



Co-funded by
the European Union

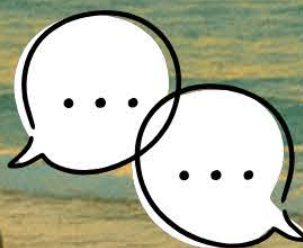
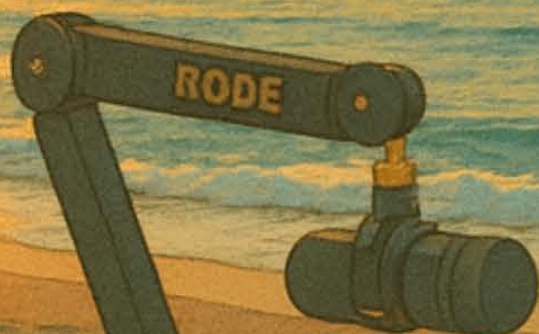
Erasmus+

Arricchisce la vita, apre la mente.

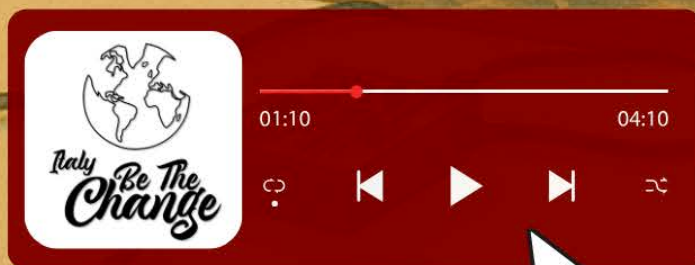
2025-1-IT03-KA153-YOU-000298727

YOUTH LEADERS **ON AIR**

27.10-04.11.2025 - FURNARI (ME), ITALY



Open-access toolkit for leadership, storytelling, podcasting and youth-work facilitation. Designed by Be The Change Italy and the trainer Emanuel Caristi





Co-funded by
the European Union



Youth Leaders on Air Toolkit



2025-1-IT03-KA153-YOU-000298727

Erasmus+

Arricchisce la vita, apre la mente.

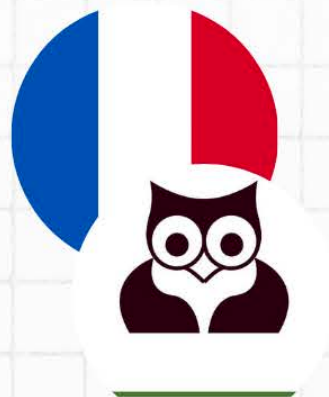
"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



BE THE CHANGE



TA PEKOWE - TRAINING ASSOCIATION



ASSOCIATION MED13



YOUTHPATH



ASOCIACIÓN SOCIOCULTURAL Y MUSICAL A LA MUA



STRONG FUTURE ASSOCIATION



ASSOCIATION LEVEL UP INTERNATIONAL

 Coordinator - Be The Change, Italy

 Partner - Association MED13, France

 Partner - Asociación Sociocultural y Musical A La Mua, Spain

 Partner - Güçlü Gelecek Derneği / Strong Future Association, Türkiye

 Partner - Association Level Up international, North Macedonia

 Partner - TA - Training Association, Austria

 Partner - YouthPath, Greece





Co-funded by
the European Union



Contents

 Section	 What you will find
 <u>Project Facts</u>	Project code, dates, location, countries, participants, funding and format.
 <u>Project Introduction</u>	Purpose, audience and the training logic behind Youth Leaders on Air.
 <u>Project Objectives</u>	Leadership, podcasting, digital production, inclusion and dissemination goals.
 <u>Partnership</u>	Coordinator and partner organisations, with country and social-media links.
 <u>What This Toolkit Is</u>	Scope, intended users and the toolkit's practical learning approach.
 <u>Digital Companion</u>	Web-app access, learning modules, cards, coach, planner and podcast gallery.
 <u>Youth Work, Voice and Non-Formal Learning</u>	Youth voice, participation, ETS competences and non-formal learning foundations.
 <u>Leadership as Practice</u>	Five Practices, infinite mindset, leadership identity, empathy and feedback.
 <u>Storytelling and Public Speaking</u>	Story structure, audience connection, vulnerability and public expression.
 <u>Podcasting as Youth Work</u>	Youth needs, learning outcomes, production workflow, ethics and consent.
 <u>Facilitation, Safety and Inclusion</u>	Safer spaces, accessibility, reflection, debriefing and Youthpass.
 <u>Replicable Learning Journey</u>	Arrival plus seven training days, adaptation guidance and replication indicators.
 <u>Templates</u>	Eight practical canvases, planners, checklists and reflection or follow-up tools.
 <u>Conversation and Coaching Tools</u>	Coaching principles, seven leadership pillars, conversational cards and printables.
 <u>Podcast Outputs</u>	Project episodes and testimonials with direct listening links.
 <u>Dissemination and Follow-Up</u>	Partner channels, local workshops and continued community action.



Project Facts

 Field	 Details
 Title	Youth Leaders on Air
 Place and dates	Furnari (ME), Sicily, Italy 27 October - 4 November 2025
 Programme	Erasmus+ KA153-YOU Mobility of youth workers
 Participants	28 youth workers and young leaders, plus 1 trainer/facilitator
 Countries	Italy  , France  , Spain  , Türkiye  , North Macedonia  , Austria  and Greece 
 Main output	Open-access toolkit ecosystem combining a web app, handouts, podcast episodes, public article, photo archive, daily interviews, dissemination materials and follow-up workshops.
 Project code	2025-1-IT03-KA153-YOU-000298727



Project Introduction

Youth Leaders on Air is an Erasmus+ KA153-YOU training course for youth workers and young leaders implemented in Furnari, Sicily, from 27 October to 4 November 2025. The project brings together 28 participants from seven countries: Italy, France, Spain, Türkiye, North Macedonia, Austria and Greece.

The project responds to a clear need in youth work: young people need more spaces where their voices are heard, their stories are taken seriously and their concerns can become public dialogue. Many youth workers already use discussion, group work and creative methods, but they often lack practical tools to turn youth voices into structured digital content. Podcasting can fill this gap when it is used with purpose, safety and educational intention.

The training combines leadership, storytelling, public speaking, podcasting, intercultural learning and non-formal education. Participants do not only learn about these topics; they practise them. They build trust, share stories, explore leadership through role-play and theatre, analyse youth needs, design podcast concepts, record and edit episodes, create visibility content in Cefalù, reflect through YouthPass and disseminate results after returning home.

This toolkit turns that experience into a practical resource. It can be used by trainers, youth workers, volunteers, youth centres and partner organisations that want to use podcasting and digital storytelling as tools for participation, inclusion, leadership development and media production.



Co-funded by
the European Union



Project Objectives

 **Strengthen the competences** of youth workers and young leaders in leadership, public speaking, storytelling and teamwork.

 **Provide practical skills** in **digital media production**, especially **podcast concept design, recording, editing and dissemination**.

 **Use podcasting** as a **youth-work method** for **participation, critical thinking, dialogue and youth voice**.

 **Foster intercultural cooperation** among **youth workers** from Italy, France, Spain, Türkiye, North Macedonia, Austria and Greece.

 **Promote inclusion, active citizenship and digital transformation** in line with the **European Youth Goals**.

 **Create tangible outputs** that can remain useful after the mobility: a **web app, handouts, podcast episodes, and local follow-up workshops**.

Partnership

The partnership is essential because each organisation brings a different youth-work context, local community and perspective on digital communication. The partners support participant selection, preparation, implementation, dissemination and follow-up use of the results.

 **Coordinator - Be The Change, Italy**

 [Instagram](#) | [Facebook](#)

 **Partner - Association MED13, France**

 [Instagram](#) | [Facebook](#)

 **Partner - Asociación Sociocultural y Musical A La Mua, Spain**

 [Instagram](#) | [Facebook](#)

 **Partner - Güçlü Gelecek Derneği / Strong Future Association, Türkiye**

 [Instagram](#) | [Facebook](#)

 **Partner - Association Level Up international, North Macedonia**

 [Instagram](#) | [Facebook](#)

 **Partner - TA - Training Association, Austria**

 [Instagram](#) | [Facebook](#)

 **Partner - YouthPath, Greece**

 [Instagram](#) | [Facebook](#)





Co-funded by
the European Union



Youth Leaders on Air Toolkit



2025-1-IT03-KA153-YOU-000298727

Erasmus+

Arricchisce la vita, apre la mente.

2025-1-IT03-KA153-YOU-000298727

YOUTH LEADERS ON AIR

27.10-04.11.2025 



Erasmus+

Arricchisce la vita, apre la mente.



Co-funded by
the European Union





What This Toolkit Is

This toolkit is a **practical working document** for **youth workers** who want to use **leadership, storytelling** and **podcasting** with young people in a structured and **inclusive** way. It combines **theory, facilitation guidance, activity descriptions, production workflow, templates** and examples from the project.

It is not meant to be read only from the first page to the last. Trainers can use it to prepare sessions, youth workers can use individual activities in local workshops, organisations can use the production workflow to improve their media content, and participants can use the templates to design their own podcast episodes.

The toolkit is open-access and adaptable. It can support international training courses, local youth workshops, communication campaigns, school or community projects, youth centre activities, online dissemination and follow-up events.



How to Use This Toolkit



For trainers: use the theory sections to frame the learning process and the method menu to design a training flow. Combine group building, storytelling, public speaking, podcast analysis, recording and reflection.



For youth workers: use the templates with young people to transform a social issue into a podcast concept. Start from youth needs, move to a clear message, then record, edit and share.



For organisations: use the media workflow to improve the quality of project communication. A podcast episode, interview or testimonial can document impact, collect youth voices, promote an activity and support dissemination.



For participants: use the reflection tools to recognise competences developed through teamwork, public speaking, leadership, digital production and intercultural cooperation.



Facilitator tip: treat the toolkit as a living document. Adapt the language, timing, examples and technical level to your group. A good youth-work method becomes stronger when it responds to the real people in the room.



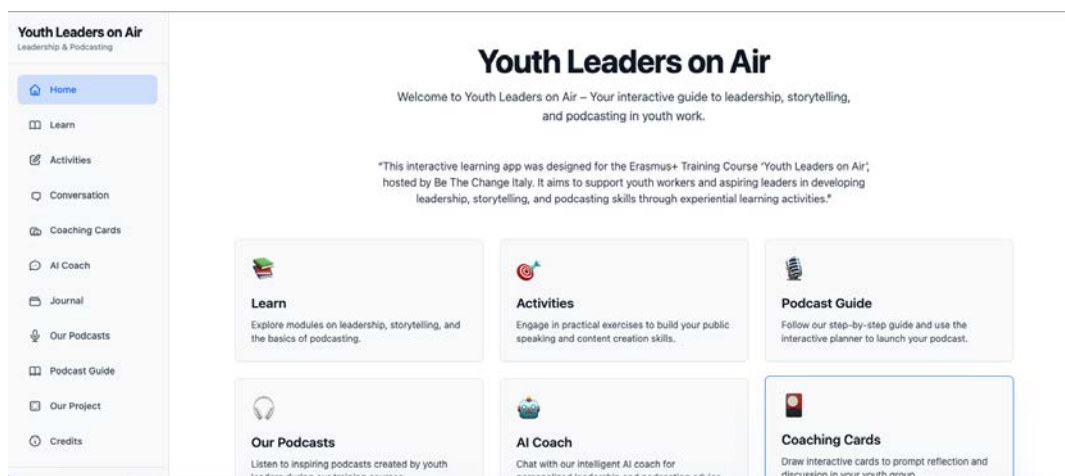
Digital Companion

The project includes an **interactive web app** designed as a digital companion for the training course. It supports the learning journey before, during and after the mobility by giving participants and youth workers access to structured content, practical tools and reflection spaces.

OPEN THE YOUTH LEADERS ON AIR WEB APP



Digital Companion Learning Path. Participants use the web app to learn, plan, practise and reflect across the training journey.

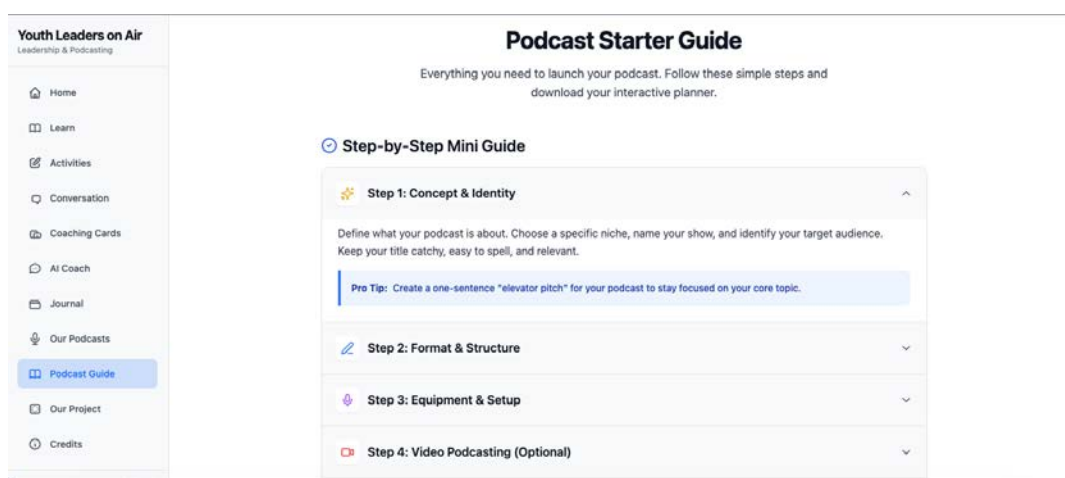


Web app preview - The central hub connects learning modules, activities, podcast tools and reflection spaces.



The **Home Dashboard** works as a central hub, guiding users toward learning modules, practical activities, podcast tools and project information. The **Learn** section provides structured content on leadership, storytelling and podcasting basics. The **Activities** section offers hands-on exercises for public speaking, content structure and creative thinking.

The **Podcast Guide** and **Interactive Planner** are especially important. They help participants move from an idea to a concrete podcast plan by defining name, description, main goal, target audience, format, frequency and episode ideas. The planner can export a branded PDF including Erasmus+ programme visibility, Be The Change Italy and project code.



Web app preview - Podcast Starter Guide. The step-by-step guide supports concept design, format choices, equipment, recording and publishing.

The web app also includes **Our Podcasts**, a section connected to the published YouTube playlist, so users can listen to outputs created by participants. The **AI Coach** offers conversational support for leadership challenges, podcast structure or team conflicts. **Coaching Cards** give reflection prompts, the **Conversation Simulator** creates a safe space to practise difficult dialogues, and the **Journal** allows users to document learning and progress.

For youth workers, the value of the web app is that it connects **theory, activity design and media production** in one place. It can be used during a workshop, as preparation material, as follow-up support or as inspiration for new digital youth-work projects.



Theory: Youth Work, Voice and Non-Formal Learning



Figure 1 - Youth Work, Voice and Non-Formal Learning. The cycle shows how voice, participation, action and reflection turn podcasting into non-formal learning.

Non-formal learning is strongest when young people can act, speak, listen, create, reflect and transfer experience into their own communities. A visible output such as a podcast matters, but the learning process is wider than audio production. Participants learn by identifying real needs, building trust, making choices in a team, testing communication, creating digital content and reflecting on competences. Youth Leaders on Air applied this sequence throughout the training journey.

Youth work creates conditions for participation. The facilitator does not simply deliver content, but designs a learning environment where young people can take initiative, negotiate meaning, manage emotion, use media responsibly and recognise their own growth. This matches the Youthpass logic: learning is not only the final product, but the process through which participants become able to name what they learned and how they can use it again. This approach informed the facilitation of Youth Leaders on Air.

The microphone is therefore a pedagogical tool. It asks participants to clarify what matters, decide who should be heard, prepare questions, listen actively and transform a concern into public dialogue. When handled well, podcasting becomes a bridge between personal story, group learning and civic participation.



Co-funded by
the European Union



Youth Leaders on Air Toolkit



2025-1-IT03-KA153-YOU-000298727

Erasmus+

Arricchisce la vita, apre la mente.

 Concept	 What it develops	 Facilitator Tip
 Agency	Youth ownership and decision making	Start from youth needs, not trainer topics
 Reflection	Meaning making from audio creation	Use the debriefing ladder after recording
 Voice	Public expression and civic participation	Ensure ethical boundaries and consent

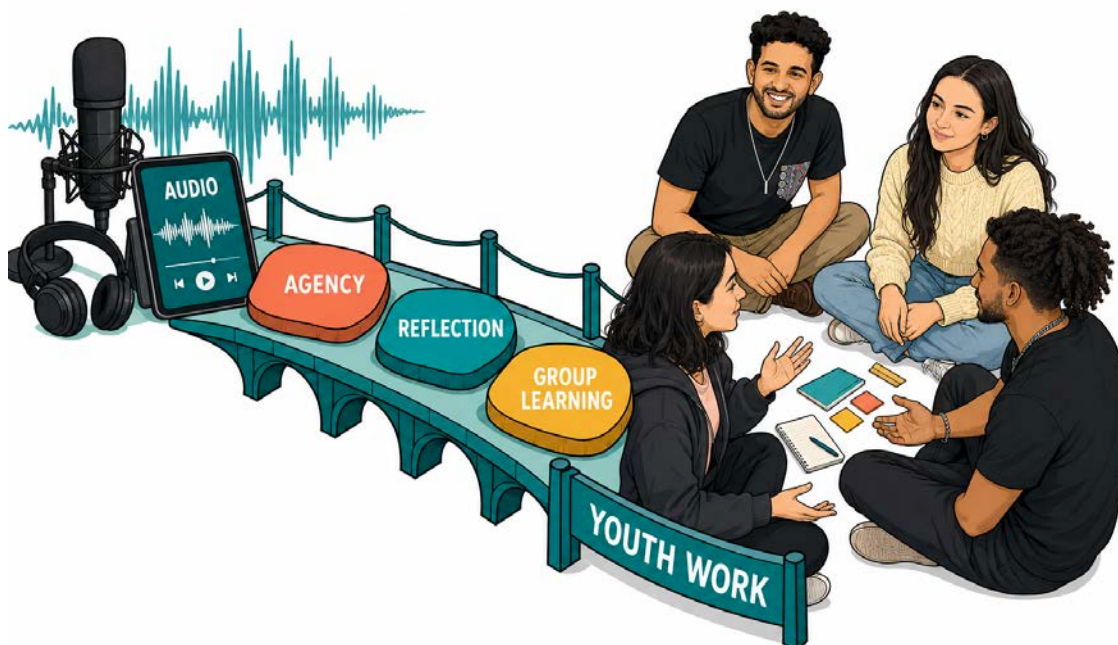


Figure 2 - What Youth Work Adds to Podcasting. The bridge shows how agency, reflection, group learning and voice transform an audio product into a youth-work process.



 Concept	 What it develops	 Facilitator Tip
 Facilitating learning	Identifying needs and reflecting	Support participants to turn insight into action
 Designing programmes	Adapting activities to the group	Choose methods based on digital objectives
 Collaborating in teams	Building trust and sharing roles	Handle conflict and make strengths visible



Figure 3 - ETS Competence Lens. The lens connects skills, knowledge, attitudes and practice to facilitation in a youth podcast setting.



Theory: Leadership as Practice

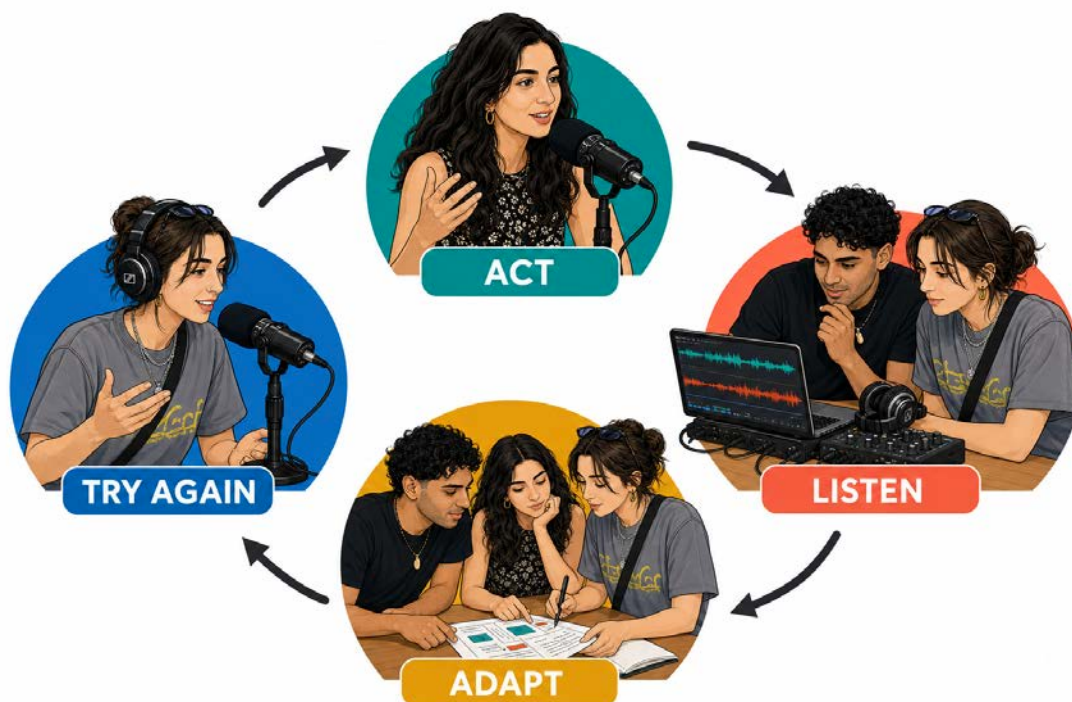


Figure 4 - Leadership as Practice. The cycle shows leadership as repeated action, feedback and reflection rather than a fixed personal trait.

 Leadership Element	 Focus	 Action
 Shared Responsibility	Distributing roles within the team	Identify who clarifies goals and who protects quieter voices
 Practice	Leadership as repeated action	Use trust exercises and peer feedback to refine behavior

Leadership is not defined by status, charisma or control. It is a set of behaviours that help a group move toward a meaningful goal while keeping people included, heard and responsible. These behaviours can be practised, observed and shared across a team. In Youth Leaders on Air, they became visible through trust exercises, public speaking, role-play, storytelling, podcast planning, recording, editing, peer feedback and dissemination.

A facilitator can use podcasting to observe leadership in action. Who clarifies the goal? Who listens carefully? Who keeps time? Who protects the quieter voices? Who organises files? Who notices tension? Who asks the question that makes the episode better? These behaviours show that leadership can be shared across a team.



Five Practices of Exemplary Leadership



Figure 5 - Five Practices of Exemplary Leadership. The radial model translates model, inspire, challenge, enable and encourage into shared podcast-team behaviours.

Kouzes and Posner's Five Practices offer a practical frame for understanding leadership as observable behaviour. In youth work, each practice can be translated into actions that participants can recognise, test and share within a group.

Model the Way: participants clarify values and show them through action. In a podcast team this means doing what was agreed, respecting deadlines, using inclusive language and modelling the listening they expect from others.

Inspire a Shared Vision: the group creates a picture of the future it wants to serve. A strong episode is not only about a topic; it is about why the topic matters and what change in awareness, attitude or action the group hopes to support.

Challenge the Process: participants experiment, test ideas and learn from mistakes. Recording, editing and public speaking make this concrete because teams must try, listen back, improve and accept that early attempts are part of learning.

Enable Others to Act: leadership becomes stronger when power and information are shared. Teams need clear roles, mutual support and enough trust for each person to contribute from their strengths.

Encourage the Heart: groups need recognition. Celebrating small wins, thanking hidden work and noticing effort builds motivation and community, especially during stressful production phases.



Infinite Mindset and Youth Work

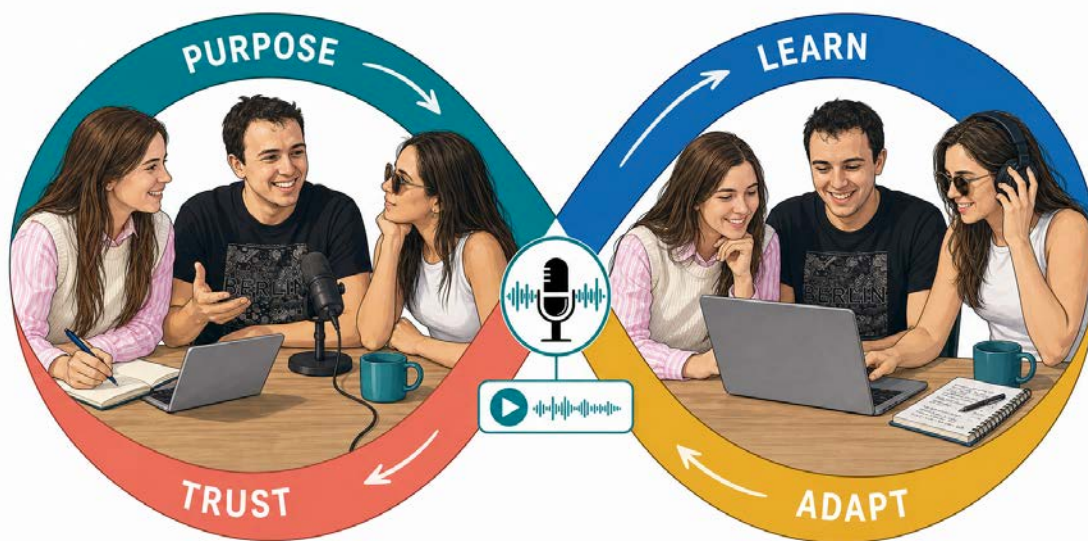


Figure 6 - Infinite Mindset and Youth Work. The loop frames youth work as ongoing purpose, trust, learning and adaptation beyond one project output.

An infinite mindset treats youth work as an ongoing practice rather than a game that ends with one output. The aim is to keep learning, improve methods and serve a cause larger than one episode, workshop or mobility. In Youth Leaders on Air, that cause was stronger youth voice, better participation and more confident youth workers.

A finite mindset asks: did we finish the podcast? An infinite mindset asks: did this process strengthen people, relationships, methods and future action? Both questions matter, but the second one protects the educational value of the project.



Leadership Identity, Mission, Superpowers and Kryptonite



Figure 7 - Leadership Identity Map. The map helps participants connect mission, values, superpowers and kryptonite to their leadership practice.

The identity, mission, superpowers and kryptonite metaphor makes leadership personal without making it individualistic. It helps participants explore values, purpose, strengths and blind spots. The point is not to appear perfect, but to understand what each person can contribute and what support they need. The project used this metaphor to make reflection concrete and memorable.

-  **Leadership identity:** What values do I want people to experience when I work with them?
-  **Leadership mission:** What positive change am I trying to support in my group or community?
-  **Superpowers:** What strengths give me energy and help the team?
-  **Kryptonite:** What pattern, fear, stress reaction or blind spot can weaken my leadership if I ignore it?

This frame connects well with podcast production. One person may be strong at hosting, another at empathy, another at editing, another at structure, another at humour, another at keeping the team calm. A good youth worker helps the group distribute leadership instead of allowing one confident voice to dominate.



Co-funded by
the European Union



Empathy, Vulnerability and Feedback

Empathy means perspective-taking, not agreement. A host, facilitator or team leader does not need to approve every opinion, but they do need to understand what the speaker is trying to express and what emotion is present. This is essential for interviews, team conflict, intercultural communication and public speaking.

Vulnerability must be handled carefully. Public speaking and podcasting can invite personal stories, but participants should choose their own depth. A safe environment does not mean pushing people to reveal painful experiences. It means making different levels of sharing legitimate: personal, fictional, analytical, professional or light.

Feedback should help the next attempt. Radical Candor frames useful feedback as care plus directness. In youth work, this means feedback should be specific, kind, honest and usable. Instead of judging the person, the group discusses behaviour, episode structure, sound quality, message clarity or teamwork patterns. The web app turned this principle into coaching prompts and conversation practice.



Theory: Storytelling and Public Speaking

Storytelling helps young people organise experience into meaning. A story connects facts, feelings, choices and consequences. In youth work, storytelling can strengthen identity, empathy, intercultural learning and active citizenship because it allows participants to connect personal reality with social questions.

Public speaking in Youth Leaders on Air prepared participants for podcasting. Participants had limited time to prepare a short speech or personal story, which trained structure, presence, voice, emotional regulation and audience awareness. The point was not performance perfection. The point was confidence, authenticity, respectful listening and the ability to communicate an idea under pressure.





Storytelling and Public Speaking Dynamics



Figure 8 - Story Structure for Youth-Work Communication. The arc turns needs, challenges, choices, actions and impact into a clear communication path.

Concept	What it develops	Facilitator Tip
Hook & Context	Attention and Relevance	Open with a surprising statement; explain why it matters
Challenge & Turning Point	Tension and Choice	Identify the obstacle and show what changed
Message & Transfer	Impact and Application	Connect the insight to community action or podcast topics

Hook: open with a question, image, moment or surprising statement that invites attention.

Context: explain where the story happens and why it matters.

Challenge: name the tension, obstacle, need or decision.

Turning point: show what changed, what was learned or what choice was made.

Message: close with the idea the listener should remember.

Transfer: connect the story to youth work, community action or a podcast topic.

For podcasting, this structure helps teams avoid random conversation. It gives the episode a path while leaving enough space for natural dialogue.



Podcasting as Youth Work



Figure 9 - Podcasting as Youth Work. The model shows the episode emerging where audio production, participation and learning overlap.

Podcasting is a powerful youth-work method because it combines voice, listening, research, teamwork, digital competence and public communication. It gives young people a contemporary format for exploring social issues and makes the learning process tangible.

A podcast episode is not just an audio file. It is a sequence of educational tasks: identify a need, choose an audience, research the issue, prepare questions, assign roles, record, listen back, edit, publish responsibly and debrief. Each task can develop a different competence.



What Podcasting Develops



Figure 10 - What Podcasting Develops. The competence wheel shows how podcasting builds voice, confidence, teamwork, digital skills and critical thinking.

- Communication:** clear voice, questions, active listening, structure and audience awareness.
- Digital competence:** recording, editing, file management, subtitles, visual identity and publishing.
- Media literacy:** understanding framing, misinformation, tone, evidence, sources and platform effects.
- Teamwork:** role distribution, deadlines, negotiation, feedback and shared responsibility.
- Participation:** young people speak about issues that affect their lives and communities.
- Advocacy:** organisations can amplify youth voices and document project impact.



From Youth Needs to Podcast Topics



Figure 11 - From Youth Needs to Podcast Topics. The funnel moves from broad needs to questions, audience and a focused episode topic.

Needs-based media design begins by mapping concerns in the communities represented by the group. Common themes may include employment and economic insecurity, education and skills mismatch, social inclusion and discrimination, mental health and wellbeing, governance and transparency, civic engagement, housing and healthcare. In Youth Leaders on Air, participants compared these needs across their countries before choosing podcast topics.

This step is central. It prevents podcasting from becoming content for content's sake. The group starts from real concerns, then turns them into episode concepts, interview questions and public messages. The final episodes on propaganda, far-right ideologies, education, unemployment, migration, housing, healthcare and mental health show how youth-led media can hold serious social themes in an accessible format.

Concept	What it develops	Facilitator Tip
Concept & Research	Topic definition and fact-finding	Turn a social issue into a podcast plan
Recording & Editing	Digital competence and clarity	Clean audio while keeping conversation human
Publishing & Reflection	Civic engagement and learning	Share with consent and debrief the teamwork



Podcast Production Workflow



Figure 12 - Podcast Production Workflow. The flow links planning, research, recording, editing, publishing and reflection as one complete learning process.

Iterative process: Podcast production is a learning cycle, not a purely technical or linear sequence. Each stage shapes the next: purpose guides research, research sharpens questions, recording reveals the available material, editing tests clarity, publishing requires ethical judgement, and reflection turns the finished episode into learning.

Stages: Planning defines the audience, purpose, format, roles and evidence needed. Research checks facts and identifies relevant voices. Recording depends on preparation, consent and active listening. Editing selects what serves the message without distorting meaning. Publishing includes accessibility, credits, privacy and distribution choices.

Youth-work principle: The workflow should remain flexible. A team may return to an earlier stage when an interview changes the story, consent is withdrawn, audio quality fails or reflection reveals a stronger angle. The facilitator protects the process while participants retain meaningful decisions and ownership.



Media Literacy, Ethics and Consent



Figure 13 - Media Literacy, Ethics and Consent. The shield highlights consent, privacy, accuracy and care before youth media is shared publicly.

Youth media work has real consequences. A podcast can amplify voices, but it can also expose people, spread weak information or simplify complex issues. Facilitators should teach participants to ask: Who benefits from this episode? Who could be harmed? What evidence do we have? Whose voice is missing? What should stay private?

Consent must be specific. Participants and guests should know whether they are being recorded, where the recording may be published, who will edit it and whether they can withdraw before publication. Sensitive topics require extra care, slower pacing and the option to contribute off-microphone.



Facilitation, Safety and Inclusion



Figure 14 - Facilitation, Safety and Inclusion. The model links agreements, check-ins, choice and debriefing to a safer group process.

A strong facilitator protects both freedom and structure. Too much control kills youth ownership. Too little structure leaves participants confused, unsafe or technically stuck. The role of the facilitator is to hold the learning frame: purpose, agreements, roles, timing, emotional safety, technical support and debriefing.

Psychological safety matters because creative work involves mistakes. Participants need to know they can ask questions, admit confusion, record a bad first take, give feedback, disagree respectfully and try again without humiliation. This is especially important in international groups where language, confidence and cultural communication styles differ.

Concept	Focus	Action
Speaking Roles	Voice and confidence	Offer host, guest, or narrator options
Non-speaking Roles	Support and technical skills	Assign researcher, editor, or designer roles
Language & Access	Multilingualism and participation	Provide summaries and low-tech options



Inclusion and Accessibility

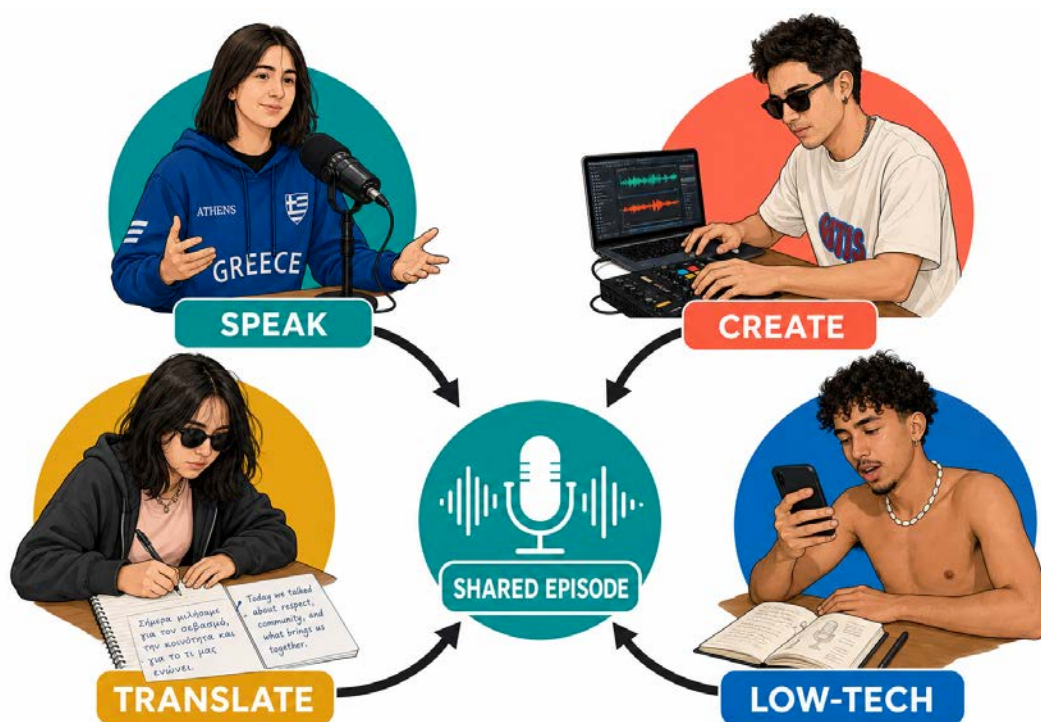


Figure 15 - Inclusion and Accessibility. Multiple pathways let participants contribute through speaking, creation, translation and low-tech options toward one shared episode.

Participation by design: Inclusion means creating conditions in which different people can contribute meaningfully, rather than expecting everyone to participate in the same way. Accessibility considers language, sensory access, mobility, confidence, digital skills, equipment and time.

Multiple roles: A podcast team can offer speaking and non-speaking responsibilities, including hosting, interviewing, research, scriptwriting, sound recording, editing, translation, visual design, consent checking and timekeeping. Rehearsal, paired recording, shorter contributions, translated summaries and low-tech alternatives can remove barriers without reducing ownership.

Equitable influence: The aim is not only presence, but fair influence over the process and final result. Facilitators should notice who chooses the topic, who speaks most, whose ideas shape the edit and who can access the published episode. Adaptations should expand agency without singling people out.



Reflection, Debriefing and Youthpass



Figure 16 - Reflection, Debriefing and Youthpass. The loop connects experience, meaning, learning and evidence so competences become visible.

✨ **Reflection** turns activity into **learning**. After a **podcast** or **public speaking** task, the facilitator should not only ask whether the output was good. The deeper questions are: What did we learn about ourselves? How did the team make **decisions**? Who had **voice**? What was difficult? What **competence** did we practise? What would we do differently next time?

A useful debrief can move through four levels: facts, feelings, meaning and transfer. First, name what happened. Then give space for emotions. Then connect the experience to concepts such as leadership, inclusion, media literacy or teamwork. Finally, ask how participants will use the learning in their organisation or community.

🇪🇺 **Youthpass reflection** should be specific. Instead of writing "I improved communication," participants can name evidence: I **hosted an interview**, asked **follow-up questions**, managed **disagreement**, **edited an episode**, **translated a summary**, supported a quieter teammate or **presented the project publicly**. This makes **learning visible** and **transferable**.

📖 Source note: this theory section synthesises the Youth Leaders on Air webapp and handbook, the 43-page project handouts, the ETS Competence Model for Youth Workers, the leadership and storytelling resources in the project folder, and additional reference checks on Youthpass, SALTO, Compass and EU Youth Dialogue resources.

Learning Journey: How to Replicate Youth Leaders on Air

 **Full journey:** read the complete day-by-day project story in the [website article](#).



Figure 17 - A Replicable Learning Journey. The pathway moves from connection and voice to shared leadership, storytelling, podcast production, public sharing and continued local action.

This learning journey is a reproducible model, not only a record of the mobility in Furnari. The original programme used seven learning days plus arrival. Its logic was: create safety → practice leadership → investigate youth realities → strengthen public expression → design and produce podcasts → communicate publicly → reflect and transfer learning.

 **Recommended format:** seven full training days, preceded by arrival and followed by local dissemination. A group of 20-30 participants supports diversity while remaining manageable. Shorter versions are possible, but the sequence should remain.

 **Facilitation team:** one lead facilitator and at least one support person for logistics, safeguarding and technical assistance. During production, participants work in teams of four to six with rotating responsibilities.

 **Spaces and equipment:** a plenary room, small-group spaces, an outdoor speaking area, internet, projector, flipcharts, sticky notes, phones or recorders, microphones where available, headphones and editing devices.

 **Daily rhythm:** start with an energiser and check-in, introduce only the theory needed for the next task, protect substantial practice time, and close with reflection. Each day produces an output that becomes an input for the next day.



Day 0 - Arrival, Orientation and Safety

-  **Purpose:** reduce uncertainty and establish the practical conditions for participation.
-  **Sequence:** welcome participants; introduce the venue and daily rhythm; explain safety arrangements and support contacts; clarify rooms, meals and accessibility; and create informal opportunities to meet.
-  **Prepare:** arrival list, room plan, emergency contacts, dietary/accessibility information, programme overview and a visible information point.
-  **Output:** participants know where to go, who can support them and what the project requires.
-  **Move on when:** basic needs are addressed and the support structure is understood.



Day 1 - Belonging, Group Building and Shared Responsibility

-  **Purpose:** create enough trust for intercultural cooperation and make responsibility for the learning environment collective.
-  **Sequence:** use name and movement activities, speed dating, hopes-fears-contributions, the ideal-participant exercise, personal envelopes and a secret-friend process. Agree group principles and assign rotating duties for spaces, time and wellbeing.
-  **Prepare:** chairs in a circle, labels, envelopes, paper, markers, sticky notes and a wall for the group agreement. Avoid beginning with tasks that expose language differences competitively.
-  **Output:** a shared agreement, visible duties and connections across national groups.
-  **Move on when:** participants can work in mixed teams and take small responsibilities without waiting for the facilitator.



Photo collage - Day 1 group building: whole-group connection, paired work and small-team cooperation.



Day 2 - Leadership, Trust and Storytelling

 **Purpose:** move from leadership as status to leadership as observable behaviour, responsibility and influence.

 **Sequence:** run trust and cooperation challenges; use leadership role-plays involving decisions, inclusion, conflict or shared tasks; connect the experience with web-app theory; then use collaborative storytelling and speech preparation to turn experience into a message.

 **Prepare:** scenario cards, open space, reflection questions, storytelling prompts, paper and access to the leadership modules.

 **Output:** each participant identifies a leadership behaviour to practise; teams can describe how roles, communication and power affected performance.

 **Move on when:** participants can give behavioural feedback and distinguish leadership practice from personality or position.



Photo collage - Day 2 leadership and storytelling: trust activities, role-play, group analysis and leadership reflection.



Day 3 - Youth Realities, Public Speaking, Debate and Inclusion

 **Purpose:** connect youth voice with real social issues and strengthen expression, evidence, listening and respect for difference.

 **Workshop 1 - Map youth needs:** national teams identify challenges facing young people, write one issue per sticky note and place results on a shared European map. Cluster themes such as employment, education, inclusion, mental health, housing, civic participation and healthcare. These clusters become possible podcast themes.



 **EMPLOYMENT & ECONOMIC INSECURITY**
Jobs, stability, cost of living, migration for work

 **EDUCATION & SKILLS MISMATCH**
Quality education, practical learning, future skills

 **SOCIAL INCLUSION & EQUALITY**
Discrimination, fairness, diversity, equal chances

 **MENTAL HEALTH & WELLBEING**
Loneliness, stress, empathy, emotional support

 **GOVERNANCE & TRANSPARENCY**
Bureaucracy, justice, trust in institutions

 **CIVIC & POLITICAL ENGAGEMENT**
Participation, youth voice, active citizenship

 **HOUSING & LIVING CONDITIONS**
Affordable homes, independence, security

 **HEALTHCARE & SUPPORT SYSTEMS**
Access to care, quality services, social protection

Handout extract - 1. Youth-needs mapping moves from national reflection to a shared European evidence map.
2. Shared youth priorities. The thematic clusters help teams move from national observations to relevant podcast topics.

 **Workshop 2 - Public speaking:** give participants some time to prepare a motivational speech or a personal story about a significant dream. Listeners observe structure, clarity, voice, pace, pauses and audience connection. Feedback remains specific and voluntary.

 **Workshop 3 - Spectrum debate:** mark a line from strongly disagree to strongly agree. Read a relevant statement, invite participants to position themselves, hear arguments from different positions, allow a response round and debrief assumptions, emotions, evidence and respectful disagreement.

 **Workshop 4 - Inclusive leadership:** use theatre or role-play to notice who speaks, decides, is interrupted and influences the group. Translate the observations into concrete facilitation and production choices.



Co-funded by
the European Union



Youth Leaders on Air Toolkit



2025-1-IT03-KA153-YOU-000298727

Erasmus+

Arricchisce la vita, apre la mente.

 **Prepare:** a map or digital board, sticky notes, tape for the spectrum, timer, speech prompts and clear participation/safeguarding boundaries.

 **Output:** a map of priority youth issues, stronger speaking confidence and a group able to disagree without personal attack.

 **Move on when:** teams can select an issue, explain its relevance and communicate about it with basic confidence and respect



Photo collage - Day 3: participants test speech structure, voice and audience connection.





Co-funded by
the European Union



Day 4 - Podcast Analysis, Concept Design, NVC and First Recording

 **Purpose:** transform a youth issue into a feasible media concept and establish communication practices for production teamwork.

 **Workshop 1 - Analyse existing podcasts:** examine the hook, intro-body-outro structure, speaker roles, tone, music, silence and format. Teams present what they would adapt, not only what they liked.

LEARNING FROM THE BEST



ANALYSE

- How does the podcast start? What hooks you in?
- What's the structure (intro – body – outro)?
- Who is speaking? Is there a host/interviewer, or is it scripted?
- What's the style (formal, informal, emotional, humorous)?
- How is sound used? (music, pauses, background effects)
- What is the format of the podcast? (e.g. interview, storytelling, debate, roundtable, monologue, documentary-style...)

TAKE NOTES AND COPY-PASTE THEM IN THE CANVA PRESENTATION, MENTIONING THE PODCAST YOU ANALYSED.

Handout extract - Podcast-analysis questions make structure, roles, format and sound choices visible.





Co-funded by
the European Union



 **Workshop 2 - Build the concept:** choose one mapped youth need and define the goal, description, target audience, tone, format, content sources and intended impact. Require a two-minute pitch before recording begins.



What main theme or need will your podcast address? What's the goal of your podcast?



Write a short description of it



Who is your target audience?



What kind of tone and style would appeal to them?



What content could you include? (e.g. interviews, storytelling, debate, field recordings)



What kind of impact do you want to make?

Handout extract - Podcast-concept prompts connect social relevance, audience, content and impact.

 **Workshop 3 - Prepare production:** assign host, guest, researcher, producer, recorder, editor and consent-check roles. Draft a running order, prepare questions, check facts, identify sensitive material and obtain informed consent.





Tips on how to create a podcast

-  1. Define Your Podcast Concept
 - Niche & Target Audience: Who are you talking to? Pick a topic you're passionate about and know your listeners.
 - Format: Solo, co-hosted, interviews, storytelling, panel discussions?
 - Episode Length: 10 minutes? 30? 1 hour? Stay consistent.
-  2. Plan Your Episodes
 - Write down a list of 10–15 episode ideas to test the sustainability of your topic.
 - Create a basic script or bullet points—not word-for-word, but enough to stay focused.
 - Plan a strong intro and outro (with music if you like).
-  3. Get the Right Equipment (Basic Setup)
 - Microphone: USB mic (e.g., Blue Yeti or Samson Q2U) is great for beginners.
 - Headphones: To avoid echo and monitor audio.
 - Quiet space: Soundproofing isn't necessary but avoid noisy rooms.
 - Optional: Pop filter, audio interface, boom arm.
-  4. Use Editing Software
 - Free options: CupCut, GarageBand, ElevenLabs
 - Paid options: Adobe Audition, Hindenburg, Descript.
 - Edit out background noise, long pauses, and mistakes—but don't over-edit.
-  5. Be Consistent
 - Stick to a schedule: weekly, biweekly, or monthly.
 - Pre-record a few episodes before launch (3–5 is ideal).
 - Track your analytics to understand what content works.

Handout extract - Podcast creation guidance. Concept, episode planning, equipment, editing and consistency form a practical production checklist.

 **Workshop 4 - Communicate under pressure:** practise Non-Violent Communication through observation, feeling, need and request. Apply it to role negotiation and peer feedback.

 **Workshop 5 - Record a test:** capture a short segment, listen back and identify one content improvement and one technical improvement before the main recording.



Photo collage - Day 4 podcast planning and recording

 **Prepare:** sample podcasts, analysis sheet, concept canvas, consent forms, recording devices, headphones, quiet spaces, file-naming rules and shared storage.

 **Output:** an approved concept, roles, running order, consent decisions and test recording.

 **Move on when:** every group can explain its audience and purpose, record intelligible audio, find its files and name what must improve.



Photo collage - Day 4: teams progress from concept discussion and rehearsal to recording and presentation.

Day 5 - Territory, Visibility and Public Storytelling

 **Purpose:** apply concise storytelling in a public environment and connect the project with place, community and dissemination.

 **Sequence:** brief teams before leaving. During the Cefalù visit, groups create an 'I am the change' video and complete a photo-and-story challenge. Give each team an audience, message, duration and consent rule. Review which stories communicate purpose instead of only documenting tourism.

 **Prepare:** route and safety plan, meeting points, charged phones, shot list, video brief, consent reminders and backup communication.

 **Output:** one short public-facing story per team and stronger understanding of how location, framing and audience shape a message.

 **Move on when:** teams can select, caption and share material responsibly with correct consent and project visibility.



Photo collage - Day 5 in Cefalù: place-based storytelling combines observation, teamwork and public communication.



Day 6 - Recording, Editing, Accessibility and Finalisation

 **Purpose:** complete a coherent podcast while practising distributed leadership, technical problem-solving and quality control.

 **Sequence:** finish interviews and narration; back up files; assemble a rough edit; review content, consent and ethics; improve levels, pacing and transitions; add title, description and credits; prepare subtitles, transcript excerpts or a written summary; and run peer review before export.

 **Prepare:** editing software, headphones, chargers, shared storage, editing and accessibility checklists, copyright-safe music guidance and publication-consent confirmation.

 **Output:** a publication-ready episode, description and accessible dissemination materials.

 **Move on when:** a first-time listener understands the message, audio is usable, contributors confirm publication and the team can explain editorial decisions.



Photo collage - Day 6 finalisation and peer review: teams present draft outputs, compare choices and resolve production issues before publication.



Co-funded by
the European Union



Day 7 - Evaluation, Youthpass, Closure and Transfer

Purpose: turn experience into recognised learning and commit to continuation after the mobility.

Sequence: use Dixit or image cards for emotional reflection; revisit the learning map and initial expectations; collect evaluation; prepare Youthpass evidence; screen or listen to outputs; exchange gratitude messages; reveal secret friends; and close with a circle of recognition.

Transfer planning: each national team defines one local action, audience, date, responsible people and evidence. Options include a mini podcast workshop, school presentation, youth-centre listening session or dissemination campaign.

Prepare: reflection cards, evaluation form, initial hopes/fears, competence prompts, Youthpass guidance, transfer-plan sheet and final outputs.

Output: competence evidence, evaluation, follow-up commitments and an emotionally safe ending.

Finish when: participants can name learning with evidence, know where outputs will be published and have a specific next action.



Photo collage - Day 7: reflection, recognition and connection complete the residential process.



Co-funded by
the European Union



Adapt the Model Without Losing Its Logic



Seven-day version: use the complete sequence for a residential mobility with full theory, practice, production and intercultural learning.



Five-day version: combine arrival/group building, combine leadership with public speaking, and integrate visibility into production. Keep a concept day, production day and reflection/transfer block.



Three-day local version: Day 1 builds safety, maps youth needs and introduces leadership; Day 2 analyses podcasts, designs concepts and records tests; Day 3 completes a short episode, reflects and plans dissemination. Reduce output length, not consent, inclusion or reflection.



Keep in every version: group safety, youth-needs evidence, participant choice, consent, protected production time, reflection and transfer. Equipment can be simplified; the pedagogical sequence should remain.



Replication Indicators

A replication is successful when participants do more than produce audio. Look for mixed-team cooperation, shared decisions, clearer public expression, responsible media choices, evidence of leadership practice, a completed or testable podcast output and a concrete plan for use after the activity.





Co-funded by
the European Union



Templates



Template: Podcast Concept Canvas

 Field	 Description/Prompt
 Podcast name	Write a short and memorable title.
 Main topic	What youth issue or social question will the episode explore?
 Why it matters	Why is this topic relevant for young people or youth workers?
 Target audience	Who should listen: young people, peers, youth workers, parents, local community, decision makers?
 Format	Interview, round table, debate, storytelling, testimonial, documentary-style or mixed format.
 Main message	What should listeners remember after the episode?
 Tone	Serious, conversational, humorous, reflective, investigative or educational.
 Roles	Host, guests, researcher, editor, timekeeper, visual designer, file manager.
 Possible title and visual identity	What logo, cover or intro line could make the episode recognisable?
 Expected impact	What conversation, awareness or action do you want to generate?



Co-funded by
the European Union



Template: Episode Planner

 Field	 Description/Prompt
 Episode title	Write a concise working title.
 Opening hook	Question, short story, surprising fact or statement.
 Intro	Who is speaking and what is the episode about?
 Segment 1	First idea, story, example or question.
 Segment 2	Second idea, disagreement, comparison or deeper discussion.
 Segment 3	Possible solutions, reflection, call to action or personal insight.
 Outro	Summarise the message and thank listeners.
 Credits	Mention project, team members, music or sources if applicable.



Template: Interview Guide

 Field	 Description/Prompt
 Guest or speaker	Who will speak and why is their perspective useful?
 Warm-up question	A simple opening question that helps the person feel comfortable.
 Main questions	Prepare 5 to 7 open questions. Avoid questions that can be answered only with yes or no.
 Follow-up prompts	Can you give an example? How did that affect you? What would you change? What should young people know?
 Sensitive areas	Which topics require extra care, consent or privacy?
 Closing question	What final message should listeners remember?



Template: Recording Checklist

 Field	 Description/Prompt
 Before recording	Choose a quiet space. Charge devices. Test microphone or phone. Check storage. Agree on roles. Record a 20-second test.
 During recording	Speak clearly. Keep the microphone at stable distance. Avoid touching the table. Let speakers finish. Watch time. Pause and restart if needed.
 After recording	Save files immediately. Use clear file names. Back up files. Note which takes are best. Confirm consent for publication.



Template: Editing Checklist

 Field	 Description/Prompt
 Content	Is the episode clear? Does the structure make sense? Is the main message visible?
 Audio	Remove loud noise where possible. Balance volume. Cut long pauses and repeated mistakes. Keep the conversation natural.
 Identity	Add intro, outro, title, cover or short description. Do not make visuals more important than the message.
 Accessibility	Consider subtitles, short written summary, translated description or social media caption.
 Ethics	Remove content that could expose someone unfairly. Check consent before publishing.



Co-funded by
the European Union



Template: Public Speaking Preparation

 Field	 Description/Prompt
 Topic	What do you want to speak about?
 Message	What is the one idea the audience should remember?
 Story	What moment, example or image can carry the message?
 Structure	Hook, context, challenge, turning point, message.
 Voice and body	Where will you pause? What pace will help the audience follow? How will you stand?
 Boundary	What part of the story is safe to share and what should remain private?



Template: Daily Reflection

 Field	 Description/Prompt
 Today I learned...	Write one concrete example or piece of evidence.
 A moment that challenged me was...	Write one concrete example or piece of evidence.
 A skill I practised was...	Write one concrete example or piece of evidence.
 A person I learned from was...	Write one concrete example or piece of evidence.
 One thing I want to apply in my organisation is...	Write one concrete example or piece of evidence.
 One question I still have is...	Write one concrete example or piece of evidence.



Co-funded by
the European Union



Template: Local Follow-Up Workshop

 Field	 Description/Prompt
 Workshop title	Write a concise working title.
 Target group	Youth workers, volunteers, young people, communication team or local partners.
 Aim	What will participants learn or practise?
 Activity 1	Introduce the project and show one podcast or short video.
 Activity 2	Run a mini podcast concept lab on a local youth issue.
 Activity 3	Practise recording a short interview or testimonial.
 Activity 4	Debrief leadership: roles, communication, decisions and teamwork.
 Output	A short audio clip, episode concept, social media caption or action plan.
 Follow-up	How will the organisation use the result after the workshop?





Conversation and Coaching Tools

Coaching and purposeful conversation are non-formal learning processes. They support people to examine experience, name emotions and values, consider options and choose responsible action. The facilitator does not solve the participant's problem; they provide attention, questions, structure and safety so that the participant can develop their own understanding.



Coaching as a leadership-learning method

A coaching conversation moves through five connected actions: establish safety and purpose; listen for facts, feelings and needs; ask open questions that broaden perspective; agree one realistic action; and return later to review evidence of change. Advice may be offered only with permission and should never replace the participant's ownership.

Useful questions are open, specific and non-leading: What is happening? What matters most? What are you assuming? What is within your influence? Which value should guide you? What options have you not considered? What small action can you test? How will you recognise progress?



Figure 18A - Coaching Cycle. Safety, listening, questions, action and review create a repeatable learning conversation.



Leadership Coaching Cards: complete knowledge set

The handbook organises the coaching cards into seven pillars of modern leadership. Each card combines a core idea with a reflection question so that knowledge is connected to personal experience and future behaviour. The complete set is presented below for individual reflection, peer coaching, team discussion or leadership training.



Figure 18B - Seven Coaching Pillars. The map connects emotions, decisions, self-awareness, communication, resilience, conflict and values as one leadership practice.



Co-funded by
the European Union



Emotional Intelligence

Managing emotions, developing empathy and sustaining internal motivation are foundations for responsible leadership.



1. All Feelings Are Okay - Accept emotions without labelling them as good or bad; responsibility concerns how they are handled. Reflection: When have you allowed a strong emotion to be felt and pass?



2. Know Your Feelings - Naming an emotion and its cause makes it easier to understand and regulate. Reflection: Which three emotions did you experience today, and what caused them?



3. Stay Calm - Breathing, counting or briefly stepping away can prevent an impulsive response. Reflection: What helps you regain calm when you feel angry or stressed?



4. Show Empathy - Listening and imagining another person's perspective helps people feel understood and valued. Reflection: How can you show care when someone is having a difficult time?



5. Express Your Feelings - Clear first-person language communicates emotion without shouting, hiding or blaming. Reflection: Which feeling could you share calmly with someone you trust?



6. Stay Motivated - Remembering the purpose behind a goal supports persistence when progress becomes difficult. Reflection: Why does one important goal matter to you?



7. Build Connections - Interest, reciprocal sharing, listening and practical support strengthen trust. Reflection: How could you care for an important relationship this week?



8. Pause and Breathe - A deliberate pause creates space to choose a response instead of reacting automatically. Reflection: What changes when you take five slow breaths before speaking?



Co-funded by
the European Union



Decision-Making

Thoughtful decisions connect goals, evidence, consequences, advice, values and action.



1. Set Clear Goals - A specific goal provides direction and a test for whether a choice moves forward. Reflection: What clear goal do you want to reach, and how would reaching it feel?



2. Weigh Your Options - Comparing benefits, risks and alignment with long-term values reduces impulsive choices. Reflection: What are the main advantages and disadvantages of your current options?



3. Think It Through - Considering short- and long-term consequences helps reveal whether a choice remains sound over time. Reflection: What are the best and worst plausible outcomes of each option?



4. Seek Advice - Trusted people can contribute experience and perspectives without taking ownership of the decision. Reflection: Who could help you see something you may have missed?



5. Trust Your Gut - Instinct can signal experience and values, but it should be examined alongside available evidence. Reflection: When has an instinct helped or misled you?



6. Learn from Mistakes - A poor result becomes useful when its causes and future adjustments are identified. Reflection: What lesson from a previous decision can guide you now?



7. Take Action - Reflection must eventually become a concrete, manageable behaviour. Reflection: What small step can you take today?





Co-funded by
the European Union



Self-Awareness

Self-awareness combines strengths, growth, feedback, reflection, authenticity, values, confidence and curiosity.



1. Know Your Strengths - Recognising what you do well helps you contribute intentionally and build confidence. Reflection: Which strength do you enjoy using, and where could it help your team?



2. Keep Growing - A growth mindset treats effort, challenge and mistakes as part of learning. Reflection: Which skill would you like to improve, and what is the first practice step?



3. Ask for Feedback - Specific feedback from trusted people reveals strengths and blind spots. Reflection: Who can tell you one thing you do well and one area to develop?



4. Reflect on Yourself - Reviewing actions, thoughts and feelings turns experience into learning. Reflection: What have you recently learned about yourself?



5. Be True to Yourself - Authenticity means acting consistently with your identity and values rather than performing for approval. Reflection: What makes you distinctive, and how can you protect it under pressure?



6. Know Your Values - Values such as honesty, care, courage or respect guide choices when priorities compete. Reflection: Which three values matter most to you, and where are they visible in your actions?



7. Believe in Yourself - Remembering achievements and overcome challenges strengthens willingness to try and persist. Reflection: What quality or achievement are you proud of?



8. Explore Your Interests - Trying unfamiliar activities reveals interests, limits and possible directions. Reflection: What have you been curious to try, and what would make a first experiment possible?





Co-funded by
the European Union



Team Communication

Communication is the shared practice of listening, speaking clearly, asking, giving feedback and respecting difference.



1. Listen Actively - Full attention, non-interruption and paraphrasing demonstrate respect and check understanding. Reflection: Were you listening to understand or waiting to respond?



2. Speak Up - Clear, respectful expression ensures that useful ideas and concerns can enter the group. Reflection: What idea or concern do you need to voice?



3. Ask Questions - Clarifying and exploratory questions prevent assumptions and deepen collective learning. Reflection: What question would help the group understand the situation better?



4. Give Kind Feedback - Helpful feedback is specific, behavioural, balanced and oriented toward improvement. Reflection: What made a piece of feedback useful to you?



5. Respect Different Opinions - Disagreement can coexist with dignity and cooperation. Reflection: How can you recognise another viewpoint without pretending to agree?



6. Watch Body Language - Posture, expression, eye contact and tone influence meaning, but should be checked rather than assumed. Reflection: Which non-verbal signal did you notice, and how could you verify its meaning?



7. Be Open & Honest - Timely, calm honesty builds trust and makes problems easier to address. Reflection: What important information or feeling needs to be shared respectfully?



Co-funded by
the European Union



Resilience

Resilience involves learning, adapting, managing stress, using support and directing effort toward what can be influenced.



1. Failure Is a Lesson - Setbacks are information about strategies, conditions and skills, not proof of personal worth. Reflection: What did a disappointing result teach you?



2. Stay Positive - Realistic optimism looks for options and learning without denying difficulty. Reflection: What useful possibility or lesson exists in the current problem?



3. Keep Going - Persistence can include rest, support and smaller steps rather than constant pressure. Reflection: What helps you continue when progress is slow?



4. Adapt to Change - Flexibility allows a team to revise plans when circumstances shift. Reflection: If Plan A no longer works, what could Plan B be?



5. Manage Stress - Healthy regulation may include sleep, movement, breathing, music, connection and realistic workload choices. Reflection: Which strategy reliably helps your stress decrease?



6. Ask for Help - Reaching out is a leadership skill that activates knowledge, care and shared responsibility. Reflection: Who are the people you can contact when you are overwhelmed or stuck?



7. Focus on What You Can Control - Separating influence from uncertainty reduces helplessness and supports action. Reflection: What can you control here, and what must you release?





Co-funded by
the European Union



Conflict Management

Constructive conflict work combines regulation, listening, clear language, common ground, boundaries and mutually acceptable solutions.



1. Stay Calm in Conflict - Regulation comes before problem solving because high emotional intensity narrows attention. Reflection: What helps you become calm enough to communicate?



2. Find Common Ground - Shared needs or goals can reframe opponents as people working on the same problem. Reflection: What outcome do both sides care about?



3. Use I Statements - Describing feelings, situations and needs reduces accusation and defensiveness. Reflection: How can you express the issue as 'I feel... when... I would like...'?



4. Listen to Understand - Paraphrasing the other perspective shows that it has been heard before responding. Reflection: What did the other person say, need or worry about?



5. Agree to Disagree - Some differences remain; respect allows cooperation without forced consensus. Reflection: How can you preserve the relationship while recognising disagreement?



6. Take a Timeout - A pause can prevent escalation when there is a clear commitment to return. Reflection: When should the conversation pause, and when will it resume?



7. Find Win-Win Solutions - Looking beneath positions to underlying needs creates room for compromise or a new option. Reflection: What could give each side something important?



Values-Based Leadership

Values-based leadership makes integrity, example, vision, fairness, responsibility and inclusion observable in everyday behaviour.



1. Act with Integrity - Trust grows when promises, decisions and behaviour remain consistent with stated values. Reflection: When was doing the right thing difficult, and what guided you?



2. Lead by Example - A leader models the standard they ask others to follow. Reflection: Which behaviour do you expect from the group, and how are you demonstrating it?



3. Have a Vision - A clear picture of a better future provides meaning and direction. Reflection: What positive change do you want your community to experience?



4. Inspire Others - Purpose, enthusiasm, story, appreciation and recognition can mobilise voluntary effort. Reflection: Who inspires you, and which of their behaviours can you practise?



5. Help Others Grow - Leadership distributes opportunity, responsibility and confidence instead of concentrating control. Reflection: Whose potential could you support through a meaningful responsibility?



6. Be Fair - Fairness requires consistent rules, attention to context, listening to all sides and proper recognition. Reflection: How will you ensure that different voices receive an equitable hearing?



7. Take Responsibility - Owning mistakes and participating in repair strengthens credibility. Reflection: What responsibility is yours to acknowledge and act on?



8. Embrace Diversity - Different backgrounds and perspectives improve a team when participation and influence are genuinely shared. Reflection: Whose voice is missing, and what could make participation safer and more meaningful?



💬 Conversational Cards: a developmental pathway

The conversational cards are organised chronologically around personal and project-based growth. They can break the ice, deepen dialogue and support mutual help, but their strongest use is as a pathway: clarify a desired future, identify what may obstruct it, then convert insight into action and review.



Figure 18C - Conversational Cards Pathway. Vision clarifies direction, Obstacles makes barriers visible, and Action & Evaluation turns reflection into progress and review.

🌟 Stage 1 - Vision

Vision cards explore goals, dreams, the future self, purpose, motivation, impact, values, role models, the image of success and strengths. They establish direction and meaning before participants begin planning.

🧱 Stage 2 - Obstacles

Obstacle cards surface fears, habits, life circumstances, self-doubt, past setbacks, lack of support, distractions, skill gaps, comfort zones and time pressure. Naming a barrier is not a judgement; it helps the participant decide what can be changed, accepted or supported.

👣 Stage 3 - Action & Evaluation

Action and Evaluation cards move from a first step to a weekly action, support, progress indicators, celebration, responses to setbacks, learning, sequenced steps, motivation and a timeline. The review element prevents goal-setting from becoming a one-time conversation.



Co-funded by
the European Union



Facilitation, ethics and safeguarding

Participation and depth of disclosure must remain voluntary. A participant may pass, choose a different card, answer privately, use a fictional example or stop. Explain confidentiality and its limits, avoid diagnosing or interpreting someone's life, and refer concerns to appropriate professional or safeguarding support when needed.

Use one card at a time. Allow quiet thinking before sharing, listen without interruption, ask at most one or two follow-up questions, and close with an action or learning statement. For groups, avoid forcing public disclosure and do not turn sensitive answers into debate.



Printable Conversational Cards

Print the following deck, cut along the table borders and organise the cards into the three colour-coded stages. Each card contains the original title and question so it can be used directly in workshops, peer coaching and individual reflection.





Co-funded by
the European Union



 VISION 01 MAIN GOAL What is the main goal you want to reach?	 VISION 02 DREAM BIG What is one big dream you have for the future?
 VISION 03 FUTURE SELF What kind of leader do you want to become?	 VISION 04 PURPOSE Why is this goal important to you?
 VISION 05 MOTIVATION What excites you most about this goal?	 VISION 06 IMPACT What difference do you hope to make through this effort?
 VISION 07 VALUES What personal value (like honesty or teamwork) is most related to your goal?	 VISION 08 ROLE MODEL Who is a leader you admire, and why?
 VISION 09 IMAGINE SUCCESS Imagine you have reached your goal. What does success look like?	 VISION 10 STRENGTHS What are you good at that will help you reach your goal?





Co-funded by
the European Union



 OBSTACLES 01 FEAR What is your biggest fear about going for this goal?	 OBSTACLES 02 BAD HABIT What habit do you have that could slow down your progress?
 OBSTACLES 03 LIFE CHALLENGE What is one thing in your life that could make it hard to reach your goal?	 OBSTACLES 04 SELF-DOUBT What is one doubt or negative thought that could hold you back?
 OBSTACLES 05 PAST SETBACK How might a past failure hold you back now?	 OBSTACLES 06 LACK OF SUPPORT Who might not support you in this goal?
 OBSTACLES 07 DISTRACTIONS What could distract you from your goal?	 OBSTACLES 08 SKILL GAP What is one skill you need to improve to reach your goal?
 OBSTACLES 09 COMFORT ZONE What part of this goal is outside your comfort zone?	 OBSTACLES 10 TIME CRUNCH What could make it hard to find time for your goal?
 OBSTACLES 11 OVERWHELM What part of this project feels too big to handle right now?	 OBSTACLES 12 PERFECTIONISM What expectations are you holding that might be preventing you from starting or finishing?





Co-funded by
the European Union



 ACTION & EVALUATION 01 FIRST STEP What is the first step you will take toward your goal?	 ACTION & EVALUATION 02 THIS WEEK What is one small action you can take this week toward your goal?
 ACTION & EVALUATION 03 SUPPORT Who can you ask to support you or help keep you on track?	 ACTION & EVALUATION 04 PROGRESS How will you know you are getting closer to your goal?
 ACTION & EVALUATION 05 CELEBRATE How will you celebrate when you reach your goal?	 ACTION & EVALUATION 06 SETBACKS If you face a big challenge or setback, how will you handle it?
 ACTION & EVALUATION 07 LESSON LEARNED What is one thing you have learned about yourself while working on your goal?	 ACTION & EVALUATION 08 PLAN THE STEPS What steps will you take to achieve your goal?
 ACTION & EVALUATION 09 STAY MOTIVATED What will you do to stay motivated when you face challenges?	 ACTION & EVALUATION 10 TIMELINE When do you want to achieve your goal?





Co-funded by
the European Union



Podcast Outputs Created During Youth Leaders on Air



Ping-Pong Diplomacy - Episode 1

Propaganda, fear, emotional manipulation and AI algorithms in modern information ecosystems.



Ping-Pong Diplomacy - Episode 2

Rise of far-right and fascist ideologies among European youth, with focus on economic crisis, distrust and critical thinking.



Beyond the Classroom - Episode 1

Education systems, language barriers, youth unemployment and the gap between theory and practical skills.



Beyond the Classroom - Episode 2

Possible solutions: life skills, financial literacy, emotional management, physical education and practical apprenticeships.



Balkan Boys Network

Unemployment, AI, migration, inflation and cost of living in the Balkans and beyond.



Mom, I Am Not Leaving

Youth housing crisis, rental scams, high prices, living with parents and access to independent life.



Healthcare Systems in Türkiye

Inequalities between public and private healthcare, waiting times, treatment costs and mental health access.



Chill Bro - Mental Health

Nutrition, gut health, anxiety, empathy, emotional regulation and wellbeing in educational contexts.



Testimonial 1 - Leadership and Teamwork

Hands-on leadership, teamwork and stepping outside the comfort zone.



Testimonial 2 - Safe Space and Discovery

A safe, non-judgmental environment, connection, youth and discovery.



Dissemination and Follow-Up

Youth Leaders on Air continued after the mobility through public outputs and partner follow-up. The project results were shared through the web app, handouts, YouTube playlist, website article, Facebook photo album, Instagram highlights, social media posts from participants and partner dissemination activities.



Figure 19 - Dissemination and Follow-Up. Podcasts, toolkit resources, partner channels and local workshops carry project learning into continued community action.

Podcasts and testimonials

Toolkit, handouts and web app

Articles, photos and social media

Partner dissemination

Local follow-up workshops

Partner follow-up activities included online presentations, videos, testimony formats, audio follow-up and local workshops. These workshops focused on using technical audio to improve media production in organisational workflows and on leading teams toward shared organisational goals.

The multiplier effect was not only the number of posts or links. The real value was that youth workers returned home with a method they could use: start from youth needs, build a safe group, develop a message, record voices, edit content, reflect on learning and share results responsibly.



Sources and Further Reading

Erasmus+ Programme Guide - mobility projects for youth workers
Youthpass - recognition of non-formal and informal learning
SALTO-YOUTH Toolbox for Training and Youth Work
SALTO Inclusion and Diversity Resource Centre
Council of Europe Compass - human rights education with young people
European Youth Goals
Paulo Freire - dialogue, voice and critical consciousness
David A. Kolb - experiential learning cycle
Marshall Rosenberg - Nonviolent Communication
Nancy Duarte - storytelling and public communication
Ira Glass - storytelling, taste and creative production
BBC Academy - podcasting and audio storytelling resources
NPR Training - audio storytelling, interviewing and editing guidance
Transom - practical audio storytelling resources
Audacity manual - basic audio editing
Canva Design School - visual communication basics
SALTO Training and Cooperation Resource Centre - ETS Competence Model for Youth Workers
James M. Kouzes and Barry Z. Posner - Five Practices of Exemplary Leadership
Simon Sinek - The Infinite Game and purpose-led leadership
Amy C. Edmondson - psychological safety and learning behaviour
Kim Scott - Radical Candor: caring personally while challenging directly
The Leader's Journey - leadership identity, mission, superpowers and kryptonite
Storyteller Tactics by Steve Rawling / Pip Decks - hooks, clarity and audience attention
Youth Leaders on Air web app and handouts created by Be The Change Italy



Final note

This toolkit is meant to be used, adapted, tested and improved. Keep the method simple, protect participant safety, make space for youth voice and remember that the most important result of a podcasting activity is not only the published episode. It is the confidence, teamwork, leadership and awareness that participants build while creating it.