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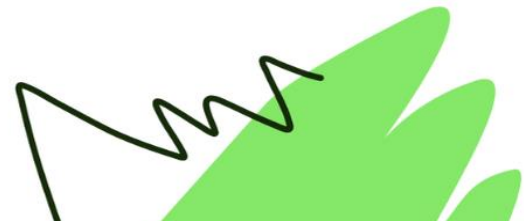
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# EMPOWERING YOUTH INITIATIVES:

## A Guidebook for Youth Workers



Co-funded by  
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## EMPOWERING YOUTH INITIATIVES: A guidebook for youth workers

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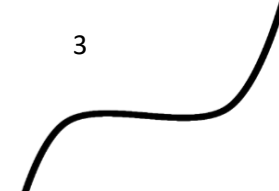
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## CHAPTER 1: What is this guidebook for?

In an ever-evolving world, the role of youth workers (YW) has become increasingly crucial in guiding and mentoring young people. Our aim with this guidebook and methodology is to fortify the foundation upon which you as youth workers operate, enhancing your ability to foster youth initiatives that are dynamic, inclusive, and impactful.

*The guidebook will enable you to develop, support, and guide the formation of youth initiatives. This includes fostering active participation and nurturing a collective spirit among young people, vital for the success of any community-driven endeavour. You will also be supported to integrate various digital tools into youth initiatives.*

The competence framework that we use is called [Inner Development Goals \(IDGs\)](https://innerdevelopmentgoals.org)<sup>1</sup>, originating from Sweden. The framework is based on the [Sustainable Development Goals \(SDGs\)](https://sdgs.un.org/goals)<sup>2</sup>, established in 2015 with a comprehensive plan for a sustainable world by 2030. Rooted in interdisciplinary research, the IDG Framework consists of **5 dimensions with 23 skills** of human inner growth and development. It has been developed with the help of 2,000 participants, interviews, meetings, and workshops. Currently, there are more than 550 hubs participating in the IDG network in 85 countries around the world.

				
<b>1. BEING</b> Relation to self	<b>2. THINKING</b> Cognitive Skills	<b>3. RELATING</b> Caring for others & the World	<b>4. COLLABORATING</b> Relation to self	<b>5. ACTING</b> Enabling Change
Inner compass	Critical Thinking	Appreciation	Communication Skills	Courage

<sup>1</sup> <https://innerdevelopmentgoals.org>

<sup>2</sup> <https://sdgs.un.org/goals>



Integrity & Authenticity	Complexity Awareness	Connectedness	Co-creation Skills	Creativity
Openness & Learning Mindset	Perspective Skills	Humility	Inclusive Mindset & Intercultural Competence	Optimism
Self-awareness	Sense-making	Empathy and Compassion	Trust	Perseverance
Presence	Long-term Orientation & Visioning		Mobilisation Skills	

Source: IDG<sup>3</sup>

## THE GUIDEBOOK AIMS TO GIVE ANSWERS TO FOUR KEY QUESTIONS:

### 1. How Can You Effectively Support Youth Initiatives?

Discover how to support youth initiatives effectively. This section details key steps in youth-led projects and offers strategies to engage and empower young people.

### 2. How Can Digital Tools Enhance Youth Initiatives?

Explore the use of digital tools to enhance youth initiatives. Learn about effective communication, crowdfunding, advocacy, skills development, and the application of AI in youth projects.

### 3. What Practical Activities Can Engage and Develop Young People?

Find step-by-step instructions for various activities aimed at engaging and developing young people. Get tips on materials, time requirements, and adapting to different contexts.

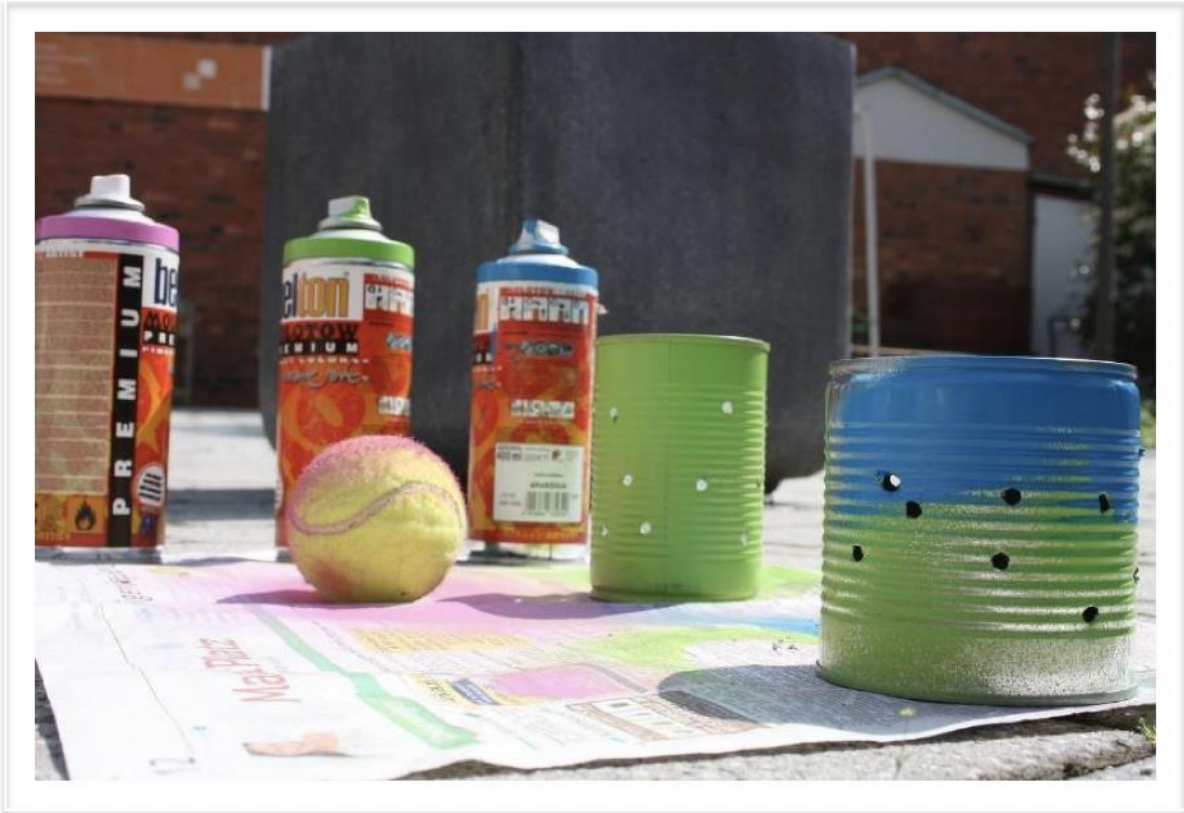
### 4. How Can Podcasts Amplify Voices of Experience in Youth Work?

Learn how to create and use podcasts to share knowledge and experiences. This section offers tips for successful podcasting and outlines the main steps for producing a podcast.

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<sup>3</sup> <https://innerdevelopmentgoals.org/framework/>

## CHAPTER 2: How Can You Effectively Support Youth Initiatives?



Youth initiatives are powerful forces for positive change in communities. Here we will help you explore the key steps in youth-led projects, from start to finish.

Understanding these stages allows you to provide the right guidance and resources at the right time, ensuring the success of the initiatives.

Furthermore, you will discover practical tips and methods to help youth engage and succeed. By implementing these strategies, you can create a supportive environment where young people thrive and make a difference.



## 2.1. MAIN STAGES IN A YOUTH INITIATIVE

Youth initiatives are encouraging young people to develop skills while turning their ideas into reality. This "learning by doing" approach fosters motivation, collaboration, and creates valuable opportunities for informal learning.

Youth workers play a crucial support and mentoring role in youth initiatives. While programs are often youth-led, youth workers provide guidance in various areas such as advising, organization, and securing resources. They equip young people with practical skills like project proposal writing, fundraising, communication, technical execution, promotion, and evaluation.

Beyond solving problems, youth workers empower young people to actively learn throughout the process. Helping youth identify the skills and competencies they're developing maximizes the learning potential of the experience.

In the following paragraphs we will focus in depth on the **five stages of any youth initiative**: the planning phase, implementation phase, evaluation and feedback phase, follow-up phase and the impact monitoring phase.

### 2.1.1. Planning phase

In the process of planning, youth develop a project, a plan of activities, costs and economics of resources and the allocation of individual tasks within the group. Before any planning, certain aspects of the initiative have to be worked out to the extent that the red thread of the project is known, its objectives, impact, results, activities, participants and estimated costs.

The structure of each youth initiative requires answers to the following sets of questions:

- **Initially, it is necessary to define project context and motivation:**
  - Why do they want to implement it?
  - What is the context of the project?
  - What is the personal motivation of individuals / young people who will participate in the initiative?
- **Then it is necessary to clearly define the purpose and goals of the project:**
  - What is the purpose and what are the aims of youth initiatives?
  - What young people want to achieve through the project and why?
  - What changes will this initiative bring to young people and in what way?

*Tools for Goal Setting:*

- **SPIRO** - <http://www.thecoachingtoolscompany.com/spiro-a-new-to-us-goal-setting-model/>

- SMART - <http://www.smart-goals-guide.com/smartgoal-setting.html>

- **The involvement of members of the group:**

- Who and how will each member of the group of young people be responsible for carrying out the project idea?
- Can all group members equally contribute to the development of ideas?
- What are the roles within the group and which are communication channels used by the group during the project?

- **Each youth initiative has an impact on the local environment, it is necessary to clearly define it:**

- Who are the benefactors or institutions that have been involved in the initiative and are willing to help with its realisation?
- For whom it would be meaningful and useful to participate in the implementation of the youth initiative and the effects of it will be visible at the level of the entire local community?

### 2.1.2. Implementation phase

Implementation phase includes the pursuance of youth initiatives and activities that have been planned at the start of designing ideas, respecting the agreements that have been achieved within the group and with other members of the group that carried out the activities of the youth initiative as well as with other stakeholders, monitoring the process and results.

In the implementation stage concrete activities have been planned and now the plans need to be transformed into action. Creating events, activities with logistical details, content and financial structure.

There are digital platforms that can help manage and track the project implementation phase such as:



**Jira** - project management tool for teams - <https://www.atlassian.com/software/jira>



**Monday.com** - A single platform for managing all your work - <https://monday.com/>



**ClickUp** - Plan, track, and manage any project - <https://clickup.com/>



### 2.1.3. Evaluation and feedback phase

Evaluation means that you verify before, during and after, if you do what you promised to do, and to measure to which extent the objectives and the expected outcomes that you have set within the youth initiative, are being met.

Evaluation allows us to monitor the entire course of the youth initiative and to monitor and share learning experiences of learning together. Here it is also important to know the value of giving and receiving feedback. Giving and receiving feedback is the first step to obtaining information that will be essential to a full evaluation.

Effectively evaluating youth initiatives means assessing both implementation and outcomes. While effective assessments should be anchored to outcomes, identifying key metrics and collecting data about youth initiative implementation, i.e., process evaluation, is important to connect the specific efforts you're making to the desired outcomes.

Strong process evaluations look at what specific services and activities were planned, what was actually delivered, and who participated. They also ask whether program participants were satisfied and capture specific feedback from those participants.

### 2.1.4. Follow-up phase

Despite the official end of the project or the youth initiative it is vital that knowledge, experience and skills are further used or upgraded. Youth workers encourage young people to explore possibilities for further work, upgrade, use and transfer the acquired knowledge.

This phase might be the most difficult of the entire experience for the young person, because it asks the young person to process their learning and make their next steps along their personal pathway.

The youth worker helps the young people to make an inventory (list) of the skills they learned and identify how that learning can help them take their next steps along the pathway (in finding a job, gaining a qualification, within their family situation, etc.).

### 2.1.5. Impact monitoring phase

Each youth initiative has a direct or indirect impact. The role of the youth worker is to work with young people who carry out or participate in a youth initiative to examine the effects of that activity or initiative, both of them as a group and the wider environment in which initiative is implemented.

How can you get more impact, even after the activities?

- How can you prolong the impact? (to keep the theme/topic going on, even after the finish of the youth initiative?)
- How can you get a wider impact? (to involve new young people, new audiences...)
- How can you get a deeper impact? (deepening up further about the topic with participants, other young people, team leaders, local community...)
- How can you get a multiplied impact? (how can you make that e.g. other young people use our youth initiative as an example and motivate them to do it themselves?)



## 2.2. STRATEGIES FOR SUPPORTING YOUTH INITIATIVES

- Guiding and mentoring. This strategy is focussed on offering personalised guidance, mentoring, and advice to youths while they deliver diverse youth initiatives. Youth workers can further explore different support modalities such as:
  - Peer mentoring and coaching: Pairing youth with older peers for guidance and support.
  - Group mentoring: Facilitating group sessions for collective learning and support.
  - Skill-building workshops: Offering workshops on leadership, communication, and problem-solving in the context of youth initiatives.
- Organisational support. This support strategy is more focussed on helping youth in planning and organising youth initiatives, ensuring smooth execution. Youth workers can consider focussing on aspects such as time management, resource allocation, and effective coordination. Successful youth initiatives bear common quality criteria, which can serve as a reference point when providing organisational support (see table below).

Quality criterion	Description	Benefits
<b>Clear objectives</b>	Establish well-defined goals for each session or activity.	Ensures focus, clear direction, and measurable outcomes.
<b>Detailed planning</b>	Create comprehensive schedules and agendas.	Provides structure, prevents delays, and ensures all tasks are covered.
<b>Role assignments</b>	Allocate specific roles and responsibilities to team members.	Promotes accountability, leverages strengths, and ensures efficient task distribution.

<b>Time management tools</b>	Utilize timers, scheduling apps, etc.	Helps stay on track, maximizes productivity, and avoids time-wasting.
<b>Flexibility</b>	Be adaptable and adjust plans as needed.	Allows for responding to unexpected challenges and maintains progress.
<b>Regular check-ins</b>	Conduct progress assessments with participants and team members.	Identifies potential issues early, facilitates adjustments, and boosts morale.
<b>Resource allocation</b>	Ensure adequate materials, space, and personnel are available.	Prevents bottlenecks, ensures smooth execution, and promotes resourcefulness.
<b>Effective communication channels</b>	Establish open communication (group chats, newsletters, etc.).	Keeps everyone informed, promotes collaboration, and enhances team cohesion.

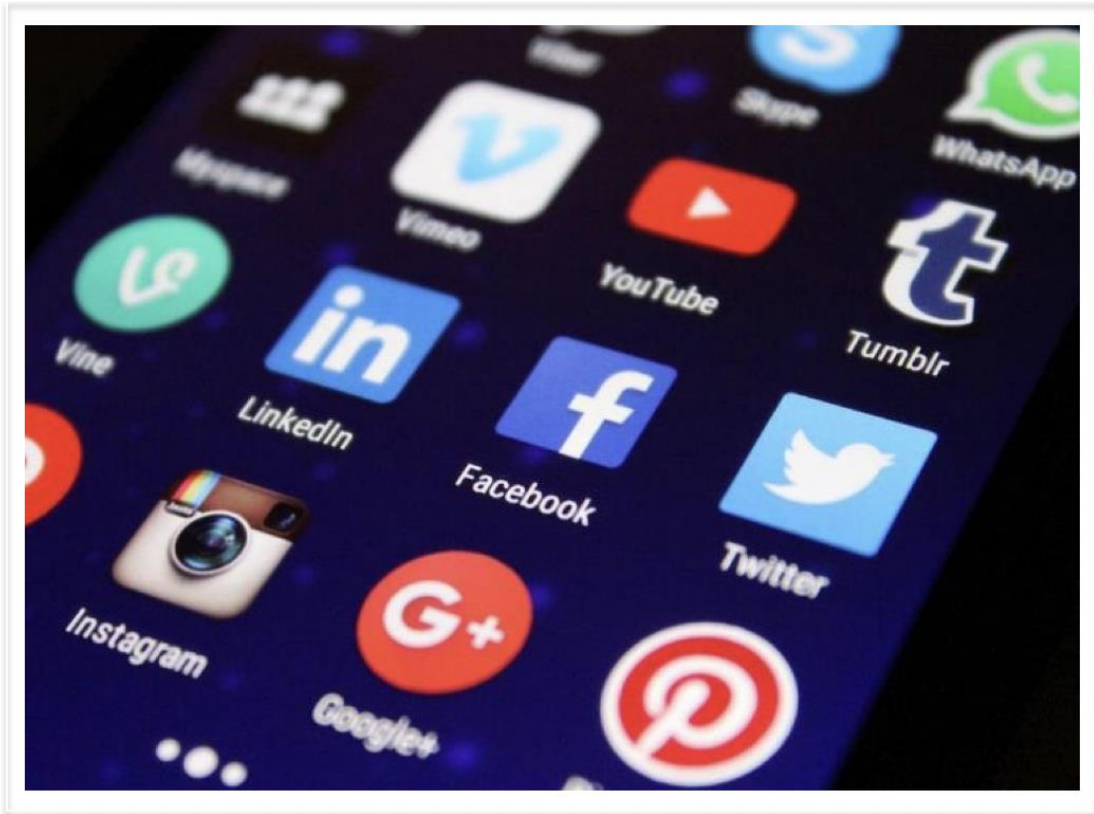
- **Financial/Fundraising Support.** Financial literacy, responsible resource management, and sustainable funding are essential for successful youth initiatives. Youth workers can empower youth by providing financial literacy workshops covering budgeting, saving, debt management, and sound financial decision-making. Introduce budgeting apps and online tools to simplify expense tracking and goal setting. Access to databases listing grant opportunities specifically targeted toward youth initiatives is crucial, as is training in effective grant proposal writing. Youth workers can also play a key role in facilitating partnerships between youth initiatives and local businesses, community organizations, or government agencies. Guiding youth in developing sound project budgets and realistic financial plans ensures long-term sustainability. Finally, supporting youth advocacy efforts for increased funding for youth initiatives can lead to increased resources for their success.
- **Technical Skills Development.** Modern youth initiatives often require utilization of a range of technical skills. Youth workers can implement targeted training workshops focusing on areas such as programming, graphic design, video editing, website development, or project management software. Ensuring access to necessary software, digital tools, and equipment is a crucial step.
- **Effective Communication and Community Engagement.** Communication sits at the heart of impactful youth initiatives. To make these initiatives relatable and foster genuine community engagement, it's essential to empower young people with effective communication tools and strategies. Youth workers can champion this by encouraging youth-led communication



campaigns that address issues young people care deeply about. Young voices resonate with their peers – leverage social media, creative events, and the power of storytelling to mobilize and connect.

- Foster direct dialogue between youth and wider community stakeholders by providing platforms like regular forums or town hall meetings. These spaces allow young people to express concerns, share ideas, and directly collaborate with decision-makers to address local challenges. Tap into young people's creativity through community art projects. Murals, performances, and exhibitions led by young artists can raise awareness for crucial issues.
- Mentorship programs matching enthusiastic youth with experienced community leaders or professionals are invaluable. These relationships offer guidance, expand networks, and support the youth as they make a real difference in their communities. Digital storytelling platforms and blogs provide an outlet for young voices to be heard. They can share their journeys, perspectives, and visions for the future, amplifying their impact and forging connections within the community and beyond.

## CHAPTER 3: How Can Digital Tools Enhance Youth Initiatives?



In today's digital age, using the right tools can greatly enhance youth initiatives. This part is to help you, as a youth worker, understand and use digital tools to support young people's projects. You'll learn how to use digital platforms for effective communication and crowdfunding, which can help you reach more people and gather the resources needed to make your projects a success.

You will discover how to use online tools for advocacy to promote causes and gain support, spreading the word about important issues and rallying people to your cause. You'll also find digital resources that help young people learn new skills, providing valuable opportunities for growth and development to prepare youth for the future.

Finally, explore how artificial intelligence can make youth projects more effective by supporting your initiatives and helping you achieve your goals. Together, these insights offer a practical guide for leveraging digital tools to help young people succeed in their initiatives.

## 3.1. TOOLS FOR EFFECTIVE COMMUNICATION AND CROWDFUNDING

### 3.1.1. Communication

In the digital era, social media has emerged as a dynamic battlefield for youth activism, offering many ways to voice opinions, rally support, and instigate change. Each platform, with its unique features, caters to different facets of activism, allowing young people to navigate and exploit these spaces creatively and effectively.



**Instagram**, with its visually driven interface, serves as a canvas for activists to paint their causes in vivid imagery and compelling stories. It's where snapshots and videos do more than tell a story, they evoke emotions, driving engagement through personal narratives, artistic expressions, and real-time updates via stories and live broadcasts. The strategic use of hashtags here transcends boundaries, making messages discoverable to a global audience.



**Facebook**, though sometimes perceived as a more mature platform, remains a potent tool for organizing and mobilizing. Its comprehensive event features facilitate the planning and promotion of activism-related gatherings, while groups offer a sanctuary for like-minded individuals to share resources, experiences, and strategies. Live streaming capabilities add another layer, enabling activists to broadcast their efforts to a wider audience, fostering a sense of immediacy and inclusivity.





**TikTok**, with its fast-paced and trend-driven nature, amplifies voices in a way that resonates with the youth. Its algorithm favours creativity and engagement, propelling activist content into viral sensations. Here, the message is packaged in concise, relatable content that can swiftly educate, inspire, and mobilize, leveraging the power of trends, challenges, and the sheer speed of information dissemination.



**X**, the platform formerly known as Twitter, acts as a real-time megaphone for activists, providing a space for quick updates, networking, and direct engagement with influencers and decision-makers. The use of hashtags on X creates a virtual rally ground, where campaigns gain momentum, and voices unite for collective action. This platform's strength lies in its ability to foster dialogue and connect disparate over common causes.



**LinkedIn**, often overlooked in the context of youth activism, presents a professional front for the movement. It's a network where credibility can be built through thought leadership and connections can be made with allies in various industries. Activists can



leverage LinkedIn to gain insights, find mentorship, and collaborate on initiatives that require a more formal or structured approach.



Adding **YouTube** into the mix introduces a platform with profound storytelling capabilities. Here, activists can create detailed documentary-style videos, conduct interviews, and host panel discussions that delve deeper into issues. YouTube's format is suited for educational content, offering a space where complex topics can be unpacked and discussed at length, providing viewers with a comprehensive understanding of subjects. The interactive element of comments allows for a direct dialogue between creators and their audience, enriching the discourse and fostering a community of informed and engaged individuals.



**Discord** social media also offers numerous advantages for youth work programs. With its widespread popularity among young people, Discord provides accessibility and familiarity, making it easier for youth workers to engage with their target audience. The platform's real-time communication features, including text, voice, and video channels, facilitate quick interactions and discussions, fostering a sense of community among participants. With its flexibility, integration options, and cost-effectiveness, Discord emerges as a valuable platform for youth work, facilitating collaboration, communication, and community building.



**Canva** is an invaluable tool to upgrade one's campaign or modify graphic pictures. Canva is a versatile tool that allows individuals and groups to create a wide range of designs, including logos, social media content, documents, prints, and more. It provides a designer-like experience, even if you don't have any design experience, and can generate images of any size to support your campaign or email marketing efforts.

### 3.1.2. Crowdfunding

**Crowdfunding** has been a powerful catalyst for innovation, creativity, and entrepreneurship in recent years. The development of digital platforms has provided individuals and organisations with limitless chances to access resources and capital from a worldwide audience. Crowdfunding possesses the potential to transform the aspirations of individuals in several domains, such as art, technology, social activism, and small business ownership, into tangible outcomes. The evolving realm of digital crowdfunding tools can significantly help youth with their initiatives: various platforms provide features and chances that are specifically designed to cater to a wide range of requirements and objectives.



**Patreon** has garnered the confidence of more than 200,000 creators across many domains, including podcasting, music, visual arts, and literature, due to its user-friendly fundraising and subscription mechanisms. More specifically, Patreon is a straightforward and cost-free process that grants immediate access to a range of robust resources aimed at facilitating the creation of desired content, fostering stronger and more direct connections with one's most devoted supporters, and fostering the expansion of one's creative enterprise.

**Indiegogo** is an attractive choice for start-ups due to its lack of a minimum fundraising requirement and its provision of flexible funding, allowing people to retain the funds even if they fail to achieve their objectives. Indiegogo has a more limited time compared to other platforms, as most projects have a maximum of 60 days to achieve their objective.



**Kickstarter** is the largest crowdfunding platform in the world, and it's helped launch some very successful businesses. This option is highly advantageous for youth teams due to its low minimum fundraising requirement, along with the absence of any associated expenses.

**GoFundMe** is a widely used crowdfunding tool that is particularly suitable for individual projects and non-profit initiatives. It is a dedicated platform designed specifically for non-profit fundraising. It serves as a hub for a diversity of causes, ranging from urgent medical expenses to community-driven projects. One of its core principles is transparency, ensuring that donors feel confident in their contributions and can track the impact of their support. With its global reach, GoFundMe Charity empowers organizations to attract donors from around the world, expanding their fundraising potential. Additionally, it provides robust social sharing tools, allowing campaigns to gain traction through online networks and social media.

### 3.2. TOOLS FOR ADVOCACY

Youth workers play a crucial role in empowering young people to create change and effectively communicate their ideas. This section dives into essential concepts and tools for successful advocacy and promotion.

**Advocacy** is crucial for creating societal change. It is any action that speaks in favour of or pleads on behalf of others who are affected by a certain issue or topic. This characteristic distinguishes it from another closely related field: lobbying, which aims at gaining support for realisation of interests of only a small group. Advocacy can take place at various levels, from community to



international advocacy campaigns. Successful advocacy is not one single action, but a few actions put together in a coherent plan. It should be big enough to make a difference, but manageable enough to get short-term results.

The heart of any communication effort, whether it's a single training or a large-scale advocacy campaign, is a **concise and compelling key message**. This message should clearly convey your aim, the reason behind it, and the results you hope to achieve. For maximum impact, keep your message short, specific, and to the point. While a touch of creativity can make it memorable, ensure it remains accurate and avoids any manipulation. To reach diverse audiences, tailor your key message. Consider creating variants for different groups (like urban versus rural residents) as their perspectives might vary. Also, adapt the message to best suit the format – whether it's print, TV, radio, or social media.

**Pitching** is a valuable skill for young people advocating for their ideas and initiatives. It allows them to present their messages clearly and passionately in a short amount of time. Youth workers play a key role in coaching young people on effective pitching. For any pitch, a simple message map is essential. Importantly, the pitch should include a clear call to action, whether that's asking for support, donations, or participation. To make pitches truly memorable, help youth connect with the "why" of their project. Is there a story or personal experience they can share? Can they engage their audience with questions or adapt their wording for specific listeners? Time management builds professionalism, so plenty of practice will help them stay within the limits. Discuss what kind of attire would be suitable for the setting. Finally, encourage regular practice sessions with you and their peers, emphasizing a supportive environment for feedback.



**Advocacy software and 14 digital platforms** that can be used to mobilise people. The following webpage contains information about an advocacy software and an overview of fourteen digital platforms that can be used to mobilise people, <https://www.grassrootsunwired.com/advocacy-software-14-top-platforms/>



**YouthMetre** provides data-visualisations dashboard related to youth well-being in the EU, but also advocacy toolkit and other useful resources. Evidence-based advocacy and communication are the ones that are supported by accurate data and information and as such, it has a higher

potential to convince public, officers, and various decision- and policy-makers to support the good cause, <https://youthmetre.eu/youthmetre/>



**Civic Debate Club** provides know-how from the field of debating, which is very useful for those who want to promote their activities and advocate for a good cause, <https://www.civic-debates.eu/#/en>



**Advocacy handbook** for actions (not only) in the field of youth created by the European Youth Forum, <https://www.youthforum.org/topics/advocacy-handbook>

### 3.3. TOOLS FOR SKILLS DEVELOPMENT

Skills development in a physical learning setting is more often combined with online self-paced learning opportunities. There are numerous digital tools created by and for youth workers with the support of EU and other donors that can serve to support adoption of a blended learning process.



**APEL app** provides a set of interactive cards supporting youth workers focussed on providing youth leadership training. The cards are focussed on four areas such as emotional intelligence, systems thinking, leadership questions and leadership qualities. They comprise a set of cards with images and words on both sides. The user can select cards according to their preference and flip them again on the side they wish to. It is a self-reflection tool, which also can be used in work in pairs or group discussions, <https://www.mc-celje.si/yoco/en/>



**DIARC digital cards** focus on creativity training of young persons. They represent a set of metaphoric cards without any text, which prevents any language barriers. The cards provide opportunities for the youth workers to engage learners in different processes that spark their imagination and enhance their storytelling skills. The cards can be used also as quick energisers or icebreakers in the beginning or closure of youth work sessions, <https://nmct.eu/creativecards/>



**Inspiration Elevator App** is empowering youth persons to foster their key design thinking skills such as Imagination, Empathy and Rationality. The app offers a self-paced learning journey through a chat-enabled interaction. The user interacts with a virtual coach-mentor, providing exercises and encouraging ongoing self-reflection. Android: [Inspiration Elevator - Apps on Google Play](#) / iOS: [Inspiration Elevator on the App Store](#)



**I.YOU app** supports youth workers by providing 45+ prompts divided into three categories: Open Mind, Open Heart, Open World. It helps youth individuals enhance their own performance and learning. The app integrates Intentional Change Theory and Emotional Intelligence approaches. Open Mind: Me and my thoughts. This category reflects the following areas: growth/fixed mindset, resilience, optimism/pessimism, potential, capability, imposter syndrome, confidence, openness to new ideas, self-worth, trustworthiness, curiosity, and emotional agility, defined as approaching one's inner experiences mindfully and productively. Open Heart: Me and my emotions. This category supports users in identifying, understanding, and regulating emotions, affect labelling, emotional analysis, understanding how emotions impact/affect us and how to manage emotions. Open World: Me and my environment. This category helps users better understand and practice communication (positive/negative; body language, tone, modulation, word choice), internal judgements/beliefs/bias about others (positive/negative), trust and

comparison and their effect on external stimuli. Android: [I-YOU - Apps on Google Play](#) / iOS: [I-YOU on the App Store](#)



**Youth Social Eco-Innovation Lab** supports youth workers to engage learners in an online learning process linked to sustainability topics. The Lab provides an open-access virtual collaborative space for creating youth-led social eco-innovations. The online training course is self-paced with options to combine it in a blended learning format. Learners can focus on topics such as: Saving resources; Carbon footprint and Preserving Biodiversity. [Youth Social Lab](#)



**CETERIS Paribus** (Citizenship Engagement Through Economic Literacy Gamification in Adolescents) emphasises understanding of economics and its impact on our perception of the world around us and our place in it as active citizens. Its name is an abbreviation, but also a Latin phrase popular in economics and meaning “all other things being equal”, <https://www.ceteris-paribus.eu/>



**VALUE Roadmap** provides pedagogical guidelines for training and coaching implementation. The following topics are covered: Self- management; Thinking outside the box; Can Do Mindset; Enrichment- learning for self and from others; Making it Happen; Responses to roadblocks and setbacks; Transitions and planning for my future, <https://project-value.eu/en/io-1-practical-value-roadmap>

### 3.4. AI FOR ENHANCING YOUTH INITIATIVES

AI has the potential to transform education and offer significant benefits for youth work. AI-powered tools facilitate personalized learning experiences, adapting to the unique needs of each young person. This fosters greater engagement and the potential for increased academic and personal success. By analysing data, AI offers insights into youth performance patterns, enabling youth workers to tailor their support and interventions proactively.

The automation of administrative tasks streamlines youth worker workflows, allowing for more focused time on mentorship and direct interaction with young people. AI opens the door to innovative learning experiences, like simulations and adaptive platforms, keeping education relevant and accessible. Importantly, AI-focused learning modules can equip young people with essential digital literacy and problem-solving skills, positioning them for success in the future workforce.

The responsible implementation of AI in youth work demands careful consideration. Prioritizing equity and inclusion mean ensuring accessibility to AI tools across all youth populations and mitigating the risk of widening existing disparities. Transparency within AI systems is essential, enabling understanding of decision-making processes and providing the means to address any errors. Ultimately, AI must serve as an augmentative tool, empowering youth workers and supporting youth-centred goals, rather than replacing the essential human aspects of guidance and mentorship.

AI is a powerful tool, but it cannot replace the human connection at the heart of youth work. The most effective integration of AI will stem from collaborations between youth workers, educators, and technology developers, ensuring the tools align with the real-world needs and goals of supporting youth development and well-being.



<https://gemini.google.com>



<https://chatgpt.com>

## CHAPTER 4: What Practical Activities Can Engage and Develop Young People?



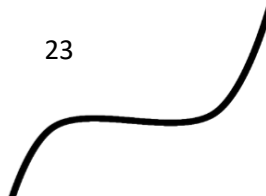
This part of the guidebook is all about giving you practical activities that you can easily incorporate into your daily work with young people. These activities are carefully chosen based on real evidence, so you can be confident that they'll be effective and relevant.

As a youth worker, you play a crucial role in shaping young lives by providing guidance, support, and opportunities for growth. This guide acknowledges that youth engagement and development are dynamic processes that require a well-rounded approach. The activities included here cover a wide range of areas, such as personal development, social engagement, leadership skills, and career exploration.

Each activity is designed to be engaging, interactive, and suitable for young people. They are crafted to encourage active participation, critical thinking, problem-solving, and teamwork. Plus, they incorporate elements of fun and creativity, making them enjoyable and motivating for the youth.



You'll find detailed instructions and guidance on how to implement each activity, including what materials you'll need, how much time it will take, and any potential challenges you might face. There are also tips on how to adapt the activities to different settings and the unique needs of the young people you work with.



## ACTIVITY 1 - LEADERSHIP JOURNEY MAP



**Competences targeted:** Self-awareness; Communication Skills



**Activity objectives:** To inspire youth participants in recognising key concepts and characteristics in youth leadership; To support them in building their own understanding of the main drivers of successful leadership.



**Duration:** 60-90 mins



**Number of participants:** 10-12



**Implementation steps:**

1. Invite participants to open the [APEL cards](#) on their own device.
2. Ask them to take a look around the different categories and taste the content and functionalities.
3. Lead them through each category starting from Emotions and ending with the Systemic thinking category (green cards) by making short introductions about each category and then inviting them to choose those cards that attract their attention.
4. In the final 10-15 minutes of the session, invite them to note down their discoveries and share what leadership skill or skills they would like to develop in the follow-up activities.



**Materials, tools and setting:** The activity can be embedded in a longer training format or take place as a standalone process. Originally, it was designed to take place online, but it can be easily adapted to a physical learning environment. In online format, it is important to provide for an online communication platform that allows smooth interaction. The main tool to be used is the APEL cards. It is useful to ensure that participants have writing aids for the final reflection part.



**Tips and tricks for youth workers:** Some participants might find it difficult to use the digital cards. It might be a good idea to conduct a short demonstration by sharing your screen (in virtual reality) or projecting on a screen (in physical format of the session) and going through the different functionalities. This will make learners feel more comfortable and readier to engage fully.



**Source:** National Management School – Bulgaria, <https://nbschool.org/>

## ACTIVITY 2 - CREATIVITY FOR SOCIAL GOOD



**Competences targeted:** Critical Thinking; Connectedness; Communication Skills; Co-creation Skills; Trust; Mobilisation Skills; Creativity



**Activity objectives:** To foster youth participants' creative thinking; To enhance their awareness of social challenges; To inspire their citizenship action for finding solution to these challenges



**Duration:** 1-day workshop



**Number of participants:** 15-20 per facilitator with option to have bigger groups working in parallel



**Implementation steps:**

1. Invite participants to split into small teams of 4-5 members.
2. Each team is given the task to share what challenges they see in their local communities, including the places they visit and spend their time most. At the end of this sharing, each team selects one challenge they would like to work on for the rest of the day.
3. Each team shares which is their challenge and moves to the next steps of the process.
4. Having identified their challenges, teams are invited to work on a potential solution. Before this ideation, provide time for sparking their creativity and imagination through using the [DIARC cards](#). Invite them to think of each card as a piece of a puzzle for their solution. Every team member chooses a card and together has the task to put all pieces together. When the puzzles are ready, ask them what information or elements of their solution they see and can discover.
5. Following their creative discoveries, invite them to describe their solutions and check with other people outside of their team whether their solutions are useful, desired and realistic.
6. At the end of the workshop provide space for each team to tell the story of their solution.



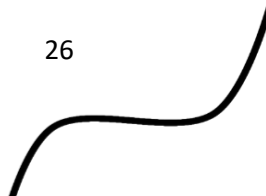
**Materials, tools and setting:** The workshop can take place in both physical and online format. If an online communication platform is utilised it needs to have a break-out rooms' functionality. In physical format, you can provide creative materials for the ideation part, when teams can build physical prototypes of their ideas. The physical space would require flexibility, so that each team has their own space for work. The DIARC cards can be used in both scenarios as a digital tool or can be printed.



**Tips and tricks for youth workers:** Some participants might find it difficult to connect with the idea of community challenges. You may provide several examples, without going into a lot of details, so that they can tune it to what is the focus and then identify them on their own.



Source: National Management School – Bulgaria, <https://nbschool.org/>



## ACTIVITY 3 - YOUTH CIRCLE OF TRUST



**Competences targeted:** Appreciation; Connectedness; Communication Skills; Co-creation Skills; Trust



**Activity objectives:** To create a positive atmosphere in the group; To ensure quality bonding and understanding of individual interests, talents and needs of participants



**Duration:** 60-90 mins



**Number of participants:** 10-12



**Implementation steps:**

1. Invite participants to look at a set of digital cards (APEL, DIARC or your own alternatives) and choose 2 or 3 that represent them in the best possible manner.
2. Ask each to present them by telling a story linked to the cards.
3. As a final reflection, invite each participant to share how listening to each other's sharing changed their perception of the group and expectations for the following sessions.



**Materials, tools, and setting:** The session can take place in both physical and online format. The main tools needed are digital or paper version cards with metaphoric or photo images, words or questions that can inspire participant's reflection. If you choose a physical format for this activity, invite participants to sit in a circle.



**Tips and tricks for youth workers:** Some participants might feel awkward and not willing to share. As a facilitator of the process, you can demonstrate by showing your selected card and sharing your story. This will ease the initial tense atmosphere and encourage others to share.



**Source:** National Management School – Bulgaria, <https://nbschool.org/>

## ACTIVITY 4 - OPEN YOUR HEART



**Competences targeted:** Self-awareness; Appreciation; Connectedness; Communication Skills; Trust; Empathy and Compassion



**Activity objectives:** To raise awareness on the importance of emotional intelligence; To foster understanding of one's own level of emotional intelligence and map steps for further development



**Duration:** 120 mins



**Number of participants:** 12-15



**Implementation steps:**

1. Invite participants to share what are their first thoughts and associations when they hear words such as “emotions”, “feelings”, “emotional intelligence”.
2. Then move forward the discussion with focus on the importance of knowing one's and other's emotions and being able to manage one's emotions.
3. Split participants into groups and give them the task of identifying the most effective ways to control and channel emotions in a constructive and positive direction. Invite each group to share their findings and encourage the whole group to draw some conclusions on common patterns they see.
4. Make a short introduction to the I.YOU app and invite them to download it on their phones.
5. Ask each of them to go through the Open Heart category of cards and check at this very moment which cards attract one's attention.
6. Split them into pairs with the task of exchanging thoughts on their selection of cards and mapping ideas for future personal development.
7. Conduct a final sharing session with all participants to harvest their ideas for what aspect of emotional intelligence they would like to work on.



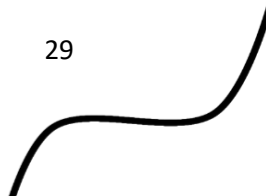
**Materials, tools, and setting:** The session can take place in both physical and online format. The main tool needed is the I.YOU app, which is available in both Android and iOS versions (Android: [I-YOU - Apps on Google Play](#) and iOS: [I-YOU on the App Store](#)). For physical format, it is important to provide enough space for participants to work in small groups and in pairs.



**Tips and tricks for youth workers:** Talking about emotions takes courage. In order to encourage participants, you can start with a story about your own journey into the field of emotions. Think of a story in your life that brought strong emotions, but also great discoveries.



**Source:** National Management School – Bulgaria, <https://nbschool.org/>



## ACTIVITY 5 - VR FOR LEARNING



**Competences targeted:** Complexity Awareness; Perspective Skills; Connectedness; Communication Skills



**Activity objectives:** To raise digital competences of participants; To enhance awareness for global interconnectedness; To inspire approaching issues and challenges from a 360-degree perspective



**Duration:** 40-60 mins





**Number of participants:** 10-12, depending on the technological equipment for VR experience to be used




**Implementation steps:**


1. Make a short introduction to virtual reality by asking participants to share their experiences, if any or associations when hearing this term. In the case of an experienced group, link VR topic with other areas such as AR and MR and xR to emphasise that this kind of immersive experience technologies will further shape our world, including education and training opportunities.
2. Then move on to discuss technical equipment to be used. Depending on your approach you can use VR headsets (e.g., Meta Quest; Sony PlayStation; Apple Vision and similar) or try more cost-effective solutions like the [Google Cardboard](#)) and the smart phones of participants. You can also plan for a creative activity in creating their own cardboard VR headsets, using existing models for inspiration.
3. It is worth noting that while VR provides very vivid experiences this is also accompanied by side effects for some users, which in all cases requires planning short activities (e.g. 15-20 mins). This aspect is to be communicated in the preparatory steps with all participants and request them to report any side effect they might experience.
4. Following instructions on technical aspects, invite participants to try VR for 5-10 mins just to have a taste of the experience. This can be in the form of a short VR game practice or walking around through VR sceneries in the mountains or diving in the Ocean. You can use [YouTube 360](#) for inspiration.
5. Make a short reflection pause to grasp participants' first impressions and give some time for them to rest.




6. Invite them to engage in VR scenarios for learning. For example, 360 degrees walks of a university, factory, office space and similar. Ideas for such scenarios can be found in [VR4Learning project](#).

7. Conduct a final reflection round to collect participants' findings from the experience and their main takeaways.

 **Materials, tools, and setting:** As mentioned, for the session VR equipment is required and VR resources/scenarios. For VR resources/scenarios and games there are various open-source options. For the equipment, it can be in the form of different headsets, but also unconventional cardboard models or models that participants develop on their own using ideas from existing models.

 **Tips and tricks for youth workers:** For some learners, especially the ones that spend a lot of time playing computer games, the VR experience might not feel like an engaging activity. In such cases, you can give them additional tasks. For example, to discover how they can record their VR experience and create a short clip to promote it across social media networks.

 **Source:** National Management School - Bulgaria, <https://nbschool.org/>

## Activity 6 - Build Your Creativity



**Competences targeted:** Creativity; Communication skills; Self-awareness



**Activity objectives:** Enhancing the creativity level of participants; Enhancing public speaking and sharing information; Raising self-awareness of participants; Setting concrete SMART goals



**Duration:** 45 min



**Number of participants:** Up to 25



**Implementation steps:**


1. If all of the participants feel comfortable enough to use English language, present this test – 5 min: <https://www.datcreativity.com/task>. After the participants complete the task individually you can write down each score and make a debrief. Did they find it difficult and why? Can you make any conclusions between the scores? etc.

2. For the second part of this activity you will need to use the [APEL cards](#). Split participants into 3 groups and pick a card for each group or leave them to do so. The card will serve as a stimulus for them to connect with the image and use it as a creative nudge for their response. Split in 3 rooms, each having 30 minutes.


- Group 1: picking 1 card that they will use as inspiration and will have the task to create a short 50 words story called “Creativity is...”.
- Group 2: using a big sheet of paper, invite the group to pick up 1 card – to reflect all on it and have the task to “Draw creativity”.
- Group 3: picking a card and creating a performance about “Creativity”.


The facilitator can randomly assign the participants to each group or the participants can draw a number or you let the participants choose which of the three groups they would like to join. After the 30 minutes, each group has time to present their group work, reading the poem, describing the drawing and acting out the performance.

3. The end of the activity is for debrief using these questions: How did you feel during each activity? Does this remind you of anything else you have learned or experienced? What can we learn from this? What should we do differently next time? What will you do with this new learning?



 **Materials, tools, and setting:** Pens, paper, internet, APEL cards. Digital versions of the cards can be accessed here: <https://www.mc-celje.si/yoco/en/>

 **Tips and tricks for youth workers:** Be aware if you are including people with disabilities to make sure the space is properly set up, as there is movement.

 **Source:** Celjski mladinski center, <https://mc-celje.si/>

## ACTIVITY 7 - REFLECT ON YOUR LEARNING PROCESS



**Competences targeted:** Self-awareness; Sense-making



**Activity objectives:** Reflecting on learning goals, competences and improvement.



**Duration:** min. 25 minutes



**Number of participants:** can be done individually and in a diverse size of groups.




**Implementation steps:**

1. In order to reflect on a learning process during the period of activity/time, we can use the below list of competencies and skills. The task is to reflect on the highest and lowest 'scores'. Invite participants (individually or as a group) to self-evaluate using the table with competences.
2. Then answer – within the ones you are good, what can you give to the youth initiative? With the ones you are less comfortable with, what can you do better?

COMPETENCE	1	2	3	4	5	6	7	8	9	10
Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.										
A commitment and ability to act with sincerity, honesty and integrity.										
Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.										
Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.										
Ability to be in the here and now, without judgement and in a state of open-ended presence.										
Skills in critically reviewing the validity of views, evidence and plans.										
Understanding of and skills in working with complex and systemic conditions and casualties.										
Skills in seeking, understanding and actively making use of insights from contrasting perspectives.										
Skills in seeing patterns, structuring the unknown and being able to consciously create stories.										

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.																				
Relating to others and to the world with a basic sense of appreciation, gratitude and joy.																				
Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.																				
Being able to act in accordance with the needs of the situation without concern for one's own importance.																				
Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering																				
Ability to really listen to others, to foster genuine dialogue, to advocate own views skilfully, to manage conflicts constructively and to adapt communication to diverse groups.																				
Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterised by psychological safety and genuine co-creation.																				
Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.																				
Ability to show trust and to create and maintain trusting relationships.																				
Skills in inspiring and mobilising others to engage in shared purposes.																				
Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.																				
Ability to generate and develop original ideas, innovate and be willing to disrupt conventional patterns.																				
Ability to sustain and communicate a sense of hope, positive attitude, and confidence in the possibility of meaningful change.																				
Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.																				

3. Debriefing questions: What steps can you take to achieve your goal? Is it realistic? What can you learn? What can you offer?

 **Materials, tools, and setting:** Paper, pen, printed version of the list of competences



**Tips and tricks for youth workers:** The list of competences can be adapted and can change depending on the topics that want to be worked on. As a way to support the reflection, if the group is larger or needs more support, is having a trainer or facilitator in small groups to answer questions or follow the process.



**Source:** Celjski mladinski center, <https://mc-celje.si/>

## ACTIVITY 8 - MY GROWTH PROCESS



**Competences targeted:** Self-awareness; Critical Thinking; Long-term Orientation and Visioning



**Activity objectives:** Reflecting on one's expectations and personal objectives and planning the actions for achieving them



**Duration:** min. 60 minutes



**Number of participants:** More than 3













**Implementation steps:**

1. Participants will review and categorize their expectations into personal and group expectations. They can present these expectations in any format they choose, such as a collage, a list, or a drawing.
2. Based on their expectations, participants will create a list of short-term, medium-term, and long-term objectives. They will start with long-term objectives and then work backward to create medium-term and short-term objectives.
3. Once participants have a list of objectives, they will answer the following questions to develop the "next steps" part of their plan: What immediate actions can I take to work on my objectives? What resources do I need from different organizations or people to start working on my objectives? Who can support and assist me in achieving my goals? What support can I get from my team to help me achieve my objectives?
4. Participants will identify three things they can start implementing the following day to help them progress toward their objectives.



**Materials, tools, and setting:** template "My growth process" (see below, you can provide a standalone paper), Internet connection, Markers, Post-its, Pencil colours, Scissors, Magazines, Glue, Paper

EXPECTATIONS

OBJECTIVES	NEXT STEPS
LONG-TERM	 _____  _____  _____
MEDIUM-TERM	 _____  _____  _____
SHORT-TERM	 _____  _____  _____  _____



**Tips and tricks for youth workers:** be flexible with the order of steps. If the group wants to focus on expectations now and leave objectives for later, allow for this flexibility.



**Source:** Celjski mladinski center, <https://mc-celje.si/>

## ACTIVITY 9 - SETTING SMART GOALS



**Competences targeted:** Critical Thinking; Perspective Skills; Sense-making



**Activity objectives:** Empowering participants to frame their objectives/goals in a smart manner



**Duration:** 90 minutes



**Number of participants:** 1 - 25 participants, can be individual work or group work



**Implementation steps:**

1. Using the provided template below, invite participants to explore the different elements, following a sequential order. Ask each participant to do it individually and then discuss in small groups their first drafts of SMART goals.
2. Conduct a sharing session in the whole group to address any questions and doubts using the SMART model.


INITIAL GOAL	Write the goal you have in mind


S: SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?


M: MEASURABLE	How can you measure progress and know if you've successfully met your goal?

A: ACHIEVABLE	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

R: RELEVANT	Why am I setting this goal now? Is it aligned with overall objectives?
T: TIME-BOUND	What's the deadline and is it realistic?
SMART GOAL (S)	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

 **Materials, tools, and setting:** pen and the SMART goals worksheet

 **Tips and tricks for youth workers:** Make a quick demonstration with your own example of formulating a SMART goal. This gives more confidence to participants in crafting their own goals.

 **Source:** Celjski mladinski center, <https://mc-celje.si/>.

## ACTIVITY 10 - RISK MANAGEMENT MATRIX



**Competences targeted:** Complexity awareness; Long-term orientation and visioning



**Activity objectives:** Defining and identifying the risks associated with a youth initiative.



**Duration:** 60 minutes



**Number of participants:** 2-5



**Implementation steps:**

1. Invite participants to define main activities that are key for the success of their youth initiative.
2. Invite them to consider the risk associated with each activity (For example, what might happen, which will prevent certain activity from happening?).
3. Ask them further to use the below the matrix (with samples of risks) and brainstorm methods to manage risks and find strategies to reduce the severity of the risk and the probability that something will go wrong.

Aspect of Initiative	Potential Risk	Likelihood (Frequent, Likely, etc.)	Severity (Catastrophic, Critical, etc.)	Risk Level (E, H, M, L)	Risk Management Strategies
Transportation	Accident during travel	Unlikely	Critical	H	Safe transportation options, parental consent, emergency plans
Activity	Injury during participation	Occasional	Marginal	M	Proper supervision, safety instructions, appropriate equipment
Food Handling	Foodborne illness	Likely	Marginal	M	Reputable food source, hygiene practices, allergy awareness
Financial Management	Budget overrun	Occasional	Moderate	M	Detailed budget planning, fundraising strategies, cost-control measures
Communication	Miscommunication with participants or parents	Likely	Low	L	Clear communication channels, confirmation emails, parent information sessions
Public Image	Negative publicity due to participant behaviour	Seldom	Critical	H	Code of conduct, responsible behaviours expectations, supervision
Confidentiality	Breach of participant privacy	Unlikely	Critical	H	Secure data storage, data protection training for staff, clear privacy policies
Technology	Technical issues during event	Occasional	Low	L	Backup plans, offline activity options, basic troubleshooting skills for staff



## Likelihood


- Frequent: Expected to occur often during the initiative.
- Likely: Quite likely to occur at some point during the initiative.
- Occasional: May occur during the initiative.
- Seldom: Not likely to occur, but possible.
- Unlikely: Very unlikely to occur.


## Severity


- Catastrophic: Major property damage, significant financial loss, serious injury, or death.
- Critical: Major property damage, significant financial loss, or negative publicity.
- Marginal: Property damage, financial loss, or negative publicity.
- Negligible: Minimal threat to participants, property, or reputation.

## Risk Level

- E (Extremely High): Unacceptable level of risk, requires eliminating or modifying the activity.
- H (High): Potentially serious risk, requires proactive mitigation strategies.
- M (Moderate): Some level of risk, consider additional management strategies.
- L (Low): Minimal risk, likely no need for additional mitigation.

 **Materials, tools, and setting:** Paper and pen when one-on-one session or Flip chart and marker when used in group sessions. In both cases, the activity can be done in person or virtually.

 **Tips and tricks for youth workers:** since this is an activity on risk management, which is not a usual topic for youth learners, you might consider more time for explanation and questions and answers sessions.

 **Source:** Celjski mladinski center, <https://mc-celje.si/>

## ACTIVITY 11 - MOVE YOUR ACTIONS FORWARD



**Competences targeted:** Critical Thinking; Long-term Orientation and Visioning; Communication Skills; Co-creation Skills; Inclusive Mindset and Intercultural Competence; Mobilisation Skills; Courage; Creativity



**Activity objectives:** Developing competences to effectively advocate for a positive change: get supporters and people on board; effectively communicate their topic, vision, and message to decision makers and public; use data and information to support their idea; and ultimately think critically about the information they receive or spread and be creative when designing an advocacy campaign



**Duration:** 60 + 15 + 60 minutes



**Number of participants:** 20



**Implementation steps:**

This activity is divided into two parts separated by a short break (at least 15 minutes).

1. The first part is focusing on the theory. It covers the topics of advocacy, campaigning, use of data, advocacy platforms and e-participation tools to engage people, and how to create a communication plan.
2. During the second, practical part, groups of 3 - 4 participants design an advocacy campaign on the topic of their choice.



**Materials, tools, and setting:** Flip-chart, laptop/tablet, projector, examples of e-participation tools (available for example on the website of the World Summit Awards: <https://wsa-global.org/wsa-awards/winners/>, under the category Government & Citizen Engagement), information and materials available on the website of the YouthMetre training (including a Template to design an advocacy campaign): <https://youthmetre.eu/using-information-in-your-policy-campaign/your-online-advocacy-campaign/>. It is better if the participants are sitting in a circle and later they need to have a space to work in groups.



**Tips and tricks for youth workers:** The participants should be allowed to share their own insights, experience, and opinions on the topics, as the reality in various countries and even communities is different and it's possible to get inspired by good practices and learn from bad examples.



**Source:** European Dialogue & YouthMetre project consortium, <https://europskydialog.eu/>

## ACTIVITY 12 - BE THE LEADER: SHARE YOUR VISION



**Competences targeted:** Long-term Orientation and Visioning; Communication Skills; Mobilisation Skills; Courage; Creativity; Optimism; Perseverance



**Activity objectives:** Developing competences to effectively advocate for a positive change: to clearly define their topic (issue), vision, and message and communicate it effectively to decision makers, media, and public; think critically about the information they receive and spread; be creative when communicating; and ultimately to get supporters and more people on board



**Duration:** 90 minutes



**Number of participants:** 15 - 20





**Implementation steps:**

1. Participants are introduced to the topics of advocacy, campaigning, promotion, and public communication. They explore how to present their messages effectively and in the most interesting way, but also how to analyse messages and the public appearance of others (short analysis of media content). The participants are shown materials from advocacy or political campaign and are asked the following questions to analyse them:


- What is the key message?
- What seems to be the intention?
- What are the significant elements of the material (colours, graphical elements, words, etc.)?
- What is the occasion for the material? What does it respond to?
- Are there any historical/cultural connotations?


2. In the next 50 minutes, the participants are assigned or choose certain roles (such as, but not limited to): a young person, a representative of a local or international youth NGO, or a young politician presenting their ideas and advocating for them. They have 20 minutes for preparation of their speech. 10 minutes are for summarising the key points, the other 10 minutes are for writing a short speech highlighting the key message and addressing the audience – young people, media, politicians and officers, and the general public.


3. Each participant speaks in front of the camera for 1-5 minutes or less (elevator pitch) with an aim to convince the audience.




4. Participants share their impressions (how they felt and self-evaluate their performance) and receive feedback by the workshop facilitator. Other participants can also share how they perceived the speeches and say which ones were convincing.


 **Materials, tools, and setting:** Flip-chart, laptop/tablet, projector, camera/smartphone, information and materials available on the website of the YouthMetre training: <https://youthmetre.eu/advocate-engage-policy-makers/get-your-message-across/>. It is better if the participants are sitting in a circle. Make sure to arrange enough space with a nice background and good light for the camera and speaker (don't film when the camera is facing the window and other source of light).

 **Tips and tricks for youth workers:** When analysing content, it's important to highlight there are no right or wrong answers, as everyone can perceive various messages differently. The participants should be allowed to share their own insights, experience, and opinions on the topics, as the reality in various countries and even communities is different and it's possible to get inspired by good practices and learn from bad examples. Do not force people to be in front of a camera, it needs to be voluntary; ask people if they are comfortable with public self-evaluation and feedback, detailed analysis can be sent via email.

 **Source:** European Dialogue & YouthMetre project consortium, <https://europskydialog.eu/>

## ACTIVITY 13 - GET YOUR MESSAGE TO THE MEDIA

 **Competences targeted:** Communication Skills; Co-creation Skills; Mobilisation Skills; Creativity; Courage; Optimism; Perseverance

 **Activity objectives:** Developing competences to effectively advocate for a positive change: to clearly and effectively communicate their topic (issue), vision, and message to decision makers, media, and public; think critically about the information they receive and spread; be creative when communicating; and ultimately to get supporters and more people on board

 **Duration:** 90 minutes

 **Number of participants:** 15 - 20


 **Implementation steps:**



1. Participants are introduced to the topics of advocacy, campaigning, promotion, and public communication - with an emphasis on media. They explore how to present their messages effectively and in the most interesting way through three tools and channels of media communication - press release, press conference, and interview.

2. During the practical part (at least 50 minutes), the participants are assigned or choose certain roles: those who 1) present their campaign, project, or activity, and 2) the media. They also decide who are professional guests and who are disturbing (coming late, eating loudly, having the phone ringing, answering the phone, leaving the room).


- Group 1 draws their topic from a basket and has 25 minutes for preparation of their presentation using [inverted pyramid structure](#). They also choose who is the main speaker to be interviewed by the media.
- Group 2 prepares their questions for the Q&A session and individual interview(s).


3. The press conference lasts 10 minutes - ideally 5 for presentation and 5 for Q&A. After that, there is 5 - 10 minutes for individual interviews (1 - 3). Remaining time is used for feedback by the workshop facilitator. The participants also share their impressions (how they felt and self-evaluate their performance).

 **Materials, tools, and setting:** Flip-chart, laptop/tablet, projector, camera/smartphone, information and materials available on the website of the YouthMetre training: <https://youthmetre.eu/advocate-engage-policy-makers/get-your-message-across/>. It is better if the participants are sitting in a circle. Make sure to arrange enough space for a press conference itself. There should be a place with a nice background for people who will be sitting or standing in front of the audience. The same spot can be used for filming interviews - good light is also



important (don't film when the camera is facing the window or other source of light). Audience is sitting. There should also be a table for refreshments.

 **Tips and tricks for youth workers:** The participants should be allowed to share their own insights, experience, and opinions on the topics, as the reality in various countries and even communities is different and it's possible to get inspired by good practices and learn from bad examples. Do not force people to be in front of the audience or a camera, it needs to be voluntary; the available topics should not be very serious, as there is not a lot of time for preparation; alternatively, participants can choose their own topic, if they can agree on it fast; ask people if they are comfortable with public self-evaluation and feedback, detailed analysis can be sent via email.

 **Source:** European Dialogue & partnership, <https://europskydialog.eu/>

## ACTIVITY 14 - NAVIGATING THE DIGITAL WORLD WITH GOOD NETIQUETTE



**Competences targeted:** Communication skills; Empathy and compassion; Critical thinking; Inclusive mindset



**Activity objectives:** Understanding how bad netiquette can affect our lives and also the positive advocacy campaigns that young people can promote online; Identify good and bad netiquette principles and their broad community impact; Formulate strategies to combat cyberbullying and unethical online behaviour; Initiate campaigns emphasizing netiquette importance



**Duration:** 1.5 hours





**Number of participants:** 20-25 participants (divided into 4 groups)





**Implementation steps:**


1. Organise a short plenary overview of netiquette's significance and understanding the main terms without going in depth.
2. Then divide the participants in 4 groups, each will get a different assignment and they will work on it simultaneously.
  - *Group 1 - Understanding netiquette:* Discuss all the perspectives including your personal experiences and identify the good netiquette rules. Then based on it create a Do's and Don'ts poster - but don't just write down the basic rules, try to be creative and when presenting the rules, either use your acting skills or at least provide some example how it can look like when someone is either following the specific rule or not.
  - *Group 2 - The impact of bad netiquette:* First discuss the principles of good netiquette and based on that find/create several different examples of how poor netiquette affects individuals and communities. Try to be creative by using storytelling - so create a few short stories of individuals that describe the most important consequences that bad netiquette can have.
  - *Group 3 - Cyberbullying:* Discuss what is cyberbullying and what kind of forms and consequences it can have. Based on this, create an awareness raising campaign on recognizing and combating cyberbullying.
  - *Group 4 - The role of youth workers and young leaders in digital ethics:* First discuss the principles of good/bad netiquette and propose the best strategies for educating and supporting young people in ethical digital participation. You can come up with an idea for a short workshop or an awareness raising campaign.



3. Each group presents their outcomes and the youth worker conducts discussion on integrating netiquette principles in daily digital interactions with a focus on youth activism online.

 **Materials, tools and setting:** Flipcharts, markers, laptops/tablets/smartphone (optional). Workshop space conducive to both group work and plenary sessions.

 **Tips and tricks for youth workers:** Groups will work simultaneously, with youth workers circulating to provide guidance if needed. Be ready and add some important principles and examples of netiquette (good/bad) if the participants forget to mention something.

 **Source:** European Dialogue & partnership, <https://europskydialog.eu/>

## ACTIVITY 15 - CRAFTING YOUR CAUSE: SOCIAL MEDIA STRATEGIES FOR YOUTH ACTIVISM



**Competences targeted:** Creativity; Critical Thinking; Mobilization skills; Co-creation skills



**Activity objectives:** To equip participants with the knowledge of effective use of social media for activism; To foster creative thinking in designing campaigns that engage and mobilize; To practice teamwork and collaborative content creation



**Duration:** 60 minutes



**Number of participants:** 12 to 30



**Implementation steps:**

1. Briefly explain the importance of social media in activism today. Showcase successful examples of youth-led social media campaigns.
2. Divide participants into small groups (4-5 people). Assign each group a cause or let them choose one relevant topic to young activists.
3. Groups brainstorm campaign ideas, focusing on a specific message they want to convey about their cause. Encourage creativity in choosing hashtags, visuals, and key messages. Using provided materials, each group creates a piece of content (e.g., a poster, a video script, a tweet storm plan). Emphasize the importance of a clear call to action.
4. Groups present their campaign ideas and content to everyone. Participants and youth workers offer constructive feedback focusing on engagement strategies, clarity of message, and potential impact.



**Materials, tools and setting:** Projector and screen for presenting examples and instructions. Materials for content creation: laptops, smartphones, paper, markers, etc. Workshop room arranged to facilitate group work and plenary sessions.



**Tips and tricks for youth workers:** Facilitate the brainstorming process by asking probing questions that guide groups towards actionable and impactful campaign ideas. Consider inviting a guest speaker with experience in social media activism to inspire and advise participants.



**Source:** European Dialogue & partnership, <https://europskydialog.eu/>

## ACTIVITY 16 - WHERE TO STAND?



**Competences targeted:** Decision-making, Ethical reasoning, Critical thinking, Self-awareness



**Activity objectives:** To encourage participants to consider practicing critical thinking skills in weighing competing priorities



**Duration:** 30 minutes

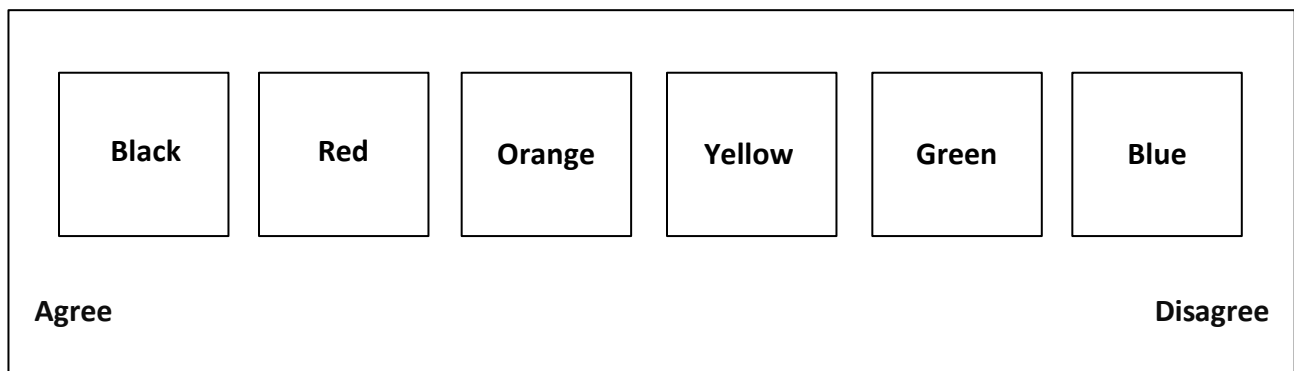


**Number of participants:** 8-10



**Implementation steps:**

1. You will need six large pieces of coloured poster board. The colours of the poster board and their positions on the floor should look like this:



2. Think of several hypothetical situations that involve making value choices.

3. Read aloud a situation. Tell the young people to decide what they think and to stand on one of the coloured squares indicating their decision. Explain that the blue square at one end represents total disagreement and the black square at the other represents total agreement. The other colours represent a continuum between these two extremes. Point out that none of the squares stand for a neutral position. After everyone has chosen a place to stand, ask each person to share why she or he feels this way. During the discussion, tell the young people that they may move to a different square. If everyone agrees, the entire group will be standing on one of the squares. The goal is first of all to allow young people the opportunity to think through some of their values and to see about the values of others.

4. Read aloud another situation and proceed as before.



**Materials, tools, and setting:** Large room or space conducive to group discussion, flipchart or whiteboard for jotting down key points, markers.



**Tips and tricks for youth workers:** Encourage active participation and respectful listening to ensure all voices are heard. Use probing questions to prompt deeper reflection and critical thinking. Remind participants that there may not be a single "correct" answer and that it's important to consider the complexities of real-world situations.



**Source:** HIGGS, <https://higgs3.org/en/>

## ACTIVITY 17 - PARAPHRASING THE CHAPTER



**Competences targeted:** Critical thinking, Empathy, Openness to different perspectives



**Activity objectives:** To encourage participants to engage critically with religious texts, reflect on the meaning and application of key passages, and foster openness to diverse interpretations



**Duration:** 45 minutes



**Number of participants:** 6-12



**Implementation steps:**

1. Introduce the activity by explaining its purpose: this activity gives young people the opportunity to put some of their thoughts into the text that you will choose for example: the Christian Testament's chapter on love— 1 Corinthians, chapter 13:

If I have all the ability to talk about \_\_\_\_\_, but have no love, then I am nothing but a big mouth. If I have all the power to \_\_\_\_\_, but have no love, then my life is a waste of time. If I understand everything about \_\_\_\_\_, but have no love, then I might as well sit in a gutter. If I give away everything that I have, but have no love, then \_\_\_\_\_. Love is patient, love is kind, love is \_\_\_\_\_. Love never \_\_\_\_\_.

2. Invite participants to individually fill in the blanks with whatever they think fits best, based on their understanding and interpretation of the passage. Allow participants 15-20 minutes to complete their versions of the passage.

3. Reconvene as a group and invite each participant to read their version of the passage aloud to the group. Facilitate a discussion where participants discuss their interpretations and observe similarities and differences.

4. Present the original message of the passage and discuss how it aligns with or differs from participants' interpretations. Encourage participants to reflect on the diversity of perspectives and interpretations, and how openness to different viewpoints can enrich their understanding. Conclude by emphasizing the importance of humility, openness, and a learning mindset when engaging with religious texts and differing beliefs.



**Materials, tools, and setting:** Copies of your text (example: 1 Corinthians, chapter 13) with keywords or phrases omitted, pens or pencils, paper, and a comfortable and conducive space for group discussion.



**Tips and tricks for youth workers:** Create a non-judgmental environment where participants feel safe to share their interpretations and thoughts. Encourage active listening and respectful dialogue among participants. Be prepared to provide guidance and clarification on the original message of the passage if needed.



**Source:** HIGGS, <https://higgs3.org/en/>

## ACTIVITY 18 - THANKSGIVING EXCHANGE



**Competences targeted:** Gratitude, Empathy, Perspective-taking, Reflection



**Activity objectives:** To encourage participants to reflect on and express gratitude for the things in their lives, promote empathy by considering others' perspectives, and foster a deeper appreciation for the blessings they often take for granted



**Duration:** 30-45 minutes



**Number of participants:** 6-15



**Implementation steps:**

1. Begin by having each person share one or two things for which she or he is thankful. Then have each person write her or his name on the top of a sheet of paper. Collect the sheets and redistribute them so that everyone has a sheet with someone else's name on it.
2. Have each person write on that sheet what she or he would be thankful for if she or he were the person whose name is on that sheet. The participant can list as many things as she or he wants.
3. Pass the sheets back to the person whose name is on the sheet and discuss the following questions if there is anything written on your sheet that you disagree with or that you do not think you should be thankful for.



**Materials, tools, and setting:** Sheets of paper, pens, or pencils, a comfortable and conducive space for group discussion.



**Tips and tricks for youth workers:** Encourage participants to be specific in their expressions of gratitude, rather than generic or vague. Emphasise the value of considering others' perspectives and recognizing the blessings in their lives. Remind participants that gratitude is a practice that can be cultivated over time and encourage them to continue expressing gratitude in their daily lives.



**Source:** HIGGS, <https://higgs3.org/en/>

## ACTIVITY 19 - A PENNY OF YOUR THOUGHTS



**Competences targeted:** Communication skills, Critical thinking, Active listening, Empathy



**Activity objectives:** To encourage participants to engage in discussions, share their ideas and perspectives on various topics, and foster creativity in expressing thoughts within a limited framework



**Duration:** 30-60 minutes



**Number of participants:** 6-20



**Implementation steps:**

1. Ask participants to bring twenty pennies (or alternative coins) and one nickel (it is important to have one coin that is different from the other coins) to the meeting.
2. Have everyone sit in a circle around a basket or bowl. Explain the rules to the group: to speak, participants must toss a penny into the basket and share one sentence. If they want to say more than one sentence, they must put in two pennies. If someone has nothing to say, they can toss in a nickel and take a penny from the basket, but they can only do this once.
3. Start the discussion by posing a question to the group and let participants take turns following the rules.
4. When the discussion is over, collect the money and discuss the impact of the activity. Highlight how the exercise encouraged everyone to participate, promoted thoughtful and concise sharing, and improved listening skills. Emphasize the importance of considering and valuing everyone's contributions. Finally, decide as a group which worthy cause will receive the collected funds, reinforcing the values of generosity and community support. Celebrate the group's efforts in both meaningful discussion and contributing to a good cause, acknowledging the positive difference they are making together.



**Materials, tools, and setting:** Twenty pennies (or alternative coins) and one nickel ((it is important to have one coin that is different from the other coins) per participant, a basket or bowl for collecting money, and a comfortable and conducive space for group discussion.



**Tips and tricks for youth workers:** Encourage participants to think creatively in expressing their thoughts within the framework of the activity. Emphasize the importance of active listening and empathy in understanding and appreciating others' viewpoints. Celebrate the creativity and diversity of ideas generated during the discussion.



**Source:** HIGGS, <https://higgs3.org/en/>

## ACTIVITY 20 - LIFE MAP EXPLORATION



**Competences targeted:** Inner Compass, Self-awareness



**Activity objectives:** To encourage participants to reflect on their life journey and significant milestones. To foster self-awareness and understanding of personal values, goals, and aspirations.



**Duration:** 60-90 minutes



**Number of participants:** 6-15



**Implementation steps:**

1. Provide each participant with a large sheet of paper and art supplies such as markers, coloured pencils, or crayons.
2. Invite participants to create a "Life Map" by drawing a timeline along the length of the paper, representing their life from birth until the present day. Encourage participants to reflect on significant milestones, events, achievements, challenges, and turning points in their lives. They can mark these on the timeline and briefly describe each one.
3. After completing their Life Maps, invite participants to share and discuss their creations with the group. Encourage them to reflect on the similarities and differences among their life journeys.
4. Facilitate a group discussion focusing on themes of personal growth, resilience, self-discovery, and the role of one's inner compass in guiding life choices and decisions. Encourage participants to consider how their Life Map reflects their current sense of self and their vision for the future. Discuss strategies for aligning actions with personal values and goals.



**Materials, tools, and setting:** Large sheets of paper; Art supplies (markers, coloured pencils, crayons, etc.); A comfortable and conducive space for individual reflection and group discussion.



**Tips and tricks for facilitators:** Encourage participants to be creative and expressive in designing their Life Maps. There are no right or wrong ways to represent one's life journey. Provide ample time for individual reflection as participants work on their Life Maps. This allows for deeper introspection and insight. Emphasize the importance of ongoing self-awareness and reflection in navigating life's challenges and opportunities.



**Source:** HIGGS, <https://higgs3.org/en/>

## ACTIVITY 21 - DIGITAL COMPETENCES AND FAKE NEWS



**Competences targeted:** Critical thinking, Communication skills



**Activity objectives:** To encourage participants to reflect social medias and their own way of thinking; Promotion of linguistic communication skills



**Duration:** 50 – 90 minutes



**Number of participants:** Because of the group format ideally, participants should be divided into different small groups. The number of participants in each group can vary but should be manageable for effective discussion and evaluation.



**Implementation steps:**

1. Ask each group to use classroom computers or their smartphones to select a recent news article from the internet. Encourage diversity in topics to engage varied interests within the class.
2. Introduce the following criteria for evaluating the credibility of the chosen article:
  - **Source Reliability:** Investigate the reputation of the source. Can information about the author, organization, or source be found? Is the source known for unbiased reporting?
  - **Accuracy:** Scrutinize the article for factual errors or inconsistencies. Are the claims supported by evidence? Cross-reference any statistics or data provided.
  - **Corroboration:** Check if similar information can be found from other reliable sources. A credible news story should be corroborated by multiple trustworthy outlets.
3. Allocate 10 to 15 minutes for each group to research and discuss their findings. Encourage students to use various search engines, fact-checking websites, or other reliable sources to verify information.
4. Ask each group to present their chosen article and their evaluation to the rest of the class. Emphasize the importance of clear communication and evidence-based reasoning during presentations.
5. After each presentation, open the floor for other groups to provide their opinions on the evaluation done. Encourage constructive feedback and discussions on different perspectives.



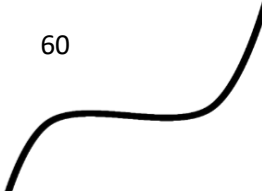
**Materials, tools and setting:** Internet access (computers or smartphones with internet capabilities); Recent news articles (participants can use their own devices to access articles); Presentation materials (if desired, such as a whiteboard or projector for group presentations)



**Tips and tricks for youth workers:** Allow your participants to engage intensively with the media in order to promote and develop their respective skills.



 Source: IB Mitte gGmbH, <https://ib-mitte.de/>



## ACTIVITY 22 - IDENTITY BUBBLES



**Competences targeted:** Intercultural awareness and competence



**Activity objectives:** To help participants recognize that everyone assumes different identities depending on the situation and role. This activity aims to show that people behave differently in various social settings and to promote understanding and empathy by highlighting these differences and similarities.



**Duration:** 30 - 45 minutes



**Number of participants:** 5-10

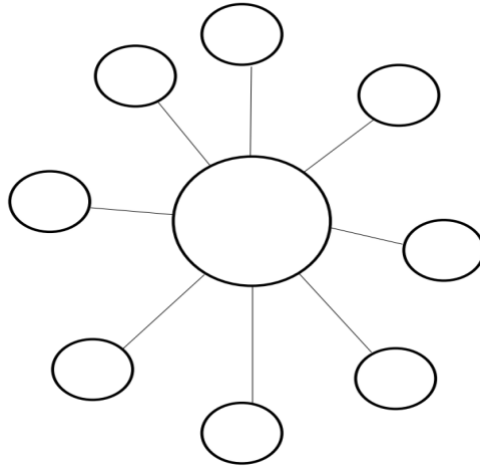


**Implementation steps:**

1. Begin by distributing the "Identity Bubbles" templates to all participants. Each template consists of multiple bubbles where participants can write. Explain that each bubble represents a different role or identity they assume in various social situations. These roles can be related to different areas of life, such as work, leisure/hobbies, sports, circle of friends, partnerships, and religion. Provide pencils and other writing aids for participants to use.
2. Invite participants to work individually to fill in as many bubbles as possible with the different roles they take on in various social situations. Encourage them to think deeply about the different aspects of their lives and how they might behave or feel differently in each context.
3. After everyone has filled out their templates, gather the participants together in a circle. Ask each participant to present their "Identity Bubbles" to the group. As they share, encourage them to explain how they behave differently in each role and why they think these roles are important.
4. Facilitate a discussion where participants can reflect on the similarities and differences in their identity bubbles. Highlight how many roles might overlap or be shared among participants, fostering a sense of connection and understanding.



**Materials, tools, and setting:** Template "Identity Bubbles" (a sheet with multiple bubbles for writing different roles/identities); Pencils and other writing aids.



**Tips and tricks for youth workers:** It is important to allow the participants to get into a discussion about similar or different roles/identity, which they have. This enables them to find a base for connection and to get in contact with each other. They can share their opinions, meanings, and views.



**Source:** IB Mitte gGmbH, <https://ib-mitte.de/> & [https://brainworker.at/wp-content/uploads/brainworker-Whitepaper Interkultureller Methodenkoffer.pdf](https://brainworker.at/wp-content/uploads/brainworker-Whitepaper%20Interkultureller%20Methodenkoffer.pdf)

## ACTIVITY 23 - THE CULTURAL GLASSES



**Competences targeted:** Inclusive Mindset, Intercultural Competences



**Activity objectives:** Helps participants recognize that everyone views their surroundings through "cultural glasses" influenced by their origin and experiences. It encourages reflection on judgment processes, values, and assumptions to avoid prejudices and better understand different cultures.



**Duration:** 40-60 minutes



**Number of participants:** 8-12



**Implementation steps:**

1. Split the participants into small groups, with a maximum of 4 people per group.
2. Give each group a selection of newspapers and magazines.
3. Instruct the groups to cut out pictures of people, objects, and symbols from the provided materials.
4. After cutting out the images, bring all participants back together for a plenary discussion. Ask each group to share their chosen images and discuss the following questions: Why did you choose this picture? What do you associate with this picture? Why? What can you observe in the picture? How do you evaluate your observation and why?
5. Engage participants in a thoughtful discussion about their perceptions and the cultural meanings they assign to different images.



**Materials, tools and setting:** Newsletters, papers; Scissors



**Tips and tricks for youth workers:** It can be helpful to discuss in an earlier step how to observe, analyse and evaluate newsletters, papers in an effective way. Furthermore, participants shall get enough time in order to think about what they want to say, what and how they want to evaluate.



**Source:** IB Mitte gGmbH, <https://ib-mitte.de/>

## ACTIVITY 24 - BIRTHDAY CHILD



**Competences targeted:** Empathy and Compassion



**Activity objectives:** The aim of this exercise is to learn how to conduct an empathic interview in a playful way. The core idea is that the participants experience a change of perspective and are motivated to develop empathic behaviour.



**Duration:** 45 minutes



**Number of participants:** 10-14



**Implementation steps:**

1. Tell the participants that today is everyone's birthday and they need to find a thoughtful birthday present for their group partner, imagining that money is no object.
2. Split the participants into pairs. Each pair will work together throughout the activity.
3. Holiday Sharing: Ask each pair to discuss their last summer holiday. Encourage them to ask "Why?" often to understand their partner's experiences better. Example questions: When was your last holiday? Who did you go with? Where did you go and why? What is your most memorable moment from that holiday? Have participants take notes on their partner's responses.
4. Sketching the Birthday Present: Instruct each participant to sketch a birthday present for their partner based on the holiday discussion. After sketching, partners should share their drawings and provide feedback to each other.
5. Have participants ask each other more personal questions to gain deeper insights. They should continue to ask "Why?" to understand the reasons behind their partner's answers. Example questions: What does your perfect Sunday look like? If you were an animal, what would you be and why? Again, participants should take notes during this conversation.
6. Finalizing the Birthday Present: Using the insights gained from the personal questions, instruct participants to draw and design a final version of the birthday present for their partner. Each participant should then show their completed design to their partner.
7. Conduct a group discussion to evaluate the exercise. Ask participants how they felt about the activity and whether they were able to change their perspective by listening carefully to their partner. Discuss what could have been done differently for those whose gifts did not resonate with their partner.



**Materials, tools, and setting:** White paper; Pencils.



**Tips and tricks for the youth workers:** Ensure participants have enough time and space to engage deeply with their partners. Be available to clarify instructions and provide support to any group that needs it.



**Source:** IB Mitte gGmbH, <https://ib-mitte.de/>

## ACTIVITY 25 - THE FOUR CORNERS OF EMPATHY



**Competences targeted:** Empathy and Compassion, Inclusive Mindset, Courage



**Activity objectives:** To encourage participants to engage in dialogue, develop empathy, and practice civil courage.



**Duration:** 60 minutes



**Number of participants:** 15-20



**Implementation steps:**

1. Explain the activity to the participants, emphasizing that the goal is to practice empathy and civil courage by discussing different scenarios. Tell participants that they will consider three different scenarios and choose their responses by moving to designated corners of the room.
2. Show the pictures (see below examples) that correspond to each scenario (labelled A, B, and C) and you have preselected in advance.



3. Present the Situations:

- Situation A: You notice that some classmates are teasing another classmate and making fun of him. What do you do?
  1. Wait until the group has left and then go to the classmate and offer him help.
  2. Go up to the group and try to get their attention for yourself.

<sup>4</sup> <https://www.istockphoto.com/de/search/2/image-film?phrase=mobbing>

<sup>5</sup> <https://www.istockphoto.com/de/foto/rollstuhlfahrer-vor-treppe-barrier-xxl-gm97408996-7054140>

<sup>6</sup> <https://www.istockphoto.com/de/search/2/image-film?phrase=frau+kopftuch>



3. Do something completely different, namely...


- Situation B: There is a girl at school who is sitting in a wheelchair and cannot get to the recreation room on the 3rd floor. What do you do?
  1. Understand that it is a difficult situation for her but feel you can't do anything about it.
  2. Go to your class teacher and discuss the problem with her.
  3. Do something completely different, namely...
- Situation C: You're sitting in a waiting room and witness a person next to you insulting a woman wearing a headscarf. What do you do?
  1. Sit down next to the woman with the headscarf and start a conversation with her.
  2. Don't dare say anything and put your headphones in.
  3. Do something completely different, namely...


\*\*\*

4. Assign each corner of the room to one of the three response options (1, 2, or 3). After reading each scenario, ask participants to move to the corner that represents the action they would take.

5. Discussion in Corners. Once participants are in their chosen corners, ask them to discuss why they chose that particular response with others in the same corner. Allow participants to change their corner if they are persuaded by the discussion to choose a different response.

6. Bring everyone back together for a group discussion. Ask volunteers from each corner to share their reasons for their choices. Discuss the different perspectives and the importance of empathy and civil courage in each scenario. Conclude the activity by asking participants how they felt about the exercise. Discuss what they learned about empathy and how they might apply these lessons in real-life situations.

 **Materials, tools, and setting:** Preselected pictures for situations A, B, and C; Labels for corners 1, 2, and 3; White paper and pencils for taking notes (optional).

 **Tips and tricks for the youth workers:** Create a safe and supportive environment where participants feel comfortable sharing their thoughts; Be prepared to guide the discussion and provide support to participants who may feel unsure or uncomfortable. Encourage open-mindedness and respect for differing opinions.

 **Source:** IB Mitte gGmbH, <https://ib-mitte.de/>

## CHAPTER 5: How Can Podcasts Amplify Voices of Experience in Youth Work?



Podcasts are a powerful way to share knowledge and experiences in youth work. This part of the guidebook is designed to help you learn how to create and use podcasts effectively.

You'll find essential tips and guidelines for making successful podcasts, covering everything from choosing the right topics to engaging your audience and ensuring high-quality production. These success rules will help you create podcasts that are both informative and enjoyable for listeners.

Next, you'll discover the key steps involved in planning, recording, and publishing a podcast. This includes everything from brainstorming ideas and scripting episodes to selecting equipment and editing your recordings. By following these steps, you'll be able to produce professional and impactful podcasts.



## 5.1. SUCCESS RULES FOR PODCASTING

Creating a podcast that attracts and educates fellow youth workers requires thoughtful preparation and strategic planning. The market for podcasts is still expanding, with new shows emerging daily. When creating podcasts for youth workers it is key to choose content that combines educational elements with engagement. The goal is to provide resources, insights, and practical tips that can enhance their work with young people.

In the case of current methodology, it is essential to discuss ways to foster active participation, empower young individuals, and encourage their involvement in community and decision-making processes. It is also important to build on the main competences listed in the previous chapters and explain them properly either with experts from the field or active young people who are considered as leaders and changemakers in their community.

The naming of a podcast is another critical factor in its potential success. It is recommended to choose a title that's not only catchy but also broad enough to encompass future expansions of the topic at hand. This foresight ensures that the podcast remains relevant as it evolves.

The visual aspect of your podcast, such as the logo or cover art, is equally important. A unique and appealing visual identity helps the podcast to stand out and can be a significant factor in attracting first-time listeners.

When considering the format of the podcast, it is key to reflect on what style best suits the targeted audience. Formats involving interviews with guests are highly engaging and offer varied perspectives on the main discussed topic.

**Provide practical tips and tools:** Beyond theoretical knowledge, provide listeners with effective practical advice and tips for tools, and resources they can apply directly in their life and work space.

**Try to build the community:** Foster a sense of community among listeners by encouraging interaction, sharing stories and tips directly from listeners. Encourage them to use online forums or other channels for communication.

**Educational opportunities:** Highlight some general opportunities for further learning, such as Erasmus+ training, workshops, courses, conferences, and webinars relevant to youth workers/youth.

**Ethical considerations:** Address ethical considerations in youth work, including confidentiality, consent, and respectful engagement with young people.



## 5.2. MAIN STEPS FOR CREATING A PODCAST

Here is a short technical guideline for creating a professional-quality podcast tailored for youth workers/youth:

### 1. Starting simple or advanced

**Simple Method:** Record using any available technology - like smartphones, add intro and outro, save, and upload.

**Advanced Approach:** Borrow or invest in a better microphone, pay attention to proper distance and sound levels during recording, and use a tripod to minimise extra noise if recording in-person dialogues.

### 2. Recording and editing

**Recording:** For interviews, ensure each participant (host and guest) records their audio separately to avoid loss in quality due to connection issues. Save raw audio preferably in .wav format for better editing capabilities.

**Editing:** Use free or paid editing software like [Audacity](#) or [Adobe Audition](#). Audacity offers many features for free, while Adobe Audition is a powerful option for those with a subscription. Essential editing steps include DeNoise, AutoGate to minimise breath and background sounds, Limiter, enhancing voice with EQ, normalising, and matching loudness across all tracks.

### 3. Publishing platforms

[Spotify](#) is recommended for free uploading, allowing integration with [Apple Podcasts](#). It's important to consider platforms that support voice recognition for accessibility and convenience, acknowledging the growing use of voice commands to play podcasts.

### 4. Hosting and sharing



Choose a podcast hosting service to avoid overloading your website. Spotify, now integrated with [Anchor](#), is a great choice due to its widespread use and features like Q&A fields for listener engagement.

### 5. Tips for professional quality

Maintain a distance of 15-30 cm from the microphone to avoid peaks and ensure clarity.

Utilise post-production options to enhance sound quality, including especially DeNoise, which is a very handy tool to remove noise from a record.

Record in a quiet environment, potentially using foam acoustic panels to improve soundproofing - if you don't have this opportunity try to record in the smallest rooms possible.



Choose an engaging and relevant topic and consider a co-host format to make the podcast more interesting and manageable.

### 5.3. EXPLORE THE WORLD OF PODCASTING

For those who would like to dive deeper into the topic and gain many more insights into what is related to creation of a high-quality podcast, the following resources are a good starting point. They were created by people working in both youth work and podcast production. Therefore, they provide complementary information put together on the basis of synergies of needs and experience.

The [Sound of Mobility Toolkit](#) is divided into two parts. The theoretical one guides the reader through areas that permeate creation of podcasts: from modern approaches to media making, work with information, and storytelling to rhetoric, production cycle, distribution, and teamwork. The practical part includes tips and tricks on technical setup and creative development, such as how to craft engaging episodes, select the equipment and software for podcast recording and editing, how to work well in teams, and how to engage with the audience and promote the episodes effectively.

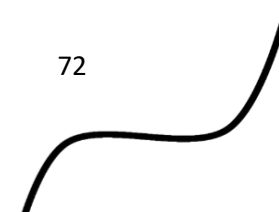
Youth workers and experienced podcasters also created a two-pages long document “**Main Takeaways**” which summarises the most important points. Last but not least, the short **Sound of Mobility Podcast Guide** presents practical tips from young people who have just started creating their own podcasts. It’s always good to not only learn from experienced people, but also those who learnt recently how to create podcasts like professionals.



The Sound of Mobility includes a repository of other useful resources as well - either in the form of a bibliography at the end of the theoretical part of the Toolkit, or on the [website of the project](#).



## CHAPTER 6: What are the Sources of Our Inspiration?

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