictures (20 minutes max.): Storytelling is essential to keep your listeners interested and make them remember the particulars you're delivering. You can use Dixit playcard or find an intriguing picture on the internet and ask the participants to tell a story about it to practice constructing storytelling. They should talk about the characters' backgrounds, personalities, goals, driving forces, and everything else that will help to create a fascinating tale about them. You can involve a few participants as volunteers or all the participants one by one. Each story cannot be longer than 2 minutes.

Prattle on about a subject you don't care (6 minutes max.): Excitement spreads easily. You have to be enthusiastic about your topic so that your audience will be too. Pick anything they don't care about, like a household tool, and invite them to practice talking excitedly about it using their tone, intensity, and gestures to convey the impression that it is the most exciting item in the world. You can involve a few participants as volunteers or all the participants one by one. Set a time per person, as 30 seconds, and change the object for the next participant.

Debriefing:

Debriefing:

Thank the participants for their involvement in this challenging activity and tell them that feeling anxious is normal, but if they want to succeed in public speaking, they have to overcome their anxiety: the things they have to say are worth it.

Some last tips: Maintaining eye contact with your listeners, using hand gestures to highlight points, and moving around the stage will help you appear confident.

OUTRO

IF YOU USE GAMIFICATION: Congratulate the participants for having reached the second milestone of **level 3 - "youth declaration".** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready to work for reaching the third milestone of **level 4 - simulating.**

Sometimes writing the declaration takes longer than expected, leaving little time for the exercises that help participants practice their public-speaking skills. However, in sessions 7 or 8 you may find yourself with some extra time. If that happens, you can use it to complete the exercises or repeat them — participants usually enjoy them a lot.

Session 7
**Youth Council
in Action!**
(+100)

YOUTH COUNCIL IN ACTION!

+100

AIMS AND OBJECTIVES
- Understand the structure and function of a youth council.
- Practice critical thinking, communication, and collaboration skills within a simulated council setting.
- Develop strategies for addressing a chosen issue through constructive debate and proposal development.
- Understanding the internal dynamics behind discussions and conflicts.

LEARNING OUTCOMES
- Improved knowledge about the structure and function of a youth council.
- improvement of critical thinking, communication and collaboration skills.
- Improvement of self-awareness about the influence of emotions and bias in communication.

Intro

IF YOU USE GAMIFICATION: We are at **level 4 - DOING,** in order to reach its third milestone: **simulating!** Today's mission is "**Youth Council in Action!": to create a youth council meeting (+100 points).**

PLAYFUL INTRODUCTION

Description of the activity: Listen, Repeat, Jump
Duration: 10-15 minutes

1) Ask the participants to stand in a circle
2) Give them the following instructions: Say what I say and do what I say.
3) Than randomly use commandos like: "Jump right", "jump left", "jump forward", and "jump back" in any order.
4) Than give them slightly different instructions:
    Say the opposite of what I say and do what I say.
5) Repeat step 3.
6) Next instructions: - Say what I say and do the opposite.
7) Repeat step 3.
8) Next instructions: Say the opposite of what I say and do the opposite of what I say.
9) Repeat step 3.

Debriefing: This exercise may have made you laugh, confused you a bit, or challenged your focus — because you had to listen carefully, think quickly, make decisions, and act, all under changing instructions.

Just like in this game, being part of a youth council requires you to pay close attention to messages, recognize the difference between what's said and what's actually needed, and respond thoughtfully and strategically, while staying aligned with your team's goals.

Today, we will focus on improving our understanding of the structure and function of a youth council – so let's get to work.

This activity can be added depending on the needs of your group. It is designed to strengthen improvisation and active listening skills, and it prepares participants for the upcoming role-play.

Description of the activity: Three-headed expert

The facilitator asks for 3 participants which are getting the title "three-headed experts". The rest of the group is giving a topic to the experts and it can be very abstract topic (space toothpicks, curious yellow couch, busy spring dandelion). The experts behave like one person with three heads so each head can tell just one word, and together they are talking sentences showing their expertise on the given topic. They can talk like that for a while and also one person from group can write it down, and read all the "stories" at the end. During the activity a few particants can become those experts or all participants (depending on the size of the group).

ACTIVITY

Description of the activity: Youth council

Space requirements and materials:

- Whiteboard or pc+large screen
- Markers / Pens
- Name tags for each participant with their assigned role
- Problem statement or scenario description (previously chosen by the group)

Optional: additional props or decorations to create a "council meeting" atmosphere.

Duration: 60 minutes

Introduction (5 minutes):

- Briefly explain the purpose of the workshop and the concept of a youth council: **A youth council is an entity composed of young people that serves as an advisory or advocacy body to government or donor agencies.** Most often, its role is to identify priorities, craft policies that support these priorities, and contribute to the implementation of these policies through public services. Its role may also include public outreach and advocacy.

Youth councils are appointed bodies that may exist on local, state, provincial, regional, national, and international levels within governments, non governmental organizations (NGOs), schools, and other entities. Mainly they are consultative bodies for more representative political bodies at all levels of government. Some youth councils are being elected by young people in the community, while others are handpicked by political officials or elected by youth NGOs.

Youth councils engage young people in civil society and governance activities, encouraging them to learn peaceful means of impacting their communities and the world.

- Introduce the pre-selected problem or scenario the council will be addressing (you can get inspiration from the results of the problem tree in session 1 to find important topics for your group, anyway it should be something your group really cares about).

Role Distribution (5 minutes):
Assign roles to each participant using pre-written role descriptions and name tags. Roles can include:
- Council President: Maintains order, guides discussion, and ensures all voices are heard.
- Vice President: Assists the President and takes over if needed.
- Council Member(s): Represent diverse viewpoints on the issue at hand, actively participate in discussions, and propose solutions.
- Secretary: Takes notes during the meeting and summarizes key points.
- Media Representative: Represents local media covering the council meeting, asks questions, and gathers information.
- Public Observer(s): Attendees from the community offering perspectives and potential concerns.

N.B.: *You can adjust the specific roles and responsibilities based on the group size and dynamics.*

Ground rules (10 minutes)
- Establish clear guidelines for respectful communication and active listening before starting the simulation. You can determine the ground rules by asking:
  • What do we need to feel safe and respected?
  • What does respectful discussion look, sound and feel like?
Visibly display the ground rules for collective refernce. If a ground rule is broken during the course of the conversation, address it directly and reaffirm the rule and its importance.

Some helpful ones to include are:
  • active listening
  • stick to the issues and don't attack other people
  • one person shouldn't monopolize the discussion
  • confidentiality, take responsibility for what you say without blaming others
  • ponder what you hear and feel before you speak
  • trust ambiguity because we are not here to decide who is right or wrong

Explain to the participants that:
 - they are playing a game so their actions will have no lasting effect on their real lives, and that the arguments of their role will not be considered to be their personal opinion
 - the game only works and is fun when all participants get involved
 Make sure that all participants have understood what the activity is about, what the scenario is and what the rules are.

Council Meeting Simulation (30 minutes):

Tell the participants that the goal is to develop a clear and actionable proposal to address the chosen problem OR to choose priorities OR... feel free to select a priority that corresponds the most to the needs of your group / workshops' flow. Explain the participants which should be the meeting flow:

1) The President calls the meeting to order and outlines the agenda (e.g. problem discussion, brainstorming solutions, proposal development).

2) Council members define their positions and note down additional arguments: they will communicate their positions in a one-minute opening statement (tour de table). The council members are invited to make it clear whether they share positions with other members.

3) The president presents a compromise proposal. Council members briefly discuss possible changes to the draft. The presidency puts any promising compromise proposals to a vote. **The Council's common position is adopted when at least 55% of voters agree.**

Invite the participants to engage in the role-playing simulation, adhering to the core values and respectful communication expected in a real-life council meeting. Encourage debate, encourage members to back up their arguments with facts and data, and offer opportunities for compromise and collaboration.

Gamification / theatre elements:

Assigning roles and name tags with titles adds to the immersive experience.
Encourage participants to address each other using their assigned titles (e.g. "Mr. President", "Council Member Lee").
Consider incorporating props or decorations to create a more realistic council meeting setting (e.g., podium for the President, nameplates for each participant).

Debriefing:

Debriefing (10 minutes):

- The participants step out of their roles.
- Briefly summarize the key points of the meeting and its outcomes.
- Open the floor for a short debriefing session: participants can share their experience playing their assigned roles and discuss the challenges and benefits of working within a youth council structure.

OUTRO

IF YOU USE GAMIFICATION: Congratulate the participants for having reached the third milestone of **LEVEL 4 - Simulating (+100 points).** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready to reach the third and last milestone of **level 3: speaker!**

Session 8
Open election for the speaker
(+50)

OPEN ELECTION FOR THE SPEAKER

+50

AIMS AND OBJECTIVES
To elect the speaker using the sociocratic open election method.

LEARNING OUTCOMES
- To make and motivate choices
- Improving critical thinking abilities
- Improving active listening
- appreciating each other while electing

Intro

IF YOU USE GAMIFICATION: We are at **level 3 - PLANNING,** in order to reach its third and last milestone: **speaker!** Today's mission is "Open election for the speaker": to agree on the person who will present the declaration in front of the policy makers **(+50 points).**

PLAYFUL INTRODUCTION

Description of the activity: Monster and shield
Duration: around 20 minutes

All participants are freely moving in the space.
Tell the participants to choose 2 people in their mind: someone they feel rejected (that is your monster) and someone they feel attracted (that is your shield). Don't tell anyone who you chose. To protect yourself from your monster, as much as possible walk away from your monster and try to stay behing your shield at the same time.
At some point in the game, call out "stop". Everybody freezes and check with several participants how safe they are, i.e. where their monsters are in space and whether the shield is really protecting them.

Debriefing: In this activity, we used movement and silent choices to reflect something very real: how we position ourselves in relation to others — who makes us feel supported, and who makes us feel unsafe or uncertain. Just like in real-life group dynamics, we often have unspoken reactions to people — some we naturally trust and feel protected by, while others may trigger discomfort, doubt, or even fear.
Today this is especially relevant as we prepare for open elections for speakers or youth representatives. When choosing who speaks for us, we're not just voting for a voice, we're choosing who we feel safe behind — someone who protects our interests, gives us confidence, and doesn't intimidate or exclude others. Make sure to take this into account in the rest of the session and make a good speaker's choice.

ACTIVITY

Description of the activity: Open elections
Space requirements and materials:
- Flipchart
- Nomination sheets (1 per participant)
Duration: about 90 minutes

1) Defining roles and tasks (10 minutes)
Make a round to collect which roles or tasks the candidate should have, and what strengths and competencies are needed. Collect them on a flipchart

2) Decide the role description by consent (10 minutes)
Ask each student individually whether they have an objection to this role description, or whether they give their "consent".
You can also use signs for this:
- A hand on the heart: no objection, consent
- Two hands forward: objection and no consent
Adapt the role description until everyone can give consent.
When finished, celebrate the consent e.g. with a dance or a short "Yeah", or anything else you prefer. You might want to make a short break (5-10 minutes) at this point.
In case you do: Before you make a break, ask them to already think of a candidate which best fits all the criteria during the break. Otherwise do it as a next step.

Step 3) Fill in the nomination sheet (5 minutes)
The group recalls the role description. Make sure it is visible throughout the process.
On a nomination sheet, all students record their own names and the name of their candidate.

Step 4) The first round of opinions (10 minutes)
The nomination forms are collected. All participants are asked individually why they have chosen their candidate. The names of the nominees are written side by side on the flipchart. Below that, we collect the reasons that were given.
N.B.: Arguments against them are not collected at this point of the process.

Step 5) The second opinion round (10 minutes)
After all the participants have heard the reasoning of all the others, they are again asked individually whether their nomination has changed due to the reasons heard. If so, they are asked to give reasons for their decision again.
Note: *Point out that it is legitimate to change opinions when there are good arguments in favor.*

Step 6) Formulating the nomination - a challenge (5 minutes)

After two rounds of opinion and based on the names and arguments on the board, it is usually possible to formulate a proposal.

At this stage, it is particularly important to reiterate that those who most closely match the role description are those most suited for the role.

It is probably the easiest if you formulate the nomination, but you can also ask one or two participants to help you.

Once the nomination is formulated, it is read out loud and written on the flipchart.

Step 7) Decide on a selection proposal - incorporate objections (20 minutes)

All students are asked in turn if they object to this proposal - except for the candidate. If there are objections, you ask in a second round for the reasons of the objection and amend or supplement the suggestion until you reach consent. Finally you ask the candidate.

Step 8) Finish the election - Take a deep breath and celebrate (5-10 minutes)

Express the relief and joy of a final joint activity - for example, by an aerial jump - take a photo!. Or have the elected person sign on the poster of the role description.

Also applause for the group, the election management and the elected is quite justified.

Debriefing:

Debriefing:

Reflect on the election - insights for next time

Since this type of choice was probably a new experience for most of the participants, it will be exciting to hear how the participants experienced the election process.

Record the most important insights, moments of surprise or even mistakes on a flipchart.

OUTRO

IF YOU USE GAMIFICATION: Congratulate the participants for having agreed on the speaker **(+50 points)** and definitely passed **LEVEL 3!** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready for the last mission of the workshop: **"Meeting policymakers!"**

Session 9
Meeting policymakers (+50)

MEETING POLICYMAKERS

+50

AIMS AND OBJECTIVES
Give the opportunity to the youth to present their declaration to somebody who matters, at a local level.

LEARNING OUTCOMES
- Practicing public speaking skills.

Intro

IF YOU USE GAMIFICATION: Here we are going to finish our game: we are at l**evel 4 - DOING,** in order to reach its fourth and last milestone: "Presentation of the declaration!" Today's mission is **"Meeeting policymakers" (+50 points).**

PLAYFUL INTRODUCTION

Description of the activity: Just breath
Duration: 10 minutes

This focused breathing exercise is designed to help improve concentration and calm nervous energy, especially useful before presentations, performances, or important discussions. It can be done either standing or sitting in a comfortable position, with feet flat on the ground and hands resting naturally.
The facilitator is giving instructions: Begin by closing your eyes or lowering your gaze to reduce distractions. Inhale slowly through your nose for a count of four, hold your breath for four counts, then exhale gently through your mouth for a count of six. After exhaling, pause for two counts before taking the next breath.
Repeat this breathing cycle for about one to two minutes, or 4–6 rounds, focusing only on the rhythm of your breath.

Debriefing: This type of controlled breathing activates the body's natural relaxation response, helping to lower anxiety and bring mental clarity. We hope this helped you to center yourself, reduce the influence of stress or emotional tension, and enter a state of calm focus. Experts say that focused breathing is ideal for situations where you need to stay present, think clearly, and communicate effectively and we are faced with an activity that requires exactly that.

ACTIVITY

Description of the activity: Meeting with policymakers
Preparation:
- Look for some local policy makers who may be interested in meeting the youth and hear their needs and proposals in the spirit of participatory democracy.
- Contact one or more of them to set up the meeting (better if in an institutional place, if possible).
Duration: about 90 minutes (depending on the policymakers' attitude)

During the event:
- Briefly introduce the context of this activity to the hosts (talk about the workshop and its aims, the collaborative work for the creation of the youth declaration, see the introduction for an inspiration).
- Leave the word to the youth and their declaration, promoting the direct relation among the youth and the policy makers.

Debriefing and EVALUATION

Debriefing:
The participants sit in a circle in a quiet place and are asked to answer the following questions:
- How do you feel?
- Are you satisfied about how you communicated your needs and proposals?
- How do you feel about the feedback received by the policymakers?
- How is the progress of the project?
- Feedback to the facilitation or process.

You can write the questions on sheets and put them on the centre of the circle, one after the other, to remind to the participants the topic of the discussion.
The evaluation can be held as a discussion, inviting them to speak freely, not necessarily one after the other in the circle, except for the first and last question, where a feedback is required for everybody.

OUTRO
IF YOU USE GAMIFICATION: Congratulate the participants for having **met the policymakers (+50 points)** and definitely passed **LEVEL 4!** Share with the group who got extra points for being active. Show the updated scoreboard and congratulate the group: Well done, now you are ready for **the last step of the AY workshop: celebration!**

Session 10
Thanks and goodbye

THANKS AND GOODBYE

AIMS AND OBJECTIVES
- To evaluate the entire workshop
- To celebrate the achieved results.

LEARNING OUTCOMES
- Awareness about the process and learning outcomes.

PLAYFUL INTRODUCTION

Description of the activity: IHA
Duration: 10 minutes

All participants stand in a circle. The facilitator explains the first movement that goes around the circle, a wave made by moving the right hand to the left side with the exclamation **IHA**. Once the wave has completed one lap, participants are asked to do it even faster. This is followed by an explanation of the second movement that the participants are able to use when the wave reaches them. The movement involves raising both hands while saying the word **RISE**, when this happens, the wave should change its direction. After a while, one by one, the following movements can be introduced: **WIZZZ** - the wave is transferred to any other person in the circle, and **FIESTA** everyone raises their hands and dances towards the center of the circle shouting "Fiesta".

Debriefing: Through a brief summary and symbolism of the movement, you can share with the group something like this: The wave that travels around the circle represents the flow of shared effort, while the RISE and WIZZZ movements remind us that we all have the power to influence direction and bring fresh energy into the group. The FIESTA movement, where everyone comes together in celebration, symbolizes exactly what we're doing now — honoring our shared success, expressing joy together, and recognizing the role each person played. Whether your contribution was big or small, the celebration belongs to everyone, and when we celebrate as a team, we strengthen the spirit that will carry us into the next challenge and hopefully success.

ACTIVITY

Description of the activity: **Final evaluation**
Space requirements and materials:
- 2 flipchart papers sticked together
- markers in different colours (a different colour per participant)
- 5 A4 papers
Duration: 40 minutes

Put the flipchart papers on the floor and ask the participants to stay in a circle around them. And give one marker to each participant. Ask participants to write keywords somewhere on the poster, in different rounds, as described below. **Each round will last 2 minutes.**
• During the **1st round**, ask them to write down words relating to topics they learned about during the AYP workshop (e.g., teamwork, tolerance, creativity...).
• During the **2nd round**, ask them to write down words about things they have done, in terms of activities (e.g., writing a text, taking photos, playing...).
• During the **3rd round**, ask them to write down words about things they actually learned (creating a social media post, active listening, public speaking).

- After the last round, ask participants to **connect different words** (theirs or others') on the poster, creating a maze or drawing a line with their own markers.
Each participant should select any words on the poster that they feel are relevant to their learning path, even if those words were written by someone else.
They can connect them in any way they want, as long as they make sense to them.
- Look at the net on the floor, together with the participants, and **make some considerations** on what you can see: most popular learnig outcomes, funny things wrote by someone...

Put 5 A4 papers on the wall with the following titles, and the rest of the paper empty for the participants' contributions: tell the paricipants that they can grab a marker and write something on them, thinking to the days spent together:
• The funniest thing:
• I congratulate ... for...
• It was a great success:
• In the future we can:
• What I didn't like:

While you and your team will prepare for the next activities, they can leave feedbacks.

Description of the activity: Celebration

Space requirements and materials:

- It can be organized indoor or outdoor (in a big informal room or in a park in the city)
- Certificates of participation
- Anything you think could be used to have fun together by your group es. pc with good speakers and internet connection to put on some music they like and some food and drinks to enjoy together.

Duration: as long as you wish

- Thank the participants for their participantion and remember them all the important missions that they managed to solve.
Show them the winner's podium and congratuletes the winners (you could award them with paper cockades).

- Award each of them with the certficate of participation.
You could even award each of them with a special badge about something where each of them stood out es. the planner, the funny, the dreamer etc.

- Invite them to enjoy some music and food or anything else you prepared for them!

SCAN ME!

Behind the tool

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Co-funded by the European Union