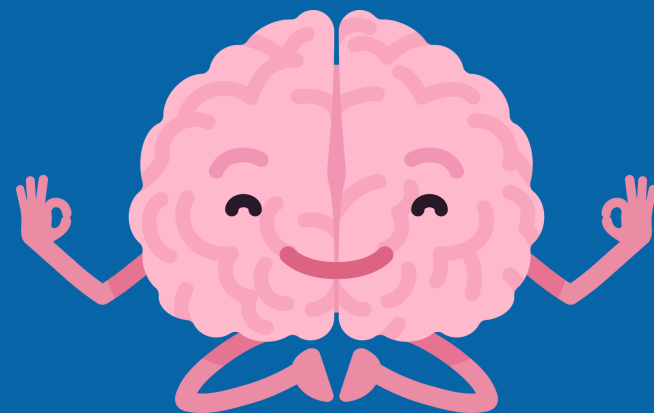




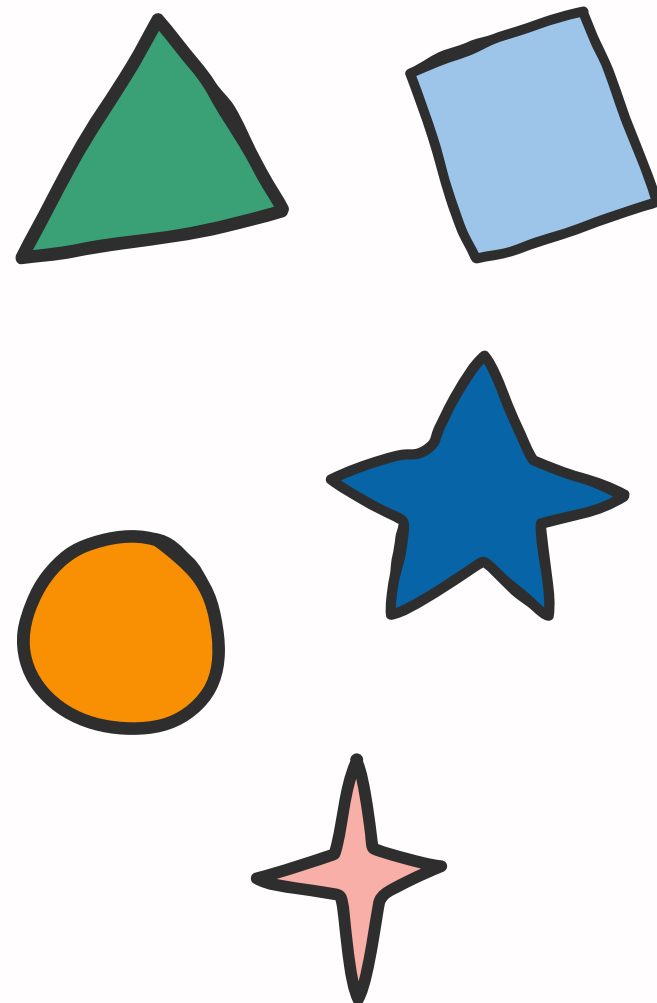
WHAT WOULD YOU DO?

**YOUTH WORKERS
EDITION**



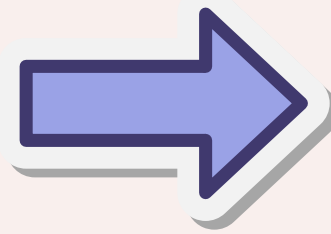
Co-funded by
the European Union

Tokens



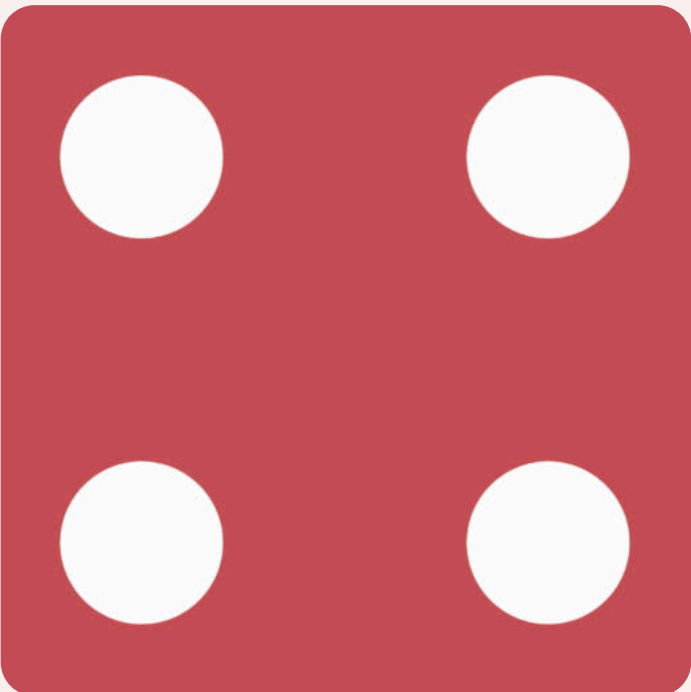
How to play?

1. Divide the group into 2-6 teams. (You can also play individually).
2. Each team chooses one token and places it at the START of the board.
3. Roll the dice → Click the dice and pause it to get your number. Move your token forward the corresponding number of spaces. TIP: You can also use dice app.
4. Scenario Spaces → If your team lands on a scenario space, click on text and open the corresponding Scenario Card.
 - Read the challenge situation aloud.
 - The team has 1-2 minutes to discuss what they would do as facilitators.
 - Check the solution on the next slide. Come back to the board with blue arrow.
5. If the team struggles to propose a reasonable strategy, they move back 2 spaces.
6. Quick Task Spaces → Some spaces invite the team to answer a short facilitation question (for example: "Name one technique that helps quieter participants speak."). Correct answer → move 2 spaces
7. Learning Break → Everyone needs rest. Just wait for the next turn.
8. Erasmus+ Mobility → You travel to an international training for youth workers. Networking and learning take time — skip one turn.
9. The team that reaches the finish line first wins the game!



To start playing get your own editable version of this presentation:

- 1. Go to the upper left corner > Click File > Make a copy**

LEARNING BREAK WAIT FOR THE NEXT TURN 	CASE 3	?	← MOVE FORWARD 2 SPACES	LEARNING BREAK WAIT FOR THE NEXT TURN 	CASE 4	?	CASE 5	LEARNING BREAK WAIT FOR THE NEXT TURN 
CASE 2	CHOOSE YOUR PAWN  							↶ MOVE FORWARD 2 SPACES
?								✈ YOU WAIT A TURN ERASMUS+ TRAINING
THE DOMINATING VOICE								CASE 6
START!	FINISH	CASE 8 20	?	✈ YOU WAIT A TURN ERASMUS+ TRAINING	↷ MOVE BACKWARDS 2 SPACES	?	CASE 7	LEARNING BREAK WAIT FOR THE NEXT TURN 

Context

You are facilitating a workshop with 12 young participants about teamwork.

Challenge

One participant keeps answering every question first and speaks for a long time. Other participants become quieter and some stop trying to contribute.

Discuss

- 1.What could you do in this moment as a facilitator?
- 2.How do you make space for quieter participants?

(Brainstorm the options before moving to the solution)

Best Move

- Say: "Thanks for the contributions, let's hear from someone who hasn't spoken yet."
- Introduce speaking tokens: each participant gets 1-2 tokens and must spend one to speak.
- Switch to Think-Pair-Share so everyone discusses in pairs/small groups before sharing with the whole group.
- Say: "I'm going to stop you there so we can make space for a few other voices."
- Try to summarise and move on: "So your main idea is that teamwork needs clear roles, did I capture that? Great. Let's hear what others think."

Why it Works

These strategies balance participation. They introduce clear discussion structures and protect psychological safety in the group.

Learn More → [CLICK](#)



Quick Task

**NAME & EXPLAIN ONE
ENERGISER YOU COULD USE
AFTER LUNCH.**



Context

You are facilitating a session on a topic where one participant has a lot of prior knowledge and experience.

Challenge

They frequently interrupt, correct others, and give long explanations, leaving less space for the rest of the group.

Discuss

How do you acknowledge their expertise without letting them dominate?
Do you set boundaries or involve them differently?

(Brainstorm the options before moving to the solution)

Best Move

- Acknowledge the expertise and energy they are putting into the project. At the same time help them recognise the problem and show the negative outcomes of the behaviour.
- You can say: "Your experience is really valuable here – I'd love to hear from a few others first, then circle back to you."
- Focus on what you can do immediately – the reaction time is the key not to frustrate the whole group. Besides the talk we can also give them additional task that requires more knowledge to occupy their time and energy.

Why it Works

Experts dominate when they feel their knowledge isn't being used. Giving them a role satisfies that need without surrendering the floor.

Learn More → [CLICK](#)



Context

The group is brainstorming ideas for a project and everyone is actively contributing.

Challenge

There are many ideas, but the group struggles to decide what to focus on and the discussion becomes chaotic.

Discuss

1. Do you let the group continue exploring or introduce structure?
2. How can you help them move from ideas to decisions?

(Brainstorm the options before moving to the solution)

Best Move

- Name the moment and pause the flow. Acknowledge the energy: "We have a rich set of ideas — let's take a moment to see what we actually have.".
- Use dot voting or a quick filter. Give each person 3 votes — place them on the ideas that matter most. Or apply a simple lens: "Which of these fits our time and resources?" Criteria narrow options without the facilitator deciding.
- Explicitly close the brainstorm: "*We're done generating — now let's decide.*"
Mixing the two modes is what creates chaos.

Why it Works

- Introducing structure too early kills creativity; too late and the group loses trust in the process. Read the energy — intervene when excitement tips into frustration.

Learn More → [CLICK](#)



Quick Task

**NAME A METHOD THAT HELPS
BRING THE SILENCE IN THE
ROOM.**



Context

The group is engaged in a lively discussion during our workshop.

Challenge

The conversation drifts away from the topic, and participants are no longer focused on the learning objective.

Discuss

Do you follow the group's energy or bring them back on track?
How do you redirect without shutting down engagement?

(Brainstorm the options before moving to the solution)

Best Move

Shutting down the conversation can take a toll on the team. So the facilitator can use a few methods to direct the discussion back to the goal. One of the methods that the facilitator can use is the “bridge” technique.

This specific technique is built on finding a common thread between the discussion and the workshop goal.

- The facilitator needs to validate the speaker and his enthusiasm.
- Find a keyword or theme that links their discussion to the session’s goal.
- Physically or verbally move the group to the next task.

Why it Works

The “bridge” technique works because it maintains psychological safety by validating participant’s input, instead of dismissing it.

Learn More → [CLICK](#)



Quick Task

**SUGGEST ONE QUESTION TO
START A GROUP DEBRIEFING*.**

***DEBRIEFING IS THE GUIDED REFLECTION AFTER AN ACTIVITY**



Context

You are facilitating a discussion, but participants respond only briefly and don't build on each other's ideas.

Challenge

The conversation feels flat, and the group is not engaging deeply with the topic.

Discuss

- Do you push for more participation or change your method?
- What could help the group open up?

(Brainstorm the options before moving to the solution)

Best Move

1. Diagnose before you push. Silence has many causes — confusion, low psychological safety, a question that's too abstract. Pushing harder into the same method will only deepen the freeze.
2. Implement: think-pair-share. Ask participants to write or reflect individually for 2 minutes, then discuss in pairs before the full group.
3. Model yourself. Share a brief, honest example.
4. Add movement: Yes/No/IDK in different corners, Would you rather line in the room, support yourself with Dixit or emotion cards.
5. Use an energiser before the session.

Why it Works

Escalating pressure makes it worse. Reducing the social risk (pairs, writing, personal framing) removes the barrier without spotlighting anyone.

Learn More → [CLICK](#)



Context

You introduce an activity, but one participant reacts negatively.

Challenge

They say: "This is boring / useless". Other participants notice and the group's energy drops.

Discuss

1. How do you respond to this comment?
2. Do you defend the activity or explore their resistance?

(Brainstorm the options before moving to the solution)

Best Move

- Get curious, not defensive. If the comment carries weight, briefly explore it: "What would make this feel more useful to you?" This reframes resistance as input and often reveals a genuine need you can address.
- Follow up one-on-one if needed. If the resistance seems deeper — frustration, disengagement, a bad day — address it privately during a break, not in front of the group. Public confrontation rarely ends well for anyone.
- Move the group forward. After a short acknowledgement, redirect energy to the activity itself: *"Let's give it a few minutes and check in after."*

Why it Works

Exploring the resistance too long gives it more airtime than it deserves and pulls the whole group into one person's frame. Acknowledge, move on, address 1:1.

Learn More → CLICK



Context

Participants are working together on a group task with a shared deadline

Challenge

One participant keeps delaying their part of the work, and others are becoming frustrated because their progress depends on it.

Discuss

- How do you address the situation without blaming the person?
- How can you support accountability in the group?

(Brainstorm the options before moving to the solution)

Best Move

- Have a private conversation first: "I've noticed your part is taking longer — is something getting in the way?" Delays often have reasons.
- Raise it with the whole group: *"Let's check in on where we are as a team — what does each part need to move forward?"*
- If the group is frustrated, acknowledge the situation: "In shared work, one delay affects everyone — let's figure out together how to unblock this." Shared ownership replaces individual blame.

Why it Works

Calling someone out publicly for a delay rarely produces the result you want — it creates defensiveness and damages the group dynamic. Peer accountability (shared commitments, visible progress, small steps) works better.

Learn More → [CLICK](#)



Quick Task

**ONE THING THAT HELPS
PARTICIPANTS FEEL SAFE IS...**



Quick Task

**NAME ONE TOOL FOR
COLLECTING
FEEDBACK/EVALUATION FROM
PARTICIPANTS. THINK OF NON-
FORMAL WAYS.**



Context

You explain a group activity and ask participants to start working in small groups.

Challenge

Several participants look confused, keep asking questions, and different groups seem to be doing different things.

Discuss

1. What would you do in this moment?

(Brainstorm the options before moving to the solution)

Best Move

- Say: “Let me pause us for a second — I’ll explain it once more in a simpler way.”
 - Re-explain the task using the 3-step rule: What to do → With whom → How much time you have.
 - Ask one participant to repeat the instructions in their own words to check understanding.
 - If confusion continues, demonstrate the first step with one example before restarting the activity.

Why it Works

When people are confused, they often stop listening and start copying others or guessing. Clear, short instructions plus a quick demonstration reduce anxiety, create shared understanding, and help the group start with more confidence.

Learn More → [CLICK](#)



GOOD JOB!



Co-funded by
the European Union



Young Wave IG



Young Wave FB

You've reached the end of the What Would You Do Game!

By discussing real workshop situations, you practiced communication, group management, and facilitation strategies that youth workers use every day.

Remember: good facilitation is not about having all the answers — it's about creating the right space for others to participate, learn, and grow.

Reflection

Before you leave, take a moment to discuss:

What was the most useful idea or method you discovered during the game?

Which facilitation challenge felt the most familiar to you?

What is one technique you will try in your next workshop?

This game was created as part of an Erasmus+ Training Course Future-Ready with Power Skills.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency. Neither the European Union nor the granting authority can be held responsible for them.