

EMPOWERING YOUTH WORKERS IN THE DIGITAL AGE

Created during the Erasmus+ training course "Digital Dynamics"
(2024-3-LV02-KA153-YOU-000267224)



Guide: Empowering Youth Workers in the Digital Age

▼ Introduction

The world is becoming more digital every day. Young people spend a lot of time online, use social media, and communicate in new ways. Because of this, youth work also needs to change. Many youth workers want to use digital tools, but they are not always sure how to do it in a practical and meaningful way.

To support youth workers in this process, the project **"Digital Dynamics: Empowering Youth Workers in the Digital Age"** was organised. The training course took place from **15 to 23 September 2025 in Saulkrasti, Latvia**. It brought together **youth workers and educators** from **Latvia, Poland, Portugal, Romania, and Türkiye**, who wanted to improve their digital skills and make their work more modern and engaging.

The project was co-funded by the **Erasmus+ Programme of the European Union** and implemented together with the following partner organisations:

- Youth Line Latvia
- Youth Line Poland
- Associação TDM Portugal
- Asociația Inovării Durabile Pentru Europa

- Peaceful Youth Alliance

All partner organisations supported the participants during the training and shared their experience. They also contributed to the development of this guide.

The training was based on **non-formal education**, which means learning by doing, sharing, and reflecting. Participants took part in **workshops, group discussions, practical tasks, and daily reflection sessions**. The activities focused on important topics such as **digital communication, social media, content creation, online safety, project management tools, and artificial intelligence in youth work**.

During the training, participants did not only learn about digital tools, but also **used them in practice**. They created content, worked in teams, solved real-life challenges, and discussed how to use these tools in their own organisations. This helped them feel more confident and ready to apply what they learned in their daily work.

This guide was created **during and after the training course** as a practical resource for youth workers, educators, and organisations. It includes **methods, activities, tools, and tips** that were used during the project. The aim of this guide is to help you understand how digital tools can be used in youth work and to give you ideas that you can use in your own activities.

You can use this guide in different ways. You can follow the activities step by step, take inspiration for your own sessions, or adapt the methods to your local context. Whether you are new to digital youth work or already have some experience, this guide is here to support you.

This guide was developed within the Erasmus+ project **2024-3-LV02-KA153-YOU-000267224** and is available as an **open-source resource** for anyone who wants to improve their digital youth work.



▼ Chapter 1. Learning Focus of the Training

During the training, participants explored different aspects of digital youth work through practical activities, group work, and discussions. The focus was on developing skills that can be directly used when working with young people.

The learning process followed a clear progression. Participants started with simple activities to get to know each other and build trust in the group. Then they explored basic digital topics and tools. As the training continued, they moved to more practical and complex tasks, including content creation, project work, and the use of artificial intelligence. Regular reflection helped participants connect what they learned with their own work.

1.1 Main Topics Covered

During the training, several key topics were explored through hands-on activities and group work.

One of the main topics was **digital communication and social media**. Participants explored how to communicate with young people online and how to use social media to share information and promote activities. They worked on creating simple messages and posts that could attract and engage young people.

Another important topic was **content creation**. Participants practiced creating digital content such as visuals and short texts. They worked in groups and tested different ideas to understand what makes content clear, interesting, and relevant for young people.

The training also addressed **digital safety and online responsibility**. Participants explored the idea of digital footprint and discussed how online behaviour can have long-term effects. Through activities like creating awareness materials and discussing real-life situations, they learned how to support young people in using digital tools safely.

Participants also worked with **digital tools for project management and collaboration**. They used different tools to organise tasks, plan activities, and work together in teams. This helped them understand how digital tools can support teamwork in youth organisations.

A key part of the training was **artificial intelligence (AI) in youth work**. Participants tested AI tools, learned how to write prompts, and explored how AI can support their work. At the same time, they discussed risks, limitations, and ethical questions connected to AI.

Another important topic was **digital inclusion**. Participants reflected on how to make digital activities accessible for young people with different needs and backgrounds. They discussed possible barriers and ways to make youth work more inclusive.

1.2 Key Digital Competences Developed

During the training, participants developed several digital competences that are useful in their daily work.

They improved their **communication skills in digital environments**, learning how to interact with young people online in a clear and engaging way.

They also developed skills in **creating digital content**, including planning messages, designing simple visuals, and adapting content for different audiences.

Participants strengthened their ability to use **digital tools for teamwork and project management**. Working in groups helped them understand how to organise tasks and collaborate more effectively.

Another important competence was **critical thinking**, especially when using digital tools and AI. Participants learned to question information, recognise

risks, and think about the impact of digital technologies.

They also improved their understanding of **online safety and digital responsibility**, which helps them guide young people in a safe and informed way.

Finally, participants developed competences related to **inclusion in digital youth work**, learning how to adapt tools and activities to different needs.

1.3 Why These Skills Matter in Youth Work

These skills are important because digital environments are a big part of young people's lives. Youth workers need to understand these environments and know how to work in them.

Digital tools make it possible to **reach more young people**, including those who cannot take part in face-to-face activities. This helps make youth work more accessible.

They also allow youth workers to create **more interactive and engaging activities**, which can increase participation and motivation.

At the same time, youth workers play an important role in promoting **safe and responsible use of digital technologies**. They can support young people in understanding risks and making better choices online.

Digital competences also help youth workers **improve their own work**, for example by planning better, communicating more effectively, and working more efficiently in teams.

For these reasons, digital skills are an important part of youth work today.

▼ Chapter 2. How the Training Was Implemented

The training was implemented using a **non-formal education approach**, where participants learn through experience, active participation, and reflection. Instead of long theoretical sessions, the training focused on practical activities, group work, and real-life situations.

Participants were actively involved in the learning process from the beginning. They were encouraged to share their ideas, ask questions, and learn from each other. This created a dynamic and supportive learning environment where everyone could contribute.

The programme combined different types of activities, such as discussions, simulations, creative tasks, and practical exercises. This helped keep participants engaged and allowed them to experience different ways of learning.

2.1 Non-formal Learning Approach

Non-formal education was at the core of the training. This means that learning did not happen through lectures, but through **doing, experiencing, and reflecting**.

Participants worked in small groups, took part in interactive exercises, and explored real-life situations. For example, they solved digital dilemmas, created content, and tested digital tools. These activities helped them understand the topics in a practical way.

Learning was also supported by **peer learning**. Participants shared their own experiences, tools, and methods from their countries and organisations. This made the learning process richer and more relevant.

Trainers acted as **facilitators**, not traditional teachers. Their role was to guide the process, support participants, and create a space where everyone felt comfortable to participate.

2.2 Creating a Safe and Inclusive Learning Space

Creating a safe and inclusive environment was an important part of the training. At the beginning, participants took part in icebreakers and group-building activities to get to know each other and feel more comfortable.

The group agreed on basic rules, such as respect, active listening, and openness. This helped create trust and made it easier for participants to share their opinions and experiences.

Inclusivity was also an important focus. Participants came from different countries and had different levels of digital skills. The training was designed to make sure that everyone could participate and feel included.

Activities were adapted when needed, and participants were encouraged to support each other. This helped create a positive atmosphere where everyone could learn at their own pace.

2.3 Group-building and Teamwork

Group-building was an important part of the training, especially in the first days. Activities like icebreakers and interactive games helped participants learn each other's names, backgrounds, and interests.

As the training continued, participants worked in different groups. This allowed them to meet and collaborate with different people and learn from different perspectives.

Teamwork was used in many activities, such as content creation, project simulations, and discussions. Working in groups helped participants develop communication skills, share ideas, and solve problems together.

This also reflected real youth work situations, where teamwork is often necessary.

2.4 Supporting Different Digital Skill Levels

Participants had different levels of experience with digital tools. Some were very confident, while others had limited experience. The training took this into account.

Activities were designed in a way that allowed everyone to participate, regardless of their level. Simple tools and clear instructions were used, especially at the beginning.

Participants were encouraged to help each other. Those with more experience supported others, which created a strong sense of cooperation and peer learning.

Trainers also provided additional explanations and support when needed. This flexible approach helped make sure that no one felt left behind.

2.5 Reflection and Evaluation

Reflection was an important part of the learning process. Participants were given time to think about what they learned, how they felt, and how they could use new knowledge in their work.

Different reflection methods were used, such as group discussions, feedback sessions, and short daily reflections. These helped participants connect the activities with their personal and professional experience.

Evaluation was also included during and at the end of the training. Participants shared their feedback about the programme, the methods, and the learning outcomes.

This helped the trainer understand what worked well and what could be improved, and it also supported participants in recognising their own learning progress.

▼ Chapter 3. Activities and Methods

▼ 3.1 Icebreakers and Team-Building

Icebreakers and team-building activities are an important part of any training. They help participants get to know each other, feel more comfortable, and create a positive group atmosphere.

At the beginning of the training, participants often do not know each other. Icebreakers help to reduce stress, build trust, and encourage communication. They also prepare participants for active participation in later activities.

Team-building activities are used not only at the start, but also during the training. They help strengthen cooperation, improve communication, and support group dynamics.

Below is an example of an icebreaker activity used during the training.

Activity 1: Speed Dating

Aim:

To help participants get to know each other in a short time and create a relaxed and friendly atmosphere.

Duration:

30–40 minutes

Group size:

10–30 participants

Materials needed:

- Timer or phone
 - Optional: prepared questions
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Step-by-step process:

1. Ask participants to form two circles:
 - one inner circle

- one outer circle
2. Participants in the inner circle face participants in the outer circle, forming pairs.
 3. Each pair has 2–3 minutes to talk and answer simple questions.
 4. After the time is up, ask one circle to move one step to the side, so new pairs are formed.
 5. Repeat the process several times until participants have spoken with many different people.
 6. At the end, bring the group together and ask a few participants to share something interesting they learned about others.
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Example questions for Speed Dating:

You can use a mix of personal and topic-related questions to help participants get to know each other and start thinking about the training topic.

1. What is your name and where are you from?
2. What do you do in your daily life or work?
3. What motivated you to join this training?
4. What do you expect to learn here?
5. What is one interesting fact about you?
6. What do you enjoy doing in your free time?
7. What is your favourite way to communicate with young people?
8. Do you use social media in your work? If yes, how?
9. What digital tool do you use most often?
10. What is one digital skill you would like to improve?
11. Have you ever used AI tools before? Which ones?
12. What do you think are the biggest challenges in digital youth work?
13. How do you usually engage young people in your activities?
14. What is one thing you would like to share with others during this training?

15. What are you most curious about when it comes to digital tools or AI?

Debrief / Reflection:

- How did you feel during the activity?
- Was it easy or difficult to talk to new people?
- Did you learn something surprising about others?

This short reflection helps participants become more aware of group dynamics and communication.

Tips for trainers/facilitators:

- Keep the atmosphere relaxed and informal
 - Encourage participants to be open and positive
 - Use music in the background if appropriate
 - Prepare guiding questions if the group is shy
 - Adjust timing depending on group size and energy
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Activity 2: Contribution, Fears and Expectations

Aim:

To understand participants' expectations, possible fears, and what they can contribute to the training, while creating a safe and open learning environment.

Duration:

45–60 minutes

Group size:

10–30 participants

Materials needed:

- Flipchart or board
 - Sticky notes (3 different colours if possible)
 - Markers
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Step-by-step process:

1. Introduce the activity by explaining that the training is a shared learning process, and everyone has something to learn and something to contribute.
2. Ask participants to reflect on three questions:
 - What do I expect from this training?
 - What are my fears or concerns?
 - What can I contribute to the group?
3. Give each participant sticky notes (one colour for each topic if possible).
4. Ask participants to write their answers:
 - Expectations (for example: skills they want to learn)
 - Fears (for example: not feeling confident with digital tools)
 - Contributions (for example: experience, ideas, energy)
5. Invite participants to place their notes on a flipchart or wall in three separate areas:
 - Expectations
 - Fears
 - Contributions
6. Once all notes are collected, go through them together with the group:
 - Group similar answers
 - Highlight common expectations
 - Discuss important fears
7. As a facilitator, respond to the expectations and explain what will be covered during the training. Address fears and explain how the group and trainers will support participants.

Debrief / Reflection:

- What expectations are most common in the group?
- Are there any fears we can address together?

- How can participants support each other during the training?

This reflection helps build trust and shows that everyone is part of the learning process.

Tips for trainers/facilitators:

- Create a safe and non-judgmental atmosphere
 - Encourage honesty and openness
 - Take fears seriously and respond clearly
 - Use this activity to adapt your programme if needed
 - Keep the notes visible during the training and revisit them later
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▼ 3.2 Digital Confidence and Basic Skills

This part of the training focused on helping participants feel more confident when using digital tools in their daily work. Participants had different levels of experience, so it was important to create a supportive environment where everyone could learn at their own pace.

The activities in this section helped participants reflect on their current digital skills, understand their strengths and challenges, and learn from each other. By sharing experiences and working in groups, participants realised that they are not alone in their difficulties and that they can support each other.

Instead of focusing on theory, the training used simple and practical activities. Participants explored how digital tools are already part of their work and how they can improve their skills step by step. This helped reduce fear and build confidence, especially for those with less experience.

This part of the training created a strong foundation for the next sessions, where participants worked with more advanced topics such as digital communication, content creation, and artificial intelligence.

Activity 3. SWOT Analysis of Digital Youth Work

Aim:

To help participants reflect on their experience with digital tools and identify strengths, weaknesses, opportunities, and threats in digital youth work.

Duration:

60–75 minutes

Group size:

10–30 participants (working in small groups of 3–5)

Materials needed:

- Flipchart papers
 - Markers
 - Sticky notes (optional)
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Step-by-step process:

1. Introduce the concept of SWOT analysis in a simple way:
 - Strengths (what we are good at)
 - Weaknesses (what we need to improve)
 - Opportunities (what we can use or develop)
 - Threats (possible risks or challenges)
2. Divide participants into small groups (3–5 people).
3. Give each group a flipchart paper divided into four sections (S, W, O, T).
4. Ask each group to discuss and write down their ideas related to digital youth work:
 - Strengths: What are we already doing well when using digital tools?
 - Weaknesses: What skills or knowledge are missing?
 - Opportunities: What possibilities do digital tools offer in youth work?
 - Threats: What risks or challenges can we face?
5. Give groups 20–30 minutes to work and discuss.

6. Ask each group to present their results to the whole group.
 7. As a trainer/facilitator, highlight common points, differences, and interesting ideas.
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Debrief / Reflection:

- What strengths can you build on in your work?
 - Which weaknesses would you like to improve?
 - What opportunities can you use after this training?
 - What challenges do you need to be aware of?
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Tips for trainers/facilitators:

- Explain SWOT in a simple and clear way
 - Give examples if participants are not familiar with the method
 - Encourage equal participation in groups
 - Support groups that find it difficult to generate ideas
 - Use the results to connect with the next sessions
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▼ 3.3 Digital communication and content creation

This part of the training focused on helping participants improve how they communicate with young people using digital tools. Communication is a key part of youth work, and digital platforms offer many new ways to reach and engage young people.

Participants explored how to create clear, attractive, and relevant messages for different audiences. They also reflected on how young people use social media and what kind of content is most engaging for them.

The activities in this section were practical and creative. Participants worked in groups to develop ideas, create content, and share their work with others. This helped them understand how to use digital tools not only for sharing information, but also for building connection and participation.

This part of the training encouraged participants to be creative, test new ideas, and think about how to make their communication more effective and youth-friendly.

Activity 4. Youth Work Portraits

Aim:

To help participants reflect on their youth work and present it in a creative digital format.

Duration:

60–90 minutes

Group size:

10–30 participants (working individually or in pairs)

Materials needed:

- Paper and markers or digital tools (e.g. Canva, PowerPoint)
 - Phones or laptops (if available)
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Step-by-step process:

1. Introduce the activity by explaining that participants will create a “portrait” of their youth work.
2. Ask participants to think about:
 - What kind of youth work do I do?
 - Who are the young people I work with?
 - What activities do I organise?
 - What makes my work unique?
3. Ask participants to create a visual representation of their work. This can include:
 - drawings
 - keywords
 - symbols
 - photos or digital elements
4. If digital tools are available, encourage participants to create their portrait using tools like Canva or PowerPoint.
5. Give participants time (30–45 minutes) to create their portraits.

6. Ask participants to present their work to the group in a short presentation.
 7. After each presentation, allow a few minutes for questions or comments.
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Debrief / Reflection:

- What did you learn about each other's work?
 - Was it easy or difficult to present your work in this way?
 - How can visual content help you communicate your work to young people?
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Tips for trainers/facilitators:

- Encourage creativity and personal expression
 - Support participants who are less confident with digital tools
 - Allow flexibility (digital or paper-based work)
 - Keep presentations short and engaging
 - Create a positive and supportive atmosphere
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Activity 5. Content Creation Workshop

Aim:

To help participants create engaging digital content for youth work and understand what makes content attractive and effective.

Duration:

90–120 minutes

Group size:

10–30 participants (working in small groups of 3–5)

Materials needed:

- Phones or laptops
 - Internet connection
 - Digital tools (e.g. Canva, Instagram, TikTok, or similar)
 - Flipchart and markers (optional)
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Step-by-step process:

1. Start with a short discussion:
 - What kind of content do young people like?
 - What makes content interesting or engaging?
 2. Show a few examples of good and bad content (optional) and discuss them with the group.
 3. Divide participants into small groups (3–5 people).
 4. Give each group a task, for example:
 - Promote a youth event
 - Create a post about Erasmus+ opportunities
 - Raise awareness about a social issue
 5. Ask groups to choose a platform (e.g. Instagram, TikTok, Facebook) and create content for it. This can include:
 - text
 - visuals
 - short videos
 6. Give groups 45–60 minutes to create their content.
 7. Ask each group to present their work to the others.
 8. After each presentation, allow short feedback from the group.
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Debrief / Reflection:

- What makes content engaging for young people?
 - Was it easy or difficult to create content?
 - What would you improve next time?
 - How can you use this in your youth work?
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Tips for trainers/facilitators:

- Encourage creativity and teamwork
- Keep the focus on simple and realistic content
- Support groups that struggle with ideas

- Remind participants to think about their target audience
 - Keep presentations short and interactive
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Activity 6. Digital Platforms World Café

Aim:

To explore different digital platforms and tools, share experiences, and learn how they can be used in youth work.

Duration:

60–90 minutes

Group size:

10–30 participants

Materials needed:

- Flipchart papers (one for each platform/tool)
 - Markers
 - Sticky notes (optional)
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Step-by-step process:

1. Prepare several “stations” in the room. Each station represents one digital platform or tool, for example:
 - Instagram
 - TikTok
 - Facebook
 - Canva
 - Mentimeter
 - Miro
2. Divide participants into small groups (3–5 people).
3. Assign each group to one station.
4. At each station, ask participants to discuss and write down:
 - How is this tool used?
 - What are its advantages?

- What are its limitations?
 - How can it be used in youth work?
5. Give groups 10–15 minutes at each station.
 6. After the time is up, ask groups to rotate to the next station.
 7. Repeat the process until all groups have visited each station.
 8. At the end, bring everyone together and review the main ideas from each station.
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Debrief / Reflection:

- Which tools are most useful for your work?
 - Did you discover any new tools?
 - How can you use these platforms in your activities?
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Tips for trainers/facilitators:

- Choose tools that are relevant for your group
 - Keep instructions simple and clear
 - Encourage participants to share real experiences
 - Support groups that are less familiar with certain tools
 - Summarise key points at the end
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▼ 3.4 Digital Safety and Digital Citizenship

This part of the training focused on helping participants understand how to use digital tools in a safe, responsible, and ethical way. Young people spend a lot of time online, so youth workers need to be able to guide them and raise awareness about possible risks.

Participants explored topics such as digital footprint, privacy, online behaviour, and critical thinking. They discussed real-life situations and reflected on how digital actions can have long-term effects.

The activities in this section helped participants better understand these topics and gave them tools to support young people in using digital technologies safely and responsibly.

Activity 7. Digital Footprint Awareness

Aim:

To help participants understand what a digital footprint is and how online actions can have long-term consequences.

Duration:

60–75 minutes

Group size:

10–30 participants

Materials needed:

- Flipchart or board
 - Markers
 - Paper and pens
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Step-by-step process:

1. Start with a short discussion:
 - What is a digital footprint?
 - What kind of information do we leave online?
 2. Ask participants to think about their own online activity:
 - What do they share?
 - Where do they interact online?
 3. Divide participants into small groups.
 4. Ask each group to create a simple "digital footprint map" showing:
 - social media use
 - online activities
 - possible risks
 5. Ask groups to present their ideas to the others.
 6. As a trainer/facilitator, highlight key points such as privacy, long-term impact, and responsible behaviour.
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Debrief / Reflection:

- Were you surprised by how much information we share online?

- What risks should we be aware of?
 - How can we explain this to young people?
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Tips for trainers/facilitators:

- Use simple examples from everyday life
 - Encourage honest reflection
 - Avoid judging participants' behaviour
 - Connect the topic to youth work practice
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Activity 8. Digital Ethical Dilemmas

Aim:

To help participants reflect on ethical challenges in digital environments and develop critical thinking when working with young people.

Duration:

60–75 minutes

Group size:

10–30 participants (working in small groups of 3–5)

Materials needed:

- Printed or written scenarios (ethical dilemmas)
 - Flipchart or paper
 - Markers
-

Step-by-step process:

1. Introduce the topic by explaining that working in digital environments often involves ethical decisions.
2. Divide participants into small groups (3–5 people).
3. Give each group one or more scenarios related to digital youth work, for example:
 - A young person shares inappropriate content online
 - Personal data is used without permission
 - Misinformation is spread on social media

- AI-generated content is presented as real
4. Ask each group to discuss their scenario and answer the following questions:
 - What is happening in this situation?
 - What are the possible risks?
 - What would you do as a youth worker?
 - What are the possible consequences of your decision?
 5. Give groups 20–30 minutes to discuss.
 6. Ask each group to present their situation and their solutions.
 7. After each presentation, allow time for questions and discussion with the whole group.
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Debrief / Reflection:

- Was it easy or difficult to make a decision?
 - Were there different opinions in your group?
 - What did you learn from other groups?
 - How can you use this in your work with young people?
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Tips for trainers/facilitators:

- Choose realistic and relevant scenarios
 - Encourage open discussion and different opinions
 - Avoid giving “right” or “wrong” answers
 - Guide participants to think about consequences
 - Connect discussions to real youth work situations
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▼ 3.5 Inclusion and Accessibility in Digital Youth Work

This part of the training focused on making digital youth work more inclusive and accessible for all young people. Not everyone has the same access to digital tools, skills, or opportunities, so youth workers need to think about how to include everyone.

Participants explored different barriers that young people may face, such as lack of access to devices, low digital skills, language barriers, or

disabilities. They also discussed how digital tools can both support and limit participation.

The activities in this section encouraged participants to reflect on their own practice and find ways to make their activities more accessible, inclusive, and adapted to different needs.

Activity 9. Inclusive Digital Youth Work Solutions

Aim:

To help participants identify barriers in digital youth work and develop practical solutions to make their activities more inclusive.

Duration:

60–75 minutes

Group size:

10–30 participants (working in small groups of 3–5)

Materials needed:

- Flipchart papers
 - Markers
 - Sticky notes
-

Step-by-step process:

1. Start with a short discussion:
 - What does inclusion mean in digital youth work?
 - What barriers can young people face?
2. Divide participants into small groups.
3. Give each group one situation or target group, for example:
 - Young people with limited access to internet or devices
 - Young people with low digital skills
 - Young people with disabilities
 - Young people from different language backgrounds
4. Ask each group to discuss:

- What challenges does this group face?
 - How can digital tools help?
 - What practical solutions can you use in your work?
5. Give groups 20–30 minutes to work.
 6. Ask each group to present their ideas.
 7. As a trainer/facilitator, highlight practical and realistic solutions.
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Debrief / Reflection:

- What barriers are most common in your context?
 - What solutions can you apply in your work?
 - How can you make your activities more inclusive?
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Tips for trainers/facilitators:

- Encourage participants to think about real situations
 - Focus on practical and simple solutions
 - Promote empathy and understanding
 - Avoid generalisations
 - Highlight that small changes can make a big difference
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▼ 3.6 Project Work and Collaboration Tools

This part of the training focused on helping participants understand how to plan and manage projects using digital tools. In youth work, many activities require teamwork, organisation, and clear communication, and digital tools can make this process easier and more effective.

Participants explored how to organise tasks, share responsibilities, and work together in a structured way. They also reflected on how digital tools can support collaboration, especially when working with international teams or online.

The activities in this section were practical and based on real-life situations. Participants worked in groups to design and plan projects, using digital tools to organise their ideas and present their work.

Activity 10. Project Simulation Challenge

Aim:

To help participants practice project planning and teamwork using digital tools in a realistic scenario.

Duration:

90–120 minutes

Group size:

10–30 participants (working in small groups of 3–5)

Materials needed:

- Flipchart papers or digital collaboration tools (e.g. Miro, Google Docs)
 - Markers
 - Internet connection (optional)
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Step-by-step process:

1. Introduce the activity by explaining that participants will work on a project simulation based on a real-life scenario.
2. Divide participants into small groups.
3. Give each group a task, for example:
 - Organise a youth event
 - Create a social campaign
 - Develop a small Erasmus+ project idea
4. Ask each group to plan their project, including:
 - Goals and target group
 - Main activities
 - Timeline
 - Roles and responsibilities
 - Communication methods
5. Encourage participants to use digital tools to organise their work and present their ideas.
6. Give groups 45–60 minutes to work on their project.

7. Ask each group to present their project to the others.
 8. After each presentation, allow time for feedback and discussion.
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Debrief / Reflection:

- Was it easy or difficult to plan the project?
 - How did you work as a team?
 - Which tools were most useful?
 - What would you improve next time?
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Tips for trainers/facilitators:

- Choose realistic and relevant scenarios
 - Encourage teamwork and equal participation
 - Support groups that need help with planning
 - Focus on practical ideas, not perfection
 - Connect the activity to real youth work situations
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▼ **3.7 Artificial Intelligence in Youth Work**

This part of the training introduced participants to artificial intelligence (AI) and how it can be used in youth work. Many participants were curious about AI but were not sure how to use it in a practical and responsible way.

The sessions focused on helping participants understand what AI is, how it works, and how it can support their daily tasks. At the same time, participants discussed the risks, limitations, and ethical questions connected to AI.

The activities in this section allowed participants to test AI tools, experiment with different prompts, and explore creative ways to use AI in youth work. This helped them feel more confident and better prepared to use these tools in their own practice.

Activity 11. AI Prompting Practice

Aim:

To help participants learn how to use AI tools effectively by creating clear and useful prompts.

Duration:

60–75 minutes

Group size:

10–30 participants (working individually or in pairs)

Materials needed:

- Phones or laptops
 - Internet connection
 - Access to an AI tool (e.g. ChatGPT or similar)
-

Step-by-step process:

1. Introduce the concept of prompting and explain that the quality of the result depends on how clearly the question is asked.
 2. Show one or two simple examples of good and unclear prompts.
 3. Ask participants to try writing their own prompts related to youth work, for example:
 - creating a workshop idea
 - writing a social media post
 - generating activity ideas
 4. Ask participants to test their prompts using an AI tool.
 5. Encourage them to improve their prompts based on the results they get.
 6. Allow participants to share their best prompts and results with the group.
-

Debrief / Reflection:

- What makes a good prompt?
- Was it easy or difficult to get useful results?
- How can you use AI in your daily work?
- What risks should you be aware of?

Tips for trainers/facilitators:

- Keep explanations simple and practical
 - Encourage experimentation
 - Support participants who are less confident
 - Discuss both benefits and risks
 - Remind participants to use AI responsibly
-

Activity 12. AI Hackathon**Aim:**

To encourage participants to creatively apply AI tools in youth work and develop practical ideas in a short time.

Duration:

120–180 minutes

Group size:

10–30 participants (working in small groups of 3–5)

Materials needed:

- Phones or laptops
 - Internet connection
 - Access to AI tools
 - Flipchart or digital tools for presentation
-

Step-by-step process:

1. Divide participants into small groups.
2. Present a challenge, for example:
 - Create a digital youth activity using AI
 - Design a campaign using AI tools
 - Develop a tool or idea that supports youth work
3. Ask groups to use AI tools to develop their idea.
4. Encourage them to experiment with different prompts and tools.

5. Give groups time (60–90 minutes) to work on their ideas.
 6. Ask each group to present their project.
 7. After presentations, allow time for feedback and discussion.
-

Debrief / Reflection:

- What did you create using AI?
 - What worked well and what was challenging?
 - How can you use these ideas in real life?
 - What are the limits of AI?
-

Tips for trainer/facilitators:

- Encourage creativity and innovation
 - Remind participants that there are no “perfect” results
 - Support teams that struggle with ideas
 - Focus on learning, not competition
 - Highlight ethical use of AI
-

▼ 3.8 Peer Learning and Mentoring

This part of the training focused on the importance of learning from each other. Participants came from different countries, organisations, and backgrounds, which meant they brought different experiences, skills, and ideas.

Peer learning was an important element throughout the whole training. Participants shared their knowledge, supported each other, and learned together. This helped create a collaborative environment where everyone could contribute.

Mentoring was also encouraged, especially between participants with different levels of digital experience. Those who felt more confident supported others, which helped build trust and strengthen the group.

The activities in this section helped participants reflect on what they learned and how they can continue learning from others after the training.

Activity 13. Peer Learning Exchange

Aim:

To encourage participants to share their knowledge, experiences, and good practices with each other.

Duration:

60–75 minutes

Group size:

10–30 participants

Materials needed:

- Flipchart or board
- Markers
- Sticky notes (optional)

Step-by-step process:

1. Introduce the activity by explaining that everyone has something valuable to share.
2. Ask participants to think about one thing they learned during the training or one tool/method they find useful.
3. Divide participants into small groups or pairs.
4. Ask participants to share their ideas and experiences with each other.
5. After sharing, ask each group to choose one idea they found most useful.
6. Ask groups to present their selected idea to the whole group.
7. As a trainer/facilitator, highlight key points and useful practices.

Debrief / Reflection:

- What did you learn from others?
 - Did you discover any new tools or ideas?
 - How can you continue learning from others after the training?
-

Tips for trainers/facilitators:

- Encourage equal participation
- Create a relaxed and open atmosphere
- Value all contributions
- Support participants who are less confident
- Connect this activity to future collaboration

▼ Chapter 4. Digital Tools for Youth Work

Digital tools can support youth work in many ways. They can help youth workers communicate with young people, organise activities, create content, and work together more easily.

During the training, participants explored different tools and learned how to use them in practice. The focus was not on difficult technology, but on simple and useful tools that can be used in everyday youth work.

This chapter presents different types of tools that can support your work. You do not need to use all of them. It is better to choose a few tools that fit your needs and feel comfortable to use.

4.1 Content Creation Tools

Content creation tools help youth workers create materials such as social media posts, posters, presentations, and videos.

Some useful tools are:

- **Canva** – a simple and beginner-friendly tool for creating posters, social media posts, presentations, and flyers.
- **CapCut** – an easy tool for editing short videos, such as reels or promotional videos.
- **Figma** – a design tool that can be used to create visuals and work together on designs. It may require some basic learning but is useful for teamwork.
- **PowerPoint** or **Google Slides** – simple tools for presentations that can also be used creatively for visual content.

For beginners, **Canva**, **Google Slides**, and **CapCut** are the easiest tools to start with.

4.2 Communication and Collaboration Tools

These tools help youth workers communicate with participants and work together in teams.

Some useful tools are:

- **WhatsApp** – for quick communication and group chats
- **Telegram** – for sharing information and communicating with groups
- **Zoom** – for online meetings, workshops, and activities
- **Google Meet** – a simple tool for online calls
- **Miro** – an online board for brainstorming and group work
- **Padlet** – a simple tool for collecting ideas, feedback, and resources
- **Google Drive** – for storing and sharing files

For beginners, **WhatsApp**, **Google Meet**, **Google Drive**, and **Padlet** are very easy to use.

4.3 Project Management Tools

Project management tools help youth workers organise tasks, plan activities, and manage teamwork.

Some useful tools are:

- **Todoist** – a simple tool for creating task lists and setting deadlines
- **Trello** – a visual tool for organising tasks into columns (for example: To do, Doing, Done)
- **Google Docs** – for shared writing and planning
- **Google Sheets** – for timelines, lists, and simple project tracking

For beginners, **Todoist**, **Trello**, and Google tools are easy and practical.

4.4 Artificial Intelligence Tools

Artificial intelligence tools can support youth workers with ideas, writing, and content creation.

Some useful tools are:

- **ChatGPT** – for generating ideas, writing texts, and planning activities
- **Canva AI tools** – for helping create designs and content

AI tools can save time and support creativity, but they should be used carefully. Always check the information and think critically about the results.

4.5 Tools for Online Safety

Online safety tools help protect personal data and support safe behaviour online.

Some useful tools and features are:

- **Privacy settings on social media (Instagram, Facebook, TikTok)**
- **Strong passwords and password managers**
- **Two-factor authentication (2FA)**
- **Blocking and reporting tools on platforms**

Youth workers should understand these basics and help young people stay safe online.

4.6 Tools for Inclusion and Accessibility

These tools help make activities more accessible for all young people.

Some useful tools are:

- **Automatic subtitles in Zoom or video platforms**
- **Google Translate** – for basic translation
- **Simple design tools like Canva** – for clear and readable materials
- **Padlet** – for sharing ideas in different formats (text, images, videos)

Inclusion is not only about tools. It is also about using simple language, giving clear instructions, and making sure everyone can participate.

▼ Chapter 5. Practical Use of Digital Skills

Digital skills are not only about knowing tools, but about how to use them in real situations with young people. Youth workers often need to communicate, organise activities, support learning, and create engaging experiences. Digital skills can support all of these areas.

During the training, participants focused on practical situations from their daily work. They explored how digital tools and methods can improve their activities and make them more relevant for young people.

This chapter shows how digital skills can be applied in real youth work practice.

5.1 Planning Digital Activities

When planning activities, digital skills can help youth workers organise their ideas and prepare more structured sessions.

For example, when planning a workshop, a youth worker can:

- create a simple plan with clear steps
- prepare materials in advance
- share information with participants before the activity

Digital tools can support this process, but the most important part is clear planning. Activities should have a clear goal, simple structure, and understandable instructions.

It is also important to think about the group:

- What is their level of digital skills?
- Do they have access to devices or internet?
- What kind of activities will engage them?

Good planning makes the activity easier to follow and more effective.

5.2 Engaging Young People Online

Young people are active online, but this does not automatically mean they are engaged. Youth workers need to create activities that are interactive and interesting.

For example, instead of only sharing information, youth workers can:

- ask questions

- create small challenges
- invite young people to share their ideas
- use polls or short interactive tasks

Communication should be:

- clear
- short
- visually attractive

It is also important to use platforms that young people already use and feel comfortable with. Engagement comes from interaction, not only from posting information.

5.3 Creating Youth-Friendly Digital Content

Content should be simple, clear, and easy to understand. Young people usually prefer short and visual content.

For example, when promoting an activity, youth workers can:

- create a short message with key information
- use visuals such as images or icons
- highlight important details (date, place, how to join)

It is important to avoid:

- long texts
- complicated language
- too much information in one message

Good content helps young people quickly understand what the activity is about and why they should join.

5.4 Improving Organisational Digital Work

Digital skills can also improve how youth organisations work internally.

For example, teams can:

- share documents in one place
- clearly divide tasks

- keep track of deadlines
- communicate regularly

This helps avoid confusion and makes teamwork more efficient.

It is not necessary to use many different tools. Even simple solutions, such as shared documents and clear communication, can improve the way a team works.

5.5 Using AI Safely and Responsibly

Artificial intelligence can support youth workers, but it should be used carefully.

For example, AI can help:

- generate ideas for activities
- support writing
- create simple content

However, it is important to:

- check the information provided
- think critically about the results
- avoid sharing incorrect or misleading content
- respect privacy and data protection

Youth workers should also help young people understand that AI is a tool, not always a reliable source of truth.

Using AI responsibly means using it as support, not as a replacement for thinking.

▼ Chapter 6. Practical Tips for Youth Workers

Working with digital tools in youth work can be very useful, but it can also bring challenges. Participants in the training shared their experiences, difficulties, and solutions. Based on this, several practical tips can help youth workers feel more confident and prepared.

This chapter provides simple advice that can be applied in everyday work with young people.

6.1 Working with Different Digital Skill Levels

In many groups, participants have different levels of digital skills. Some may feel very confident, while others may feel unsure or even afraid of using digital tools.

To manage this, youth workers can:

- start with simple tools and clear instructions
- explain step by step what participants need to do
- give extra support to those who need it
- encourage participants to help each other

It is important to create a safe environment where participants feel comfortable asking questions and making mistakes.

6.2 Keeping Participants Engaged

Keeping young people engaged can be more difficult in digital activities than in face-to-face settings.

To improve engagement, youth workers can:

- use short and interactive activities
- include questions, polls, or small challenges
- use visuals and creative elements
- avoid long explanations

It is also important to give participants a chance to actively contribute and share their ideas.

6.3 Ensuring Safe and Ethical Digital Use

Digital activities should always be safe and respectful for everyone.

Youth workers should:

- explain basic rules for online behaviour
- talk about privacy and personal data

- encourage respectful communication
- react quickly to inappropriate behaviour

It is also important to help young people think critically about online content and recognise risks.

6.4 Building Long-Term Digital Capacity

Digital skills should not be developed only during one activity or project. It is important to continue learning and improving over time.

Youth workers can:

- keep exploring new tools and methods
- share knowledge within their team
- learn from other organisations
- reflect on their own practice

Small steps can lead to long-term improvement. The goal is not to use many tools, but to use them in a meaningful and confident way.

▼ Chapter 7. Lessons Learned from the Project

During the training course, participants, the trainer, and the facilitator gained valuable experience about digital youth work, learning methods, and group dynamics. The project provided practical insights into how digital tools can be used in youth work and what challenges can appear in the learning process.

This chapter summarises the main lessons learned during the project and can support other youth workers and organisations when planning similar activities.

7.1 What Worked Well

Several elements of the training worked very well and supported the learning process.

The use of **non-formal education methods** was very effective. Interactive activities, group work, and practical tasks helped participants stay engaged

and actively involved.

The **practical approach** was another strong point. Participants did not only learn about digital tools, but also used them in real situations. This helped them better understand how to apply these tools in their own work.

The cooperation between the **trainer and the facilitator** also worked well. The trainer focused on delivering the content and guiding the learning process, while the facilitator supported the group, helped manage activities, and ensured a positive atmosphere.

The **international group of participants** added value to the training. Participants shared different experiences, ideas, and practices from their countries, which made the learning process more interesting and diverse.

Finally, the **safe and supportive environment** helped participants feel comfortable, ask questions, and learn from each other.

7.2 Challenges and Solutions

During the training, some challenges appeared, but they were addressed during the process.

One of the main challenges was the **different levels of digital skills** among participants. Some participants were confident, while others needed more support. This was managed by using simple tools, giving clear instructions, and encouraging participants to support each other.

Another challenge was **time management**. Some activities required more time than planned, especially when participants were actively engaged. The trainer and facilitator adapted the programme when needed and focused on the most important parts.

Some participants also found it difficult to use **new digital tools** at the beginning. To support them, the trainer provided step-by-step guidance and allowed time for practice.

These challenges were part of the learning process and helped improve the overall experience.

7.3 Trainer and Facilitator Insights

The trainer and facilitator observed that participants were motivated and interested in developing their digital competences. Many participants were especially curious about content creation and artificial intelligence.

It was clear that participants learn best through **active participation**. Activities that included practice, discussion, and teamwork were more effective than theoretical explanations.

The facilitator played an important role in supporting the group, especially participants with lower confidence. This helped create a balanced and inclusive learning environment.

Another important insight was the value of **peer learning**. Participants learned a lot from each other by sharing tools, experiences, and ideas.

It was also observed that **confidence is as important as skills**. Some participants already had basic knowledge, but needed encouragement to use it in practice.

7.4 Recommendations for Future Projects

Based on the experience of this project, several recommendations can be made for future training courses.

- Use **simple and practical tools** that participants can easily apply
- Focus on **learning by doing**, not only theory
- Ensure a good balance between **trainer guidance and participant involvement**
- Create a **safe and inclusive learning environment**
- Support participants with different levels of experience
- Allow enough time for **practice and reflection**
- Include relevant topics such as **digital safety and artificial intelligence**

Future projects can use these recommendations to improve the quality of training and make learning more effective.

▼ Chapter 8. Additional Resources

This chapter provides additional support for youth workers who want to apply the methods and ideas presented in this guide. The resources below can help you continue developing your digital skills and adapt the activities to your own context.

You do not need to use all tools or methods. It is better to choose what fits your needs and the needs of your group.

8.1 Adapting Activities to Your Context

The activities presented in this guide can be adapted to different groups and situations.

When planning your activities, consider:

- the number of participants
- their level of digital skills
- access to devices and internet
- available time

You can simplify or expand activities depending on your situation. The most important thing is to make them clear, practical, and suitable for your group.

8.2 Creating Your Own Materials

Youth workers are encouraged to create their own materials based on their goals and the needs of their participants.

For example, you can:

- prepare simple activity plans
- create discussion questions
- design visual materials
- adapt activities to local topics

Creating your own materials helps make your work more relevant and meaningful.

8.3 Useful Digital Tools

The following tools can support your work in communication, content creation, organisation, and collaboration:

- Canva – <https://www.canva.com>
- CapCut – <https://www.capcut.com>
- Figma – <https://www.figma.com>
- Trello – <https://trello.com>
- Todoist – <https://todoist.com>

- Padlet – <https://padlet.com>
- Miro – <https://miro.com>
- ChatGPT – <https://chat.openai.com>

You do not need to use all of them. Start with simple tools and gradually explore others if needed.

8.4 Continuing Your Learning

Digital youth work is constantly changing, so it is important to continue learning.

You can:

- explore new tools step by step
- learn from other youth workers
- join trainings or online communities
- reflect on your own experience

Learning does not stop after one project. Small steps can help you build confidence and improve your work over time.

▼ Chapter 9. Youthpass and Recognition of Learning

Youthpass is an important part of Erasmus+ projects. It is not only a certificate, but also a **process that helps participants reflect on their learning** and understand what competences they have developed during the project.

During this training course, Youthpass was used as a tool to support **reflection, self-assessment, and personal development**. Participants were encouraged to think about what they learned, how they learned, and how they can use these competences in their future work.

Reflection was included throughout the project. Participants took part in:

- daily reflection sessions
- group discussions
- individual thinking and feedback activities

This helped them become more aware of their learning process and their progress.

Youthpass is based on the idea that learning includes not only knowledge, but also **skills, attitudes, and behaviours**. This approach is also reflected in competence-based youth work, where competences combine knowledge, skills, and attitudes into real practice .

During the training, participants developed competences in several areas, such as:

- digital skills
- communication and teamwork
- intercultural cooperation
- critical thinking and problem solving

Participants were supported in identifying and describing their learning outcomes. This process can be challenging, so guidance from the trainer and facilitator was important.

At the end of the project, each participant received a **Youthpass certificate**, which describes their learning outcomes and competences. This certificate can be used in future opportunities such as employment, education, or further training.

Youth workers can create Youthpass certificates through the official platform:

👉 <https://www.youthpass.eu>

To create a Youthpass certificate:

- the organisation registers on the platform
- project details and participant information are added
- participants reflect on their learning outcomes
- the certificate is generated and shared

Youthpass can also be used during the project, not only at the end. Regular reflection helps make the learning process more meaningful.

Youth workers are encouraged to use Youthpass in their own projects as a **learning and reflection tool**, not only as a certificate. It can help young

people better understand their strengths, build confidence, and recognise the value of their learning experience.

▼ Conclusion

Digital tools are becoming an important part of youth work, but using them effectively requires not only technical skills, but also confidence, creativity, and a clear understanding of young people's needs.

The project "**Digital Dynamics: Empowering Youth Workers in the Digital Age**" showed that digital youth work can be simple, practical, and meaningful when the right methods and tools are used. Through non-formal education, participants had the opportunity to learn by doing, test new ideas, and reflect on their experience.

This guide brings together the main results of the training. It includes activities, tools, and practical tips that can support youth workers in their daily work. The aim is not to provide one fixed way of working, but to offer ideas that can be adapted to different contexts and groups.

One of the key messages of this guide is that **digital youth work does not need to be complicated**. Starting with simple tools, clear communication, and practical activities can already make a big difference. It is also important to continue learning, experimenting, and sharing experiences with others.

Youth workers play an important role in helping young people navigate the digital world in a safe, creative, and responsible way. By developing their own digital competences, they can create more engaging activities, reach more young people, and respond to the challenges of today's society.

We hope that this guide will support you in your work, inspire new ideas, and encourage you to explore digital youth work with confidence.

▼ Contacts

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