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# IDEAS TO ACTIONS

## TOOLS AND ACTIVITY COLLECTION

## **DEAR USERS.**

Ideas to Actions is a collection of ready-to-use tools and activities for young utopists, local youth workers and other professionals to serve them as a practical guide on how to implement ideas into action.

Choose wisely; through this toolkit, we will support you to reach your goals and build utopias!

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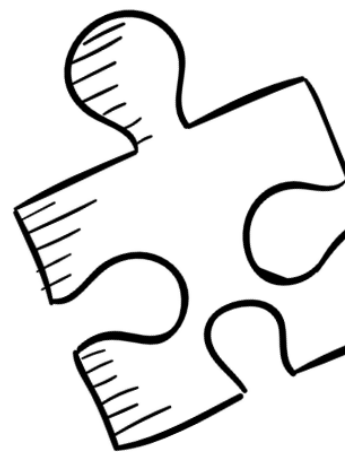
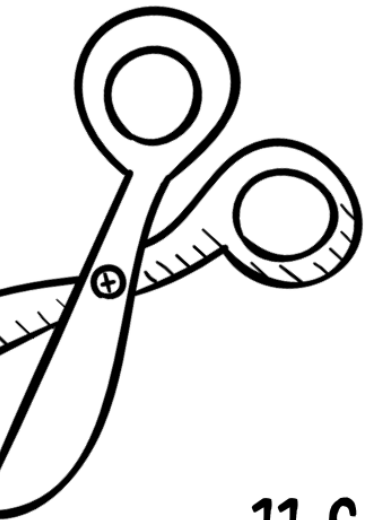
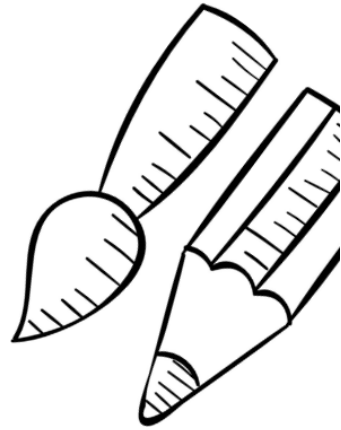
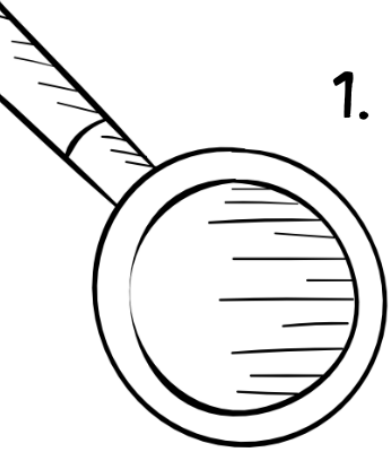
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# INTRODUCING & EXPLORING IDEAS

## ★ OBJECTIVES AND PARTICIPANTS

This platform from Harvard University, called Project Zero, shows approaches according to the way of thinking. It can help youth workers give routines that help participants articulate their thinking at the beginning of a learning experience and spark student curiosity and wonder, motivating further exploration. It can strengthen the learning outcome of the participants.

It can work for any school children and adults as well, from a group of 5 to 25, and it works the best if the participants are about in the same age group.

## ★ TOOLS AND RESOURCES

This is an [online platform](#) for preparing, therefore during the activities, it isn't needed to be used. Well-prepared facilitators or youth workers are needed with a good sense of active listening. From the youth worker or facilitator side, English language knowledge is needed. For the preparation, internet connection and computer/smartphone is needed.

## ★ INCLUSION

The approaches can be adapted to any kind of disadvantaged group.

## ★ DESCRIPTION


Project Zero's mission is to understand and nurture human potentials –such as learning, thinking, ethics, intelligence and creativity –in all human beings. Generally, it can connect to any topic, but the platform also suggests various and general topics for learning. The platform divided the way of thinking and learning in these sections:

- ★ core thinking routines



- ✦ introducing and exploring ideas
- ✦ digging deeper into ideas
- ✦ synthesizing and organizing ideas
- ✦ investigating objects and systems
- ✦ perspective-taking
- ✦ considering controversies, dilemmas, and perspectives
- ✦ general possibilities and analogies
- ✦ exploring art, images, and objects
- ✦ global thinking

## ★ PRO TIPS FOR YOUTH WORKERS

- ✦ Ask reflective questions about your group of young people's needs, learning dimensions, orientations, abilities, etc.
  - ✦ Try to thinking out of the box while preparing for the activity/ believe in creative methods
  - ✦ Ask reflective questions about yourself as a professional
  - ✦ Take the time to prepare with this method.
- 



# KIALO

## ★ OBJECTIVES AND PARTICIPANTS

This online tool is a very popular and user-friendly platform for debating concrete topics. It gives tips, pro and contra argument points, and offers different levels according to age. It is very useful for developing debate skills in English, German, French, Spanish or Portuguese for any schoolchildren from the age of 8. Topics are mostly important, popular, and global topics that the participants might have heard about. A very good tool for practicing assertive communication, critical thinking and active listening.

## ★ TOOLS AND RESOURCES

[Kialo](#) is an online platform but youth workers can adapt it to an offline version and also it can be completed with other relevant topics.

For the online version a computer or smartphone is needed and a minimum of one facilitator. If it is offline then an optimal area for a group with written topics is needed and the opportunity to sit comfortably (inside or outside).

## ★ INCLUSION

It can include participants from all over the world, and also a good alternative option to use as a social media, therefore young people can meet others online and can continue the discussion on other platforms.





## ★ DESCRIPTION

Every debate on Kialo starts with a thesis, this is the issue being discussed. What follows are the claims. On one side, those that support the thesis, and on the other those that oppose it. You can create and move claims easily, where you think they fit the most. You can comment, modify, etc. the claims and comments, the platform is very logical and clear. Participants have to sign up to using the platform, it is very easy to use.

## ★ PRO TIPS FOR YOUTH WORKERS

- ✦ Prepare for this activity and check the background or source of a topic before use.
- ✦ It is better if the youth worker is a quite passive moderator in this activity



# AROUND BELONGING

## ★ OBJECTIVES AND PARTICIPANTS

**Around belonging** is a self-assessment map created under an Erasmus+ KA2 project, Youthtustainability by youth workers and community experts. The learning objectives of the tool are to monitor and develop individuals' sense of belonging by supporting them in learning more about their local community, understand better the local needs and start a discussion to become active citizens. They reflect on the need for sustainable communities and involving youngsters in local decision-making and fosters dialogue among young people and professionals about their connection to the place where they live. The maps can act as the perfect starter to become an active citizen for diverse age groups of youngsters.

## ★ TOOLS AND RESOURCES

This tool was created for on-the-spot events and activities. All maps are downloadable from the website of [Youthtustainability](#) and available in English, Hungarian, Slovakian and Portuguese. We suggest printing the maps in colours, double-sided and A3 format. (One for each group.) Besides the map, offer the groups empty A4 papers and pens or pencils to take notes.

## ★ INCLUSION

The maps were created as a tool for non-formal education; therefore, the format supports the multisensory approach, which makes them perfect for people with Specific Learning Disorders.

Cut out the streets and the symbols from "Map for Youth" and use them with visually impaired participants.





## ★ DESCRIPTION


The tool contains three maps, which work as three different tools; therefore, it allows the target group (youth and local youth workers) to use them according to their aims. In all cases, you can have a more extended session where you have time to discover all areas of the maps, but dividing it for more events or sessions is also possible. Optimal time frame: 10 min. for discovering the tool, understanding the aims and objectives, 60-70 min. for group work, 20 min. for reflection and conclusion.


- ✦ **Map of you** - For local youth workers (individually or in small groups of 2-6 people- to ensure the time for discussion). This tool can be helpful for beginners and more experienced professionals who want to think about local needs from a different perspective or tackle their sense of belonging.
- ✦ **Map of youth** - For a group of youngsters (2-6 people- to ensure the time for discussion). This is a tool for beginners and it can fit with different age groups from 14 to 30, with the proper facilitation.
- ✦ **Map for youth** - This map is for original ideas and unique needs; you can adapt and update it according to the target group, the goals and the needs.

## ★ PRO TIPS FOR YOUTH WORKERS

If you would like to evaluate and develop your level of engagement or direct the attention of the youth to local issues and engage them for discussion or even empower changes, this tool is for you!

Besides the tips given by the creators, we suggest the following:

- ✦ Delegate one facilitator per group, who can also take the notes (youth worker or more experienced young person who volunteers for the role)
  - ✦ In case of multiple groups, the first part of the activity about discovering the tool and agree on the rules can be a whole group activity. The questions or ideas of others can be valuable for everybody.
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- ✦ Be flexible! Even though the discussion can be super interesting, it is also time-consuming, don't hesitate to discuss fewer topics or questions you planned if some topics are engaging and inspiring for the participants.
  - ✦ Always leave enough time for reflection.



# CHATFUEL

## ★ OBJECTIVES AND PARTICIPANTS

Chatfuel is software that assists you in creating your chatbot connected to different social media platforms without coding.

Chatbots in the educational field are increasingly common; they can work perfectly as an educational assistant, and with them, it is easier to tailor the content to individual needs.

They can fit with any topic, therefore, they can refer to diverse needs. Depending on the goal and the content, it can work with various age groups and levels of involvement.

## ★ TOOLS AND RESOURCES

The most common version of Chatfuel is connected to Facebook Messenger; therefore, you need to have a Facebook account to log in. Connecting your chatbot to Instagram, WhatsApp, or your website is also possible.

We suggest starting with the free version, and if you feel the 50 conversations/month is not enough, you can upgrade your account to Entrepreneur level, which, compared with the free version's limitation, allows your users to start 500 conversations/ month.

## ★ INCLUSION

Chatbots are interactive, supporting the multisensory approach and are constantly available, so they can provide individual support at any time, which is key for learners with Specific Learning Disorders. Chatfuel allows you to use videos with subtitles and voice-overs for participants with visual or hearing impairment.



## ★ DESCRIPTION

The platform of Chatfuel is intuitive, and you can work on your chatbot simultaneously with your team. The creation is about connecting different blocks to build up your flows. For details, we suggest discovering the Youtube channel of Chatfuel. You can implement videos, images, downloadable content and even GIFs.

Connected to the sense of belonging and citizenship education, we suggest using a chatbot to teach the cultural and historical background of a village/town/city and discover its famous places and hidden treasures. Developing a sense of belonging is key in terms of active participation. When youngsters know more about their home and community, they are more connected to the place, more willing to identify the problems, and actively work for the solution.

It might be a massive amount of work to set up a chatbot, but it can support your work without further effort.

## ★ PRO TIPS FOR YOUTH WORKERS

If you decide to create your first chatbot, keep in mind the followings:

- ✦ Always give your chatbot a purpose and personality; it will help you to choose the features and find the tone of the conversations. Never hesitate to give it a name.
- ✦ Choose the platform wisely. Ask around which one is the most popular among youth.
- ✦ You can set up your chatbot in different languages for international communities.

Before you share it with the more significant public:

- ✦ Test the flows with some volunteers from your target group.
- ✦ Gather feedback.
- ✦ Develop your flows according to them.





# PADLET

## ★ OBJECTIVES AND PARTICIPANTS

Padlet is a cloud-based software which allows users to participate in real-time collaborations. This is a nicely customizable tool for collecting ideas and brainstorming online for developing diverse teamwork, communication or organisational skills.

Young people usually know how to make their neighbourhood more youth-friendly, but they need professional support or a team with the same passion to fulfil their goals. With Padlet, young people can find projects to join, and also they can share their ideas and find others who are interested in the same topic. The platform can be a starting point for a new project or further brainstorming and organization; therefore, it can be valuable for diverse target groups and projects.

## ★ TOOLS AND RESOURCES

**Go to the website of [Padlet](#) and create your account!** With the free version, you can enjoy all the assets of Padlet, but there are some limitations like you can have only three boards at the same time and a 20MB limit for posting files, so it requires a bit more moderation from the host, but it is possible to manage. There are also other packages; it is worth looking at if you fall in love with Padlet.

## ★ INCLUSION

Padlet is beautifully customisable, and even the free version allows the users to create diverse multimedia posts, real-time collaboration, sharing options and visual presentations, so this tool is perfect for people with Specific Learning Disorders.

The interface is easy to use and intuitive, allowing access to multiple devices, supporting youngsters with lower opportunities or even ICT illiteracy.





## ★ DESCRIPTION

To encourage active participation and local actions, with Padlet we suggest the following examples:

### ✦ **Collect different local ideas**

You can support young people in sharing their ideas and brainstorming with others and finding collaborators. Create a catchy platform and invite local youngsters to share their thoughts or needs.

### ✦ **Create a project' board**

This usage allows youngsters to work together on their projects and implement their ideas into action.

## ★ PRO TIPS FOR YOUTH WORKERS

### **Collect different local ideas**

- ✦ Depending on the size of the platform, you will need moderators who can filter the harmful content, encourage engaged youngsters with great ideas and help them with the same or similar ideas to find each other.
- ✦ Remember that the teams will probably need professional support, so that it can be massive work. Start it if you feel the strength of yourself and your professional team to support several ideas.

### **Create a project' board**

- ✦ This option requires professional support. You can offer them other tools to support their work. (Check the action plans and the action template of this toolkit.)
- ✦ Remind them that besides online cooperation face to face meetings are valuable. Offer them space and an ice-breaking/team-building activity.





- ✦ Like anybody else, youngsters need the feeling of success to keep going. Keep their motivation high to reach their goals and support them in any way they need. It is also your responsibility to keep them on the ground regarding ideas.
- ✦ Never forget to celebrate when the project is done.



# OBSERVATION GAME IN THE NEIGHBOURHOOD – PRACTICAL SHEET

## ★ OBJECTIVES AND PARTICIPANTS

The tool allows you to follow a guided tour to observe your neighbourhood, asking questions that young people have to answer, stimulating them to form their own idea of the context in which they live.

The learning objects are:

- ✦ Communicate, share personal experiences, emotions, thoughts and reasoning;
- ✦ Using observation as a cognitive tool of reality and as a basis for critical thinking.
- ✦ Stimulate young people to observe (not just look) what surrounds them;
- ✦ Understand the importance of forming one's own opinion on goods of common interest;
- ✦ Understand the importance of contributing to the well-being of your community by expressing your opinion on what could be improved.

The tool is applicable to any age and is easy to use as it is based on multiple-choice questions. What could change is the level of analysis in the part where it is asked to reflect and describe the reasons for the answers provided. It is useful to propose to work in small groups.

## ★ TOOLS AND RESOURCES

A worksheet is provided for you to follow. Therefore, it can be used online or printed.

It is proposed to take a walk around the neighbourhood to answer questions during or after observing various crucial aspects together. It is therefore useful for the facilitator who uses the instrument to know the area well and to have an idea beforehand of



where it is necessary to focus attention (possibly also to modify the worksheet, adding aspects that may be relevant).

## ★ INCLUSION


The activity can be made more inclusive:

- ✦ Establishing that within a group there is a single referent who takes care of filling in the sheet, while the others formulate their thoughts aloud;
- ✦ Using photos or videos prepared beforehand that visually show the context, to bring the problem closer to young people who, due to physical problems or other impediments, cannot easily visit a certain context personally.
- ✦ Dedicating a special insight into accessibility issues, in order to analyse the context in favour of those who suffer the most impediments. What doesn't work is put at the centre, trying to give a voice to those who have the greatest right to give their opinion.

## ★ DESCRIPTION

First of all, the young people participating in the activity should be divided into small groups. A walk around the neighbourhood is then planned. The worksheet can be filled in either during the walk itself or afterwards. It may be useful for the facilitator to carry out the walk before accompanying the group, so that he knows what and where it is appropriate to focus attention.

After the worksheet has been completed, it is always helpful to compare others who have thought similarly and may have come to different conclusions. The exchange of opinions can allow for the elaboration of a final profile, in which, after the comparison, the work of the individual or small group is enriched by the comparison with the others. A final phase can be



the writing of a document to be shared with the local administration or even a small petition to be signed by the inhabitants.

This tool is very useful for stimulating young people to observe (not just look). In fact, correct observation leads to the development of critical thinking about responsibilities, problems, opportunities and the need for inclusion, improvement, safety, etc. interventions. It will also help them to communicate, share personal experiences, emotions, thoughts and reasoning and to express their point of view.

If no one asks the questions, things will never change. Everyone can be responsible and promoter of improvement, starting right from the community and the neighbourhood in which he lives. We therefore want to stimulate young people to understand that the well-being of a community is linked to many factors, which may not be the same for everyone. Multiple needs and demands converge in the public space, which are not always taken into consideration. Acting for the widespread well-being of the community also means considering the needs of minorities or people with special needs.

## ★ PRO TIPS FOR YOUTH WORKERS

Tips and tricks for practitioners on how they can implement the tool/activity into their practice.

It may be interesting to make this work evolve into a request to the administration to intervene on some aspects to be improved in the neighbourhood, or into an awareness campaign for the inhabitants of the neighbourhood, who could all contribute together to improve things.





# OBSERVATION GAME\_PRACTICAL SHEET

Start your walk around the neighbourhood. Your job is to observe what you will encounter.

**Attention: observing does not mean looking! The details will be important!**

You will find some ideas below. You are ready?

Let's start!

## GREEN SPACES

- ✦ Are they well-groomed and pleasant? ✓ ✗
- ✦ Do you think they are adequate for young elderly children to spend time pleasantly? ✓ ✗
- ✦ Why?
- ✦ Do you think something is missing? ✓ ✗
- ✦ What?

## GATHERING PLACES

- ✦ Do you think there are places where it is pleasant to meet up with your group of friends? ✓ ✗
- ✦ Are the spaces adequate? ✓ ✗
- ✦ Private buildings and public assets:
- ✦ Do you think they are well cared for? ✓ ✗
- ✦ Who could do anything to make them more pleasant?
- ✦ What could be done?





## URBAN SECURITY

- ✦ If you had to walk in the evening would you feel safe? ✓ ✗
- ✦ Are there streets or places where you would feel less safe? ✓ ✗
- ✦ Why?

## ACCESSIBILITY

- ✦ Do you think elderly people, mothers with strollers or disabled people can easily move around? ✓ ✗
- ✦ Can anyone easily access the various spaces and services? ✓ ✗

## NOISE

- ✦ Do you think traffic makes too much noise? ✓ ✗
- ✦ Do you think human activities cause noise and disturbances? ✓ ✗

## LIGHTING

- ✦ Is the road sufficiently lit? ✓ ✗
- ✦ Is the road too brightly lit and could a more efficient way be adopted to use less energy? ✓ ✗

## PUBLIC TRANSPORT

- ✦ Could you use them comfortably to move around your city? ✓ ✗
- ✦ Could you easily use bikes, scooters and other human-powered vehicles? ✓ ✗
- ✦ What would possibly need to be implemented?





## PARKED CARS AND SIDEWALKS

- ✦ Can you easily move around, feeling safe from cars? ✓ X
- ✦ Are the sidewalks also accessible for people with walking difficulties? ✓ X
- ✦ Do you think there is enough space for pedestrians, bikes and human-powered vehicles?  
✓ X

## STREET CLEANING AND URBAN DECORUM

- ✦ Do you think the road is clean? ✓ X
- ✦ Do you find waste scattered around? ✓ X
- ✦ Is separate waste collection easily manageable? ✓ X
- ✦ Has the neighbourhood been soiled or ruined due to vandalism? ✓ X

## GOOD NEIGHBORHOOD

- ✦ If someone needs help, do you think he/she can easily find people who will listen and assist him/her? ✓ X
- ✦ Why?

## IN GENERAL

- ✦ What would you like to improve?
- ✦ What would you commit to if you were a public administrator?
- ✦ And what would you like to say to the people who live with you in the neighbourhood?





# MURAL

## ★ OBJECTIVES AND PARTICIPANTS

Do you and your friends have lots of ideas to change your city and engage more young people, but your main problem is that you have too many ideas and don't know how to transform them into a concrete project? You need to work together to find what to do, but cannot meet in person as much as you want?

“Mural” is a digital collaborative tool. It is created and designed to facilitate exchanges, organisation and brainstorming for remote teams. It is a digital and shared whiteboard where interactions of participants take place in real-time.

Mural is a useful tool to collect and formulate ideas from everyone, to brainstorm and work together. It can be used by all youth with a computer and an internet connection.

## ★ TOOLS AND RESOURCES

[Mural](#) is a digital tool, to use it you need:

- ✦ A computer or a phone
- ✦ An Internet access
- ✦ A Mural account (the free version is enough)

## ★ INCLUSION

If youngsters don't have any computer or Internet access at home, they can try the libraries, certain associations or digital public places. They can also have access to computers at school.

For introverts or intimidated youngsters who tend to participate less, there is a “solo brainstorm space” to begin with.





## ★ DESCRIPTION

Mural is a digital and shared whiteboard on which team members can stick post-its of different colours. Each post-it can contain text, images, videos, or links. It can be linked to YouTube or Google Drive for instance.

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It allows participants to add their ideas to the whiteboard, classify them per theme or task, and decide who does what and when.

Mural is a great tool for brainstorming, which is the first step to creating a project and finding great ideas. By proposing several ideas, no matter how far-fetched, you can give rise to even better ideas that people wouldn't have thought of without your participation. The goal is to encourage your team members to think more freely and not be afraid to share their ideas. Then, you can each build on each other's ideas to find the best possible solution to a problem or a need.

## ★ PRO TIPS FOR YOUTH WORKERS

If you need more than 3 whiteboards on Mural, and you have the means, you can subscribe to the paid version (around 10 euros per member per month). However, the free version should be enough.

Mural is one tool of mind mapping among others. You can also use [Miro](#), which is a digital collaboration platform designed to facilitate communication and project management for remote teams.

For an efficient brainstorming session, or if no one wants to start proposing ideas, you can ask some questions. You can use Mural for brainstorming sessions or organising your project for different topics.

For instance:

- ✦ The risks (What could happen? How could we handle it?)
- ✦ The financial aspect (What will this cost? How do we get it? Who signs the checks?)
- ✦ The operational aspect (What is the timing? Who's doing this work?)





# MENTIMETER

## ★ OBJECTIVES AND PARTICIPANTS

When presenting your project to decision-makers, making a presentation to support your speech can be a great idea to have more impact. Visualisation allows people to follow your presentation better and understand and remember information.

Mentimeter is a digital tool to make an interactive presentation. You can add questions, surveys or quizzes that the spectators can respond to in real-time.

This digital tool is available for any youngsters who want to create a striking presentation of their project.

## ★ TOOLS AND RESOURCES

[Mentimeter](#) is an online tool. To use it, you need a computer or a phone with Internet access, and to create an account on the Website of Mentimeter. You can use Mentimeter for free. There are also paid versions (around 12 euros per month for the basic version and 25 euros per month for the pro version). It can be worth it if you find Mentimeter very useful for you as it unlocks some options. You can look at it on the Mentimeter Website on the tab “Pricing”.

The Website Mentimeter proposes tutorials such as “[How To Create Your First Mentimeter Presentation – 7 Minute Crash Course Tutorial](#)” on their YouTube channel Mentimeter.

## ★ INCLUSION

Mentimeter is an intuitive tool that allows you to customise your presentation. Mentimeter is available on different devices as you just have to log in.







## ★ DESCRIPTION

Mentimeter can be used to create interactive presentations. To do this, you can create a new presentation and use the different features:


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- ✦ The Word Cloud (ask open questions to your audience and collect their answers directly in your presentation). You can also use Mentimeter during a presentation to add interactivity with your audience. You can also use this feature during your group meeting to brainstorm your project ideas. It is great to encourage your team members, or your audience to share their ideas and opinion.
- ✦ The Multiple Choice. You can also use it during your presentation or during your group meeting to decide on one idea according to the majority.
- ✦ The Q&As. This is a great feature for group work sessions for introverted people as questions are anonymous and will directly appear in the presentation.

You can also create quizzes if you need.

## ★ PRO TIPS FOR YOUTH WORKERS

Mentimeter is not the only digital tool to create innovative presentations. You can also use Canva or Genially:

- ✦ [Canva](#) is a digital tool of graphic design for making visual documents. You can create lots of designs from flyers to presentations, through social media posts, website design, CV, infographics, or videos. It proposes templates, interactive elements, animations, and transitions. This tool is very intuitive and is suitable for beginners with the free version as professionals with the paid version.
  - ✦ [Genially](#) is a digital tool for creating visual documents. It allows you to realise presentations, infographics, guides, files, or videos. Genially proposes interactive elements, templates, and a collaborative editing option. There is a free version available, as well as several paid versions from 1,25 euros per month for students, to 21 euros per month for companies. There is also an Edu pro version for 5 euros per month. This digital tool is aimed at companies, education areas and schools.
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# CHECKLIST OF DOS AND DON'TS — HOW TO PREPARE A SPEECH

## ★ OBJECTIVES AND PARTICIPANTS

This checklist of dos and don'ts to prepare a speech is a gathering of tips to improve your oral skills and structure your project presentation. It must be adapted for each situation according to the context and situation. For instance, familiarise yourself with the environment you will be in when performing your presentation cannot be possible if you don't have access to the place before your speech.

The checklist can help you to improve your speech techniques, from your presentation structure to your oral skills. The checklist can be used by everyone.

## ★ TOOLS AND RESOURCES

The checklist is offline. You just need the checklist to be aware of the tips. You can print it or save it on your computer or phone. You can create your own list, taking only the tips you need or adding new ones.

## ★ INCLUSION

The checklist was created following the inclusion guidelines.





## ★ DESCRIPTION

The checklist is not exhaustive. There are lots of other great advice. You can read books about it, ask people who are used to doing speech, or do some research.

This tool is connected to the topic “How to present your ideas to decision-makers”. To present your ideas and your projects, you need to prepare a clear and concise speech. Through this short presentation, you will be able to explain your objectives, the innovation of your idea, and the benefits for the decision-makers. It is great to prepare your speech structure, but oral skills are very important too. If your ideas are great, but your presentation is not, you will not have any help from the decision-makers.

## ★ PRO TIPS FOR YOUTH WORKERS

You can decide to use the checklist before starting your speech creation. It can be useful to have all the criteria to meet in your mind. You can also read the checklist after creating your speech, to improve it.

The checklist can also be used to prepare yourself before the presentation. You can use it as a reminder, not to forget to speak loudly, to use the space, and to look at your audience during D-day.

### **Checklist of dos and don'ts – how to prepare a speech**

- ✦ Analyse your target audience first to adapt your speech.
- ✦ Identify your goal: Why are you speaking? What is your interest?
- ✦ Create a clear structure for your speech.
- ✦ Use short and simple sentences to be clearer.
- ✦ Add connecting words and keywords to organise your speech.
- ✦ Add significance: why should the audience care about your project?
- ✦ Prepare a good introduction and conclusion.





- ✦ Rehearse before, repeating your text in front of a mirror, recording yourself or asking for someone else feedback.
- ✦ If possible, familiarise yourself with the environment where you will give your speech.
- ✦ Be careful of body language. Use hand gestures (not too much).
- ✦ Make use of the stage.
- ✦ Anticipate questions and prepare answers.
- ✦ Watch online speeches (YouTube) or attend live events to see examples.
- ✦ Finish your sentences.
- ✦ Add some tone to the rhythm of your speech and keep the audience's attention.
- ✦ Try to do some enunciation exercises to train your speaking skills.
- ✦ Learn some synonyms and vocabulary.
- ✦ Stand up straight and look at your audience during your speech: Scan everyone in the audience.
- ✦ Speak loudly enough so everyone can hear you, and don't speak too fast: you can take short breaks to punctuate your speech.





# CARDS FOR FACILITATING A DISCUSSION

## ★ OBJECTIVES AND PARTICIPANTS

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[SITRA](#) created a tool called **Cards for facilitating a discussion** as part of the [TimeOut project](#). The project's goal was to encourage meaningful public discussions about important societal issues like jobs, immigration, city planning, and taxes. The idea was to get people to take time to think about these issues, enhancing their involvement in society, building trust, and understanding how future decisions are connected to these issues. The tools developed by the project can be used for engaging young people who may not typically join public debates and thus support their participation in society. The cards are particularly useful for facilitating discussions with youngsters at the age when societal issues are a concern to them but they have little or no previous experience in public debates (from high school level upwards). An ideal beginner group would be small, up to 10 participants, as a preparatory step to taking part in plenary debates.

## ★ TOOLS AND RESOURCES


This tool was created for activities that develop social skills and participatory approaches. The cards are downloadable from SITRA's [website](#) and available in English, Swedish and Finnish.

You can use the digital version of the cards or printed version depending on your preference. Besides this tool, SITRA offers many others, in particular a wealth of resources that develop youth futures literacies.

## ★ INCLUSION

The cards are addressed to facilitators of discussions, not the actual participants. Hence, they can be easily adapted to working with different youth groups. It is the decision of the facilitator to






choose the particular tip or phrasing depending on the level and/or limitations of the group. The overall purpose is to enable people to participate in public discussions, especially those with difficulties that hamper their participation – an inclusive, participatory approach.

## DESCRIPTION

Facilitating a good dialogue requires practice and repetition. These cards have been designed to support facilitators of discussions/debates and provide useful tips and phrases for guiding a dialogue. They suggest to start with a few proposed methods and then to expand facilitation skills discussion by discussion. There is no time frame for such activities provided, as the concrete use of the cards will depend on the particular case of a debate and the group of participants. These are the card topics, each with valuable tips and phrases for facilitating dialogues:

1. How to use the conversation cards
  2. What is dialogue?
  3. Improving your listening skills
  4. Preparing to facilitate a discussion
  5. Example script for beginning a discussion
  6. Ground rules for a constructive discussion
  7. Tuning into a discussion in which all participants are equal
  8. The facilitator's best guiding measures
  9. Encouraging the participants to talk about their own experiences
  10. Ways to deepen the discussion
  11. When choosing the topic for the in-depth discussion is challenging
  12. Activating the quiet participants
  13. What to do when someone dominates?
  14. How to move on from a deadlock situation
  15. How to ask dialogic questions
- 

- 
16. Emotional outbreaks in the discussion
  17. The best measures when the starting point of the discussion is a conflict
  18. Flare-up of an unexpected conflict during the discussion
  19. Concluding the discussion

## **PRO TIPS FOR YOUTH WORKERS**

The tool includes advice and tips on how to use it. After an overall review we propose the following:

- ✦ Start using the cards during the planning stage
- ✦ Go through each card and think which tip is useful for your particular group of young people
- ✦ Adapt the wording to make it natural for you to communicate with your group
- ✦ Review the cards and your notes before facilitating a youth discussion
- ✦ And afterwards adapt to the following debates





# GAMES TO PLAY – ENGAGE – PARTICIPATE

## OBJECTIVES AND PARTICIPANTS


Play. Engage. Participate PEPAR is a KA2 Strategic Partnership involving four organisations from Denmark, Czechia, Spain, and Poland. The primary objective of this project is to enhance youth involvement in both social and political spheres through the development of innovative gamified tools tailored to address various levels of participation. A collection of games published on their website, free-of-charge and open source, is a useful resource helping youth workers increase participation and civic engagement of youth by using or adapting innovative game-based learning approach.

All the games have been tested during two international activities in Spain organised by the project partners. They involved young people at the age 18 - 28 so this is the group for which the games have proven relevant. The games can be played in a number of rounds so sufficient time should be assigned to the activity. Depending on the game, the groups are 4 - 12 people.

## TOOLS AND RESOURCES

The PEPAR games are downloadable from their [website](#) and available in English, Danish, Czech, Spanish and Polish and accompanied by detailed manuals on how to play.

Most of the games can be played only in the paper version (board or card games). The needed materials are well organised and shared via a Google folder with PDFs explaining the rules. One game is in a digital version and can be played online.







## ★ INCLUSION

There are no special obstacles to play the games - they are well designed, visually attractive with clear instructions. The words and illustrations are large enough to be seen by people with significant visual impairment. One is even suitable for this group of players (Let's get loud). And another one (Frenzy) directly engages with difficulties/challenges that a young person may face in order to participate under equal conditions if they are LGBTIQ, immigrant/ethnic minority, have a physical or mental disability or a chronic illness.

## ★ DESCRIPTION

The set includes the following games:

### **1. Community Game**

A board game where you and your friends navigate various situations in The Community to make a positive impact.

### **2. Competent Participation**

A card game that enhances eight crucial life competences through activities like creating memes, counting numbers, recycling, negotiating, and more.

### **3. Guess Clue**

A fast-paced game where teamwork is key to creating clues for someone to guess a mystery word. Topics include participation, social issues, and civic engagement.

### **4. Frenzy**

Challenge your team to generate as many ideas as possible on youth participation. Be the last to contribute and win, emphasising originality and speed.

### **5. Let's Get Loud!**

A lively card game focused on collecting types of youth participation. Join an NGO, engage in online advocacy, vote, and protest to win by being the first to shout "STOP."





## 6. PEPAR Digital Game

Immerse yourself in the world of youth participation through this digital adventure game. Make choices and react to situations during a rally in front of the town hall, dominated by young participants.

### PRO TIPS FOR YOUTH WORKERS

An important part of each game are debriefing questions. As always in game-based learning this is an essential part of the activity which shouldn't be disregarded. These are just some example questions from the games which may open meaningful discussions about youth participation:

- ✦ Can you see any connections between your personal/community life and the game?
- ✦ Pick one situation from the game and discuss what you could realistically do in your local community about it.
- ✦ Do you have other issues in your own community that you haven't encountered during the game?
- ✦ How could you solve them?
- ✦ How did other people react to it?
- ✦ Why is youth participation important?
- ✦ What can limit this kind of youth involvement?
- ✦ What can we do to make it easier for young people to participate in society in this way?



# ACTIVITIES

1. CONCENTRIC CIRCLES

2. SOCRATIC SEMINAR

3. THINK – PAIR – SHARE

4. LOCAL CHALLENGES

5. MIND–MAP

6. BRAINWRITING

7. COLLECTION OF UTOPIAS

8. LABORATORY OF CONTEXT ANALYSIS

9. ROLE PLAYING

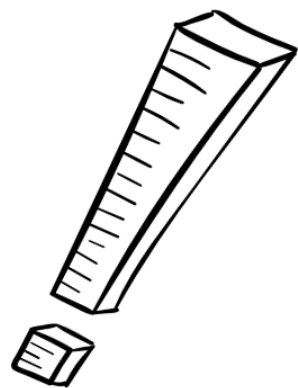
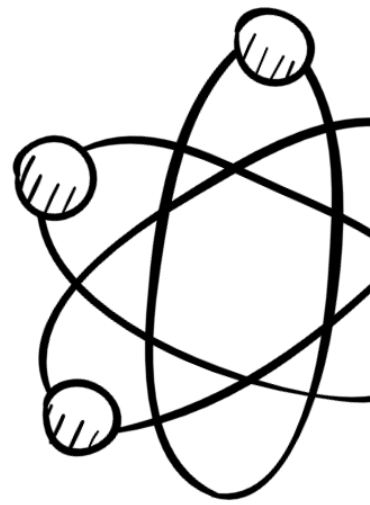
10. CHOOSE A STRUCTURE

11. COLD E–MAIL WRITING

12. HOW TO DISAGREE

13. PARTICIPART

14. PARTICIPATORY VIDEO MAKING





# CONCENTRIC CIRCLES

## ★ OBJECTIVES AND PARTICIPANTS

This discussion strategy invites all participants in the group to participate as active listeners and speakers. Furthermore, it gives the participants the opportunity to discuss different opinions, to reflect on each other, and to compare and refute each other's ideas. It is very effective to implement short but deep conversations because participants can focus on one question and one person at the same time. It is also developing skills related to switching between different topics and communication styles.

This technique can be adapted for children and teenagers, especially in educational settings, but can be used by all ages. It can help facilitate group discussions and promote active participation. . Concentric circle discussions are often effective in smaller (6-9) to medium-sized groups (10-14) where participants can interact and communicate effectively. Having too many participants might make it challenging to manage the discussion. If participants have previous experience or involvement in a particular topic or local action, a concentric circle discussion can be a useful way to utilize their expertise and have meaningful discussions.

## ★ TOOLS AND RESOURCES

Before the activity there is supposed to be: a topic (video, reading task, etc.) which leads the discussions, which can generate active participation in the activity.

This activity works originally offline. In order for the discussion to work, you need someone who leads the task and explains what the rules are and how this "game" works.

Tools needed: some kind of timing device (it can be a phone or a stopwatch).





## ★ INCLUSION

There are some specific tips to make concentric circle discussions more inclusive for various groups, including those with physical or mental impairments.

Physical accessibility for those who are disabled or need some kind of device to be able to walk: Ensure that the seating arrangement for concentric circles allows wheelchair access. Choose a location with ramps or elevators if necessary.

Mental impairments: Debate calls should be simple and concise in this case, using plain language., Allow more time for participants with cognitive disabilities to process information and formulate responses., Use visual aids or props to support understanding and engagement during discussions.

One of the most important things is for the facilitator to encourage participants to use respectful and inclusive language, promoting a friendly atmosphere for all participants. Before the “speed date”, the person conducting the discussion should assess and learn about individual needs and preferences and make necessary adjustments accordingly. Providing a test round so that everyone understands what the task is.

## ★ DESCRIPTION

Concentric circle discussions are an interactive group discussion format that can be used in various settings to promote active participation and communication among participants. To use it, start by selecting a discussion topic, setting clear objectives, and arranging the concentric circles. During the discussion, participants in the inner circle engage in conversation while those in the outer circle listen. Regular rotation of participants between rounds fosters fresh perspectives. After the discussion, conclude with a summary and feedback session, and adapt the time frame and tools to suit the specific needs and goals of the group. A very good opportunity to express an opinion deeply and to discuss a topic that does not come up in everyday life.





## ★ PRO TIPS FOR YOUTH WORKERS

- ✦ Be wise with the questions, and topic and take the ages and personalities of the group into consideration.
- ✦ It can be anywhere in a shorter or longer process (a youth exchange, workshop, school camp, etc.), but take it also into consideration the level of trust and openness when planning the topics.
- ✦ Be flexible with the timing, sometimes more time is needed as planned and vice versa.





# SOCRATIC SEMINAR

## ★ OBJECTIVES AND PARTICIPANTS

A Socratic Seminar is a method to try to understand information by creating a dialectic class in regard to a specific text. In a Socratic Seminar, participants seek a deeper understanding of complex ideas in the text through rigorously thoughtful dialogue. This process encourages divergent thinking rather than convergent. It is better with 6-9 participants with similar ages and learning experiences, from 15 years old to any age.


## ★ TOOLS AND RESOURCES

The Socratic Seminar strategy is based on close textual analysis, so it is important to select a text that provides ample avenues for interpretation and discussion. If a simple text is chosen where the meaning is fairly straightforward, there won't be much for students to discuss. Also, the text should not be too long to read closely in the allotted amount of time. It can be a newspaper article which is connected to the participants' community and discusses important social, environmental topics. Also the facilitator/youth worker can create specific articles. Often, facilitators select a text ranging from one paragraph to one page. It can be used both offline and online, but it is more effective when it is offline.

## ★ INCLUSION

- ✦ It can be inclusive for instance with a reading programme for people with visually impaired people
- ✦ It can be adapted to visual materials (video or picture), therefore it is good for young people with SLDs
- ✦ It can be used in written form with young people with hearing impairment
- ✦ It can be used online or in hybrid form for those who lives in the rural areas
- ✦ It can be used by any physically disabled people



- 
- ★ Young people with fewer opportunities can be involved with a proper topic for which they can easily connect

## ★ DESCRIPTION

These Seminars foster active learning as participants explore and evaluate the ideas, issues, and values in a particular text. An effective seminar consists of four interdependent elements: (1) the text being considered, (2) the questions raised, (3) the seminar leader, and (4) the participants.

At least 15 minutes should be allotted to the activity, and it can often last 30 minutes or more. As students become more familiar with the Socratic Seminar format, they will be able to discuss a text for longer periods of time without facilitator intervention.

It is a useful activity to develop debate skills, reading comprehension skills, active listening, and critical thinking on a specific topic. Participants can learn the way to express their opinions, and depending on the topic they can develop and deepen their knowledge as well.

## ★ PRO TIPS FOR YOUTH WORKERS

It is recommended to know the participants better, therefore the choice of the topic is easier. It is important that a topic might be challenging but not so difficult, because if it is too hard to connect to, there can be big silences during the activity.







# THINK-PAIR-SHARE

## ★ OBJECTIVES AND PARTICIPANTS

This discussion technique gives participants the opportunity to respond to questions in written form before engaging in meaningful conversation with others. Asking participants to write and discuss ideas with a partner before sharing with the larger group builds confidence, encourages greater participation, and results in more thoughtful discussions. It can be used at any age level, from 6 years, and a minimum of 3, maximum of 30 participants per group. This activity can help develop how to express opinions, and ideas, suitable as a brainstorming technique and can strengthen communication skills.

## ★ TOOLS AND RESOURCES

- ✦ It can be both online and offline.
- ✦ Materials needed: writing interface
- ✦ One or two facilitators are needed.

## ★ INCLUSION

People with physical disabilities can be easily involved, as well as people from rural areas. .

## ★ DESCRIPTION

### Think

Have participants write a response to a prompt or a question. Smaller children can draw their thinking

### Pair

Tell participants to pair up and share their responses





## Share

Reconvene the class and ask pairs to report back their conversations.

Use this activity at any point in the learning process to structure meaningful conversation:

- ✦ before introducing new material to tap into prior knowledge
- ✦ after watching a film clip to gauge a reaction
- ✦ after reading a short text to begin a discussion
- ✦ before participants begin an assignment, such as an essay or a set of word problems, to gather ideas or formalize procedures

## ★ PRO TIPS FOR YOUTH WORKERS

- ✦ It is a very flexible activity, it can be used in various cases.
- ✦ It can be a very good activity for practicing youth workers.
- ✦ You can use post-it notes with your thoughts and discuss them together.





# LOCAL CHALLENGES

## ★ OBJECTIVES AND PARTICIPANTS

This is a social media campaign to discover exciting and famous local spots and hidden gems to support local youngsters to know more about their hometown and the community's traditions and promote spending time locally.

In the countryside, most municipalities are struggling with keeping the youngsters locally, especially when there is no high school or higher education in town, and they are close to a bigger city with more opportunities for education and spending free time. For these places, the sense of belonging is vital to convincing younger generations to stay or return when they start their adult life. The main goal is to have a broad knowledge of local traditions and culture and have memories and personal relations with the local people and places. Therefore we suggest organising this campaign as an entry activity for youth of all ages.

## ★ TOOLS AND RESOURCES

You need a social media platform to start this activity. It can be Facebook/ Instagram/ Twitter/ TikTok/ Discord/etc. profile of a local NGO or municipality, but you can also create a platform dedicated to the challenge.

Invite popular places (like coffee shops, bars, libraries, museums, restaurants) to participate in the challenge, and try to convince them to offer a discount or a small gift for “explorers.”

## ★ INCLUSION

This campaign promotes outdoor activities and requires only one smartphone per group. Most spots can be free, and if you convince places with entrance fees to offer a discount, it can be more inclusive for youngsters with lower opportunities.






## ★ DESCRIPTION

Increasing youngsters' knowledge about local spots and traditions helps them form their local identity, develops a sense of belonging, and makes them more aware of their hometown. It is an essential base for active participation and a sustainable community. Once you choose the platform (or platforms) for the challenge, set up some rules. We suggest using the following and adapting them to the local reality:

- ✦ Create a list of the spots, and summarize their background stories and why they are important for the community.
- ✦ Create a #hashtag with the name of the city or the name of the challenge. (#MonsChallenge or #DiscoverMons)
- ✦ Define the actions! The participants must take a picture of themselves or a unique object they use during the challenge on the spot from the list, and they have to upload them to the platform of the challenge with the #hashtag
- ✦ Define how the participants can "win" the challenge, like who uploaded pictures to the platform of the challenge with the right #hashtag from all locations from the list. Offer them a gift; it can be a small badge of the "Best Explorer".

## ★ PRO TIPS FOR YOUTH WORKERS

Here are some extra tips for professionals:

- ✦ Pay attention to the platform's possibilities and adapt the challenge's rules.
  - ✦ Choose diverse locations! (Outdoor, indoor, famous, hidden gem, etc.)
  - ✦ You can set up a list of hints instead of the exact locations, so they also have to solve the puzzle to find the right place. You can use background stories instead of riddles.
  - ✦ You can set a deadline or group the locations and create challenges like "Museums' May."
  - ✦ You can organize an exhibition about the challenge when you have enough photos.
- 



- ✦ You can offer some extra activities connected to the spots, like collecting trash or planting trees.
- ✦ Don't forget to advertise the challenge to make it more and more popular!
- ✦ If you have the capacity, you can organize guided tours to the locations.
- ✦ You can collect local stories about the spots, making the challenge more personal and colourful.
- ✦ You can provide a space for improvement, ask the participants: How would you like this place to improve? How could it become even closer to the needs or desires of young people?





# MIND MAP

## ★ OBJECTIVES AND PARTICIPANTS

Visualizing the problems is often helpful in defining them and finding the solution together. Seeing the bigger picture can be essential to see where we can start the work.

Mind Map is an entry activity for a group of youngsters (age 13–35) who are aware of their local community and willing to do something but don't know where to start.

The main goal is to see the city through their eyes and figure out where they can start their active citizenship to make their city more youth-friendly and sustainable.

## ★ TOOLS AND RESOURCES

For this activity, you will need the following:

- ✦ A4 paper for all of the participants
- ✦ Some flipchart paper
- ✦ Markers in different colours
- ✦ An inspiring and quiet venue

## ★ INCLUSION

During this activity, the participants can express themselves visually; therefore, this activity is perfect for people with Specific Learning Disorders.

Don't hesitate to think out of the box and use 3D materials (small objects as symbols or even plasticine/clay) to build the maps with participants with visual impairment.





## ★ DESCRIPTION

Mind Map's main goal is to see the most important places for the youth in their hometown, Page | 46  
define what could be improved and how they can contribute to the development.

This activity is straightforward but also informative for professionals. Give your participants a paper and a bunch of A4 papers and ask them to draw the map of their hometown and mark all the essential places on it individually.

After all, the maps are done, check them together and reflect on them.

You can create one giant map together as a part of the reflection.

Timeframe suggested:

- ✦ 5-10 min for introduction
- ✦ 15-20 minutes for drawing the maps individually
- ✦ 30-40 minutes for reflection

As a second part of the activity, you can ask the participants to create a utopian (“perfect”) version of their hometown and compare it with reality.

## ★ PRO TIPS FOR YOUTH WORKERS

- ✦ Choosing the right venue for the activity is essential. It has to be a peaceful and inspiring place where you can be alone.
- ✦ Don't give them a real map of their home town; the main idea is to see the places through their eyes and not to see the reality.

Questions we suggest to discuss during the reflection:

- ✦ Why do the maps look different?
- ✦ What places do we put on the maps individually, and why?
- ✦ Which are the points we all marked on the map?
- ✦ Which places are perfect, and which places could be better?
- ✦ How could they be better? Etc.

If the reflection will turn into a brainstorming about how to contribute, let it happen.





# BRAINWRITING

## ★ OBJECTIVES AND PARTICIPANTS

Brainwriting is similar to brainstorming: young people can generate ideas and creative solutions to a problem. Brainwriting, however, gives everyone an equal opportunity to participate in the discussion and allows everyone in the group to think and get involved without any blockages. Here are the steps to follow for a proper brainwriting session.

Anyone can participate in the Brainwriting process. An advantage of brainwriting is the participants' ability to develop others' ideas. All the others can use each suggestion written on the sheet by one participant to stimulate new thoughts and new ideas. The cumulative effect can be potent and can lead to the discovery of otherwise unattainable solutions.

All group members - even the quietest and most shy - have equal opportunities to participate and express their ideas. Everything is anonymous - no one knows who wrote what - so there's more freedom to be creative. With brainwriting, all participants can suggest solutions that they would have labelled with traditional brainstorming as too unusual or inadequate.

## ★ TOOLS AND RESOURCES

As described, brainwriting can be implemented simply with the use of pen and paper. However, there are online programs that allow you to do brainwriting even online, sharing with a greater number of people. One of this website is [Miro](#) or [Mural](#).


## ★ INCLUSION

The activity is inclusive by equating the contribution of each participant.

This tool has advantages over Brainwriting as it is essential to meditate more on ideas and therefore have more time to think about them, to be able to elaborate them well and thus be able to express







them more completely; or when, for example, the brainstorming was dominated by one or more people and the others felt less involved because of this.

## ★ DESCRIPTION

A significant advantage of brainwriting applied to groups of young people is the participants' ability to develop others' ideas. The cumulative effect can be potent and can lead to the discovery of solutions that would otherwise be unachievable.


The Brainwriting method is also often referred to as "Brainwriting 6-3-5", because:

**Six** → refers to the number of people involved in the brainwriting process. There are 6 participants in the session, plus a moderator.

**Three** → refers to the number of ideas to come up with during each round of the brainwriting session.

**Five** → refers to the minutes allotted in each round to work out the three ideas. However, it is good to specify that the duration of each round can be modified to meet your team's specific needs.

These three figures serve to fix in mind the main components of the brainwriting method, which is a relatively simple process once broken down into its three parts: with 6 people actively participating in the process, 3 ideas per round and 5 minutes for each round, you can generate a huge amount of creative in a very short time.

- ✦ **Gather 6 people** (plus a moderator) and make them sit at a table, with pens and sheets of paper. At the top of the page ask you to write down the problem you are trying to solve. No one must write their name on the sheet, and the session must remain anonymous.
  - ✦ Give the group 5 minutes to write down **3 ideas** for solving the problem. During this time, it is not allowed to modify the ideas already written or try to perfect them, the only thing to do is to jot down the free-form ideas. No discussion is possible at this stage.
- 



- ✦ **Once the 5 minutes are up,** go to the second round. Gather the sheets, shuffle them, and then distribute them again. Have everyone generate three more ideas on the new document they just received. They can build on the first three ideas already written or

think of three new solutions. If someone receives a sheet that he has already written on, have it returned and distribute the sheets again.

- ✦ The moderator decides how many rounds there are. When all rounds are done, collect papers and write all ideas on a board for all to see. Then, start discussing which ideas would work best to solve the current problem.

## ★ PRO TIPS FOR YOUTH WORKERS

Tips and tricks for practitioners on how they can implement the tool/activity into their practice.

To get started with brainwriting, you need to carefully and accurately define the problem that needs to be solved in order to generate more relevant ideas during the session. Much of the success of this process will depend on how you define your problem, so take your time on this step before starting.

The young people you get involved should all be aware of the problem you are facing.





# COLLECTION OF UTOPIAS

## ★ OBJECTIVES AND PARTICIPANTS

The collection of utopias wants to be an activity to be experimented in one's own territory: with the involvement of a local library frequented by young people, it is proposed to create and deposit a box for the collection of utopias. This will be presented with a flyer (material supplied) which can be placed near the box to illustrate the project.

Utopias may concern projects and/or desires for one's community or of global interest. Collaboration with the local library is essential to recover the material left by young people, which could allow for the creation of a final report, a white paper, a publication, etc.

The activity aims to act on the commitment of young people to go beyond the short-term vision to dream big. This presupposes the ability to observe the critical aspects of the current situation (local or global), form critical thinking, imagine possible solutions (even if apparently utopian).

Furthermore, we work on the young people's ability to present their thoughts to others, formulating a thesis and supporting their idea with motivations and analysis of the starting situation.

This tool can be used by all young people who wish to share their dream, project, utopia.

## ★ TOOLS AND RESOURCES

The activity is conceived as a collection of written thoughts, but it would also be possible to create an email to also encourage digital sending by young people who do not physically frequent the library.

In the offline version, what you need is: 1) A box or mailbox; 2) A flyer presenting the business (provided); 3) Some sheets made available near the box together with a pen. If you want to implement the online version: 4) a dedicated email address (e.g. utopia@...)





## ★ INCLUSION

The activity has no particular limitations. It is inclusive in that it leaves total freedom in the formulation of one's own idea of utopia.

## ★ DESCRIPTION

To implement this activity, you can proceed by step:

- ✦ Make arrangements with a library that is particularly popular with young people. What you ask is simply to put a box or mailbox, a flyer or poster in their spaces that explains their meaning. Library operators must be informed in order to be able to give explanations if young people ask for them.
- ✦ Define with them what space they can reserve for the box or mailbox. It doesn't need much space, but it should be positioned in a visible and passing point, to intrigue the greatest number of users.
- ✦ Prepare a box or mailbox. Being connected to the canvas of utopia, look for something not too dark in colour if you can!
- ✦ Print the poster or flyer presenting the project.
- ✦ Take everything to the library and leave some paper and pencils nearby.
- ✦ Maintain contact with the library, to ensure the collected utopias are kept. You can pick them up when some arrive.
- ✦ Analyse the collected material and create your own utopia: how can these ideas/dreams of the young people who participated in the initiative be used? Is there any material to continue the project? Think about how you can publicize these thoughts of young people. There could be some material that surprises you and that could also allow you to start a participatory discussion on issues related to the local community, urban regeneration, or inclusiveness. You could organize meetings for the young users of the library: how to share the dreams and make these utopian projects to be implemented? The comparison is open!





## ★ PRO TIPS FOR YOUTH WORKERS

When you implement this activity, make sure that it is also talked about outside the library and **other places popular among youngsters**: write an article or a post on social media, inform schools and universities, talk about it with the councillor who deals with youth policies in your municipality. The more you manage to give visibility to the initiative, the more young people will be intrigued and encouraged to participate.





# LABORATORY OF CONTEXT ANALYSIS AND CAUSE/EFFECT RESEARCH

## ★ OBJECTIVES AND PARTICIPANTS

The learning objects of the tool are:

- ✦ Identify cause-effect relationships and major context-related factors;
- ✦ Communicating, sharing personal experiences, emotions, thoughts and reasoning;
- ✦ Intervening in a topic conversation;
- ✦ Manifesting one's point of view;
- ✦ Stimulate young people to think critically about a problem;
- ✦ Understand the reasoning from which to build a draft of a possible strategy to apply

The tool is applicable to any age. What may change is the level of analysis and insight, which will be greater for older youngsters. The tool implies some willingness to "read beyond" the problems, so it implies some involvement in the problem itself. One can initially apply the tool for more circumscribed and known problems (e.g., affecting the school or classroom context), and then practice considering broader and more complex problems. It is useful to propose to work in small groups.





## ★ TOOLS AND RESOURCES

A worksheet is provided for you to follow. Therefore, it can be used online or printed.

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What tools, materials and equipment do you need?

- 1) **worksheet provided,**
- 2) **some sheets to facilitate written reasoning and correlations,**
- 3) **a pen.**

Being able to be followed by a facilitator who asks the questions and facilitates the reasoning can help in the first applications of the tool.

Here is a [Canva template for you](#) to follow or customize!

## ★ INCLUSION

The activity can be made more inclusive:

- ✦ Establishing that within a group there is a single referent who takes care of filling in the sheet, while the others formulate their thoughts aloud.
- ✦ Using photos or videos prepared beforehand that visually show the context to bring the problem closer to young people who, due to physical problems or other impediments, cannot easily visit a certain context personally.
- ✦ Dedicating a special insight into accessibility issues, in order to analyse the context in favour of those who suffer the most impediments. What doesn't work is put at the centre, trying to give a voice to those who have the greatest right to give their opinion.






## ★ DESCRIPTION

After identifying a problem to reason about, the tool allows individuals or small groups to work out some context-related factors and reason about cause and effect.

After the worksheet has been completed by the individual or small group, it is always useful to have others who have similarly done their thinking compare, and who may likely have come to different conclusions. The exchange of views may allow a final worksheet to be developed, in which, after comparison, the work of the individual or small group is enriched by comparison with others.

This tool is very useful in stimulating young people to work together in analysing an issue. It will also help them to communicate, share personal experiences, emotions, thoughts, and reasoning, and express their own point of view, always respecting the point of view of others.

One of the most useful applications of this tool is the analysis of issues affecting the community in which young people live. Indeed, the reasoning that is proposed first and foremost allows them to observe what they have around them by forming critical thinking and understanding that nothing happens by chance. Everything is somehow related to habits, lifestyles, customs or even carelessness. On these aspects, everyone can improve and be a promoter of improvement.







## ★ PRO TIPS FOR YOUTH WORKERS

Tips and tricks for practitioners on how they can implement the tool/activity into their practice.

We initially suggest applying the tool for analysing simple problems and contexts very close to young users. For example, problems concerning the school or a public park or a specific town square or area. It may happen that these spaces are not subject to frequent maintenance, also due to low investments, or that they are considered unsafe, not very clean or not very accessible.

It could be interesting to propose the activity after having made an inspection together and having "opened your eyes" to what the situation is like and how it could or should be.





# ROLE PLAYING

## ★ OBJECTIVES AND PARTICIPANTS

The French Federation of Role-Playing Games defines Role Playing or this activity or this game as "a board game originating from tales around the hearth. Spectators participate in the tale by imagining the actions of the characters. The narrator conducts the game by taking these actions into account, continuing their tale; in this way, the action is constructed thanks to the imagination of the participants as a whole; it is, therefore, a kind of interactive storytelling."

Like all simulation techniques, Role-playing seeks to replicate within the classroom or a controlled laboratory setting, problems and situations similar to those encountered in real life. It serves as a practical exercise of the mind, enhancing its dialectical ability to generate images of situations, behaviours and actions. This process, in addition to fostering empathy, also enhances comprehensiveness and tolerance, helping students to contextualise themselves in relation to others and considering issues and topics from various, broader and more comprehensive perspectives.

## ★ TOOLS AND RESOURCES

Some videos recommend the use of Role-Playing in classrooms . In each case, teachers have the flexibility to create their own game, envisioning a situation that would be beneficial for the students so that they could immerse themselves and also determine the roles relevant to those scenarios.

Role-Playing can also easily be incorporated into offline lessons by firstly establishing a context and creating a scenario. Teachers can then decide which roles need to be portrayed within this script. These roles can be performed by the students, who may also have the opportunity to switch roles after the initial round of the game.





## ★ INCLUSION

The activity can be adapted to different levels of instruction, but the content to be provided should be adjusted accordingly. Generally, it is recommended for students who are of the appropriate age and possess the skills necessary to formulate reasoning and express their ideas effectively. To facilitate the presentation of their arguments, it may be useful for students to create a conceptual map to focus on the topics and points to be covered in their role. The activity can be more inclusive by creating small groups in which students with some difficulties can receive support from their peers


## ★ DESCRIPTION


This activity consists of assigning some learners the role of the actors, for a limited duration. This allows for the emergence of ideas and conflicts while allowing the participants to develop reasoning skills and articulate their views and needs effectively. It requires a moderator who acts as a Master, capable of correcting, at the necessary moment, the erroneous behaviours implemented by the participants. The moderator functions as a kind of voice-over, akin to the "deus ex machina" of the game, that accommodates and enables everything the players imagine and propose within the story with their characters. The Master will have to imagine a situation, that is in a dynamic context, in which it is necessary to distinguish at least two different stakeholders, with their role relationships, a place, and a topic.

For each situation, it is necessary to identify: 1) where it happens **(place)**; 2) when it happens **(time)**; 3) to whom it happens **(people)**; 4) what relationships there are between them **(relationships)**; 5) what it is about **(problem)**

### ★ Example:

The city's public park is about to be turned into a shopping mall. It has been in decay for a long time due to neglect and improper use by citizens. Now a multinational has approached the Municipality expressing interest in acquiring that space. Various roles can





be assigned: Mayor and Councillors; Youth representatives; Representatives of citizens living near the park; Representatives of the Multinational; Shopkeepers' representatives; Representatives of creative people, among others Each group should focus on what its objectives are and the motivations behind their positions. Additionally, they should explore r alternative scenarios by formulating hypotheses

## ★ PRO TIPS FOR YOUTH WORKERS

The Master should be committed to ensuring that everyone gets the right amount of time and attention; with a particular focus on encouraging the shyest students first. It is important to include a feedback phase to share the results of the activity with the students and discuss on what emerged from the experience.





# CHOOSING THE RELEVANT STRUCTURE

## ★ OBJECTIVES AND PARTICIPANTS

When you prepare your project presentation to ask decision-makers for help, you need a solid structure. The structure of your presentation is essential to create a clear, concise and impactful speech. The structure will help you to be fluid, organised and logical. It is like having an introduction, a development, and a conclusion. It helps you interlocutor to understand where you want to go, giving them context to better get the information.

To choose the perfect structure according to your project, the article “Understanding the application of structure” by the University of Southern Queensland can be really useful. This article proposes seven types of presentation structures explained through graphics.

This tool is for all youngsters and is particularly interesting for creating your project speech.

## ★ TOOLS AND RESOURCES

The article “Understanding the application of structure” is online. You can find on [Future Learn Website](#). This article is from the online course “Effective Communication Skills for Professionals” created by the University of Southern Queensland in Australia.

You don't need any subscription to have access to the article.

## ★ INCLUSION

The graphics created for the article are helpful for better visualising structures instead of only text. It allows the youngsters with SLDs to better understand the logic of the structure, with not too many colours or text.





## ★ DESCRIPTION

In the first place, you can read the article and examine the seven types of presentation structure. It explains why you need a structure to do a presentation.

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Then, you can choose the structure that fits the most your project or that you prefer.

Maybe one structure inspires you more than others? Otherwise, choose a structure according to the purpose of your presentation (inform, inspire, entertain, persuade...).

## ★ PRO TIPS FOR YOUTH WORKERS

This tool must be used when the project is concrete enough to create a clear and concise presentation.

You can use this tool as an activity:

- ✦ **Step 1:** Ask the youngsters to choose a structure and write their presentation following it. If you have several groups, each group chooses one structure and writes their speech according to it. You can give them 1 hour.
- ✦ **Step 2:** Each group performs their speech in front of the other youngsters. It is okay if it is not perfect. This is not the goal here as they won't have time to work too much on it.
- ✦ **Step 3:** Then, the audience had to guess what structure was used for each speech. The objective is to see if the structure is visible and correctly used.





# COLD EMAIL WRITING TECHNIQUES

## ★ OBJECTIVES AND PARTICIPANTS

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The cold email writing activity is not an easy exercise. It can be intimidating to contact decision-makers in your localities. However, it is a very interesting and efficient exercise to identify the relevant decision-makers for your project and contact them.

With this activity, we are going to help you contact the decision-makers who could be interested in your ideas or projects. It can be done by youth from 16 to 25.

## ★ TOOLS AND RESOURCES

This activity is done online and offline. You need an email account to contact decision-makers. You also need an Internet connection to send emails and do research on decision-makers profiles.

## ★ INCLUSION

This activity can be done in groups so that if someone has any SLD trouble, they can be helped by another member of their team. Moreover, it will improve your team working skills.

## ★ DESCRIPTION

This cold email writing activity will help you to write an efficient email to earn some responses. It may not be responses to help you with what you ask, but sometimes, they can just forward you to another person more relevant or give you some leads.

Here are the main steps:

- ★ **Step 1:** Identify the relevant decision-makers in your area that could be interested in your project.





- ✦ **Step 2:** Establish a list of 10 key contacts that you find relevant according to your project. Don't contact too many people or people who would not be related to your project. Research their email address, their status and their role to adapt the email content to each person.
- ✦ **Step 3:** Create an appealing subject line for your email. Instead of choosing an object line as "Project for the city" you can write something that will value the decision-makers. Something related to the topic of your project. For instance: "We agree on your ecological position".
- ✦ **Step 4:** Write a draft email to ask for a catch-up. Make it short, clear and concise. Don't describe all your projects in your email. You need to answer those 2 questions: "Who are you?" and "What do you want from me?". You can propose to them to meet in person, or ask them to discuss what they think of your project, if it is feasible, how they can help... You need to make them feel they are important and have an interest to be involved in your project. Make it clear how this person can help you!

Here is a little structure you can use:

- a) Where you are right now
- b) Where you want to be
- c) Why you're stuck, and you need their help

## ★ PRO TIPS FOR YOUTH WORKERS

You can use this activity when your project is clear and concrete enough to communicate it, easy to explain, and when every person in your group knows their role. If you are not sure about your project at this time, you may be confused in your explanations, or be unsettled by the answers or questions of decision-makers. Here are few more tips (not exhaustive):

- ✦ Don't send emails to the same person too often. You will bother them, and they might stop reading your emails. Be patient.







- ✦ Even if the decision-makers don't want to help with this project if you see they are interested in your involvement, keep them as your network. They could be helpful for another step of your project (such as communicating about it at the end).
- ✦ Always personalise each email. That is why you need to do research about the person you will contact.
- ✦ Decision-makers may not answer or refuse to help you. Don't be discouraged, they may not have time, lose your email, or just don't want to. It is part of the game and doesn't necessarily challenge your work quality.





# HOW TO DISAGREE

## ★ OBJECTIVES AND PARTICIPANTS

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This activity scenario was developed as part of the 'Let Me Think About It' project, inspired by Paul Graham's [Disagreement Hierarchy](#) pyramid. The goal is to provide guidance on how to disagree effectively in online discussions. The workshop scenario aims to help participants:

- Distinguish between points of view and dis/agreements
- Explore the topic of online disagreement hierarchy
- Differentiate between responses to the writing and responses to the writer
- Recognise the most convincing forms of online disagreement

Developing the above skills will support young people in participation in online debates. The scenario was tested with 36 young people aged 13 and above who are active on social media. It is recommended for workshops with similar groups of 5 to 40 participants. The activity is estimated to take around 90 minutes.

## ★ TOOLS AND RESOURCES

The activity is not demanding in terms of the materials and tools. The facilitator should prepare in advance:

- ✦ A circle formed from chairs
- ✦ Flipchart
- ✦ Pens, markers, coloured paper, tape, post-its
- ✦ Printed articles or posts from media
- ✦ An example pyramid of disagreement with all its levels (see description below)



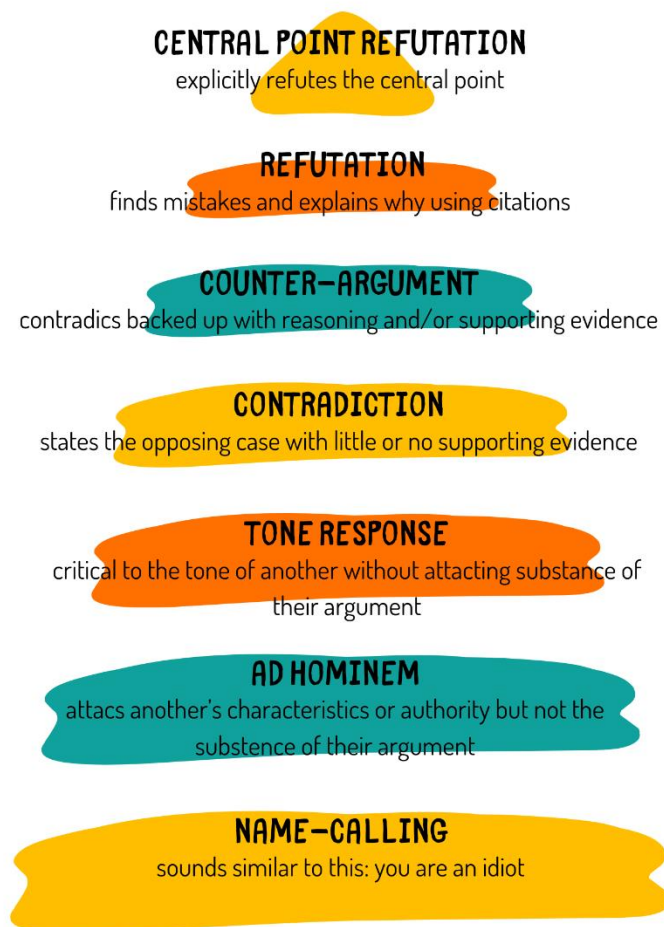



## ★ INCLUSION

There are no specific requirements or limitations for participating in this activity. However, the workshop could be particularly useful in addressing youth behavioural issues related to abusive exchanges on social media that affect vulnerable individuals or groups in the context of contentious topics. Many young people require educational support to participate properly.

## ★ DESCRIPTION

The Disagreement Pyramid classifies seven different levels of disagreement





In line with the pyramid's shape, the most prevalent forms of online disagreement are actually found at the bottom, while the highest forms are infrequent as they demand significant effort to formulate.

The workshop scenario is as follows:

### **Warm-up and intro to session**

The session should start with an energizer followed by a brief introduction from the facilitator. The facilitator should avoid discussing the Disagreement Hierarchy in detail as this may influence participants' reflection on their common disagreement style.

### **Commenting media content**

The facilitator locates and prints various articles from online sources and displays them on the walls of the training room before the session. Each participant is then provided with at least five post-it notes to write comments. Participants move around the room, reading the articles and leaving comments on the post-it notes. Comments can be made on the article as a whole or in response to other comments. Participants should post at least five comments on five different topics, either on the article or in response to other comments.


### **Presentation of the Disagreement Pyramid**

The facilitator gathers the participants in a circle and explains the importance of distinguishing between point of view and agreement/disagreement, using several examples. The group then discusses whether each statement represents a point of view or agreement/disagreement. Finally, the group is asked to consider why people tend to disagree more when posting comments on the internet. Following a brief discussion, the facilitator presents the Disagreement Hierarchy on a flipchart, beginning at the base of the pyramid and providing examples for each level.

### **Group work**

Participants are divided into groups of 2-4 people and given one of the articles mentioned earlier, along with post-it notes containing comments. The groups review the





comments and identify two that can be categorised into a higher level of the pyramid. After all the groups have finished, they present their findings one by one. They provide brief information about the article, read two comments aloud, and attempt to place the comments on the pyramid.

An alternative modification to this step could be an individual task where participants find their own comments and reflect on which level of the pyramid they best fit. They can attempt to reconstruct their comments and move them higher on the pyramid.

### **Debriefing**

The facilitator begins the debriefing circle with participants seated in a circle. Useful questions to consider include: What occurred during this session? How did you feel during each step of this session? What did you learn from participating in this session? How can we apply these learning outcomes in our daily lives?

## **PRO TIPS FOR YOUTH WORKERS**

- ✦ To ensure a safe and inclusive workshop environment for all participants, emphasise respect for diverse perspectives and encourage constructive dialogue.
- ✦ Facilitate discussions to encourage active participation from everyone, even in small groups, so that all have a chance to share their thoughts.
- ✦ Guide participants to critically evaluate their own comments and those of others, and encourage them to support their arguments with evidence and reasoning.
- ✦ Emphasise the importance of active and respectful listening to opposing viewpoints.
- ✦ Highlight positive examples of disagreement and respectful dialogue.
- ✦ Use examples to reinforce key concepts.
- ✦ Encourage participants to reflect on their own communication styles and how they engage in online debates, which are a common form of social participation today.





# PARTICIART – YOUTH PARTICIPATION MADE INCLUSIVE THROUGH CREATIVITY

## ★ OBJECTIVES AND PARTICIPANTS

[ParticipART](#) activities aim to empower young people with disabilities, as well as those facing educational and geographical barriers, to become active citizens and participate in society. The activities engage young people in creating artworks that represent local issues and analyse possible solutions based on good practices worldwide. The actual way of implementation of the ParticipArt method can be adapted to the particular context and needs of young people. The minimum duration of each of the four steps is 2 hours. Also the number of participants in a group is not fixed, ideally 5 - 10, to ensure a good group dynamic and inclusion of different perspectives expressed through the created artwork.

## ★ TOOLS AND RESOURCES

The ParticipART activities are described in detail in a [Guide for Youth Workers](#). The document focuses on concrete steps of fostering participatory engagement of young people through an inquiry-based, creative approach. It encourages them to define the issues and challenges they experience and suggest solutions they could dream of.

## ★ INCLUSION

The activities aim to work with young people who face barriers to participation, particularly those with disabilities and educational challenges. The authors of the methods strongly recommend conducting a needs analysis of the specific group of participants to ensure their full involvement in the activities. If necessary, the support of a psychologist and/or expert educator may be beneficial.





## ★ DESCRIPTION

During the activities, which entail four steps, young participants move towards a shared vision for the future by engaging others in strategic innovation. Page | 70

### 1. DISCOVERY

In this step, participants are looking for good practices regarding the solutions and barriers they're facing. They start by deciding what to focus on, like a local problem or a social issue. It could be something like finding a job. Once they identify the problem, they look for examples where people have successfully dealt with similar issues. They check online, in the participants' countries or abroad. The person leading the process helps make sure they find solutions that are based on real evidence and reliable information. This step is not just about finding problems but also changing the way they think about them, focusing on strengths instead of weaknesses.


### 2. DREAM

The Dream phase is about participants envisioning a future they really want, where they can overcome the challenge analysed. If many people join in the first phase, multiple perspectives and ideas will surface, making the discussion more engaging. Asking positive questions helps unlock creative and constructive ideas for the future. Using positive language and pictures, everyone works together to imagine and create positive outcomes.

### 3. DESIGN

The focus of the discussion shifts to the possibilities that have already been generated. This session is important for understanding the challenges and limitations in achieving the future that young people have dreamed of. It is important to be positive, but also to inform young people carefully of possible barriers, such as the fact that change requires time and the involvement of several stakeholders. The goal is to reach a shared vision or value that





the team or participants see as having real, positive potential. Individual aspirations become shared in an inclusive, safe, and supportive environment where everyone feels heard.

#### 4. DESTINY

The aim of this final phase is to create futures through innovation and action. It also provides a platform for young people to showcase their work and engage in constructive dialogue with influential people in their community. There is no specific approach to this final phase. The implementation of this can take various forms, such as an art exhibition and young people should be involved in the decision-making process regarding the implementation.


### **PRO TIPS FOR YOUTH WORKERS**

The above steps have been described rather concisely in the Guide and may seem insufficient to reach such ambitious goals. However, some more detailed advice is given as implementation tips:

- To analyse the challenge with young people, it is important to first understand and define it. It is essential to use clear and accessible language to ensure that the information is easily understood. This can be done through various methods, such as conducting focus groups, surveys, or interviews.
- In order to support young people in researching good practices, provide a template and ensure that any online research is reliable. Organise presentations, to allow young people to share their findings and explain why they find the practice interesting.
- Provide young people with materials to express their ideas, wishes, and perspectives on paper. This can include a canvas and pencils, or simply a blank sheet of paper for writing a poem or song.





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- Agree with the young people beforehand on the type of materials they would prefer to use. Individuals can choose the type of creative expression they prefer, making it easier to generate ideas and shape their desired future.
  - Engage all young people in co-creating the artwork. The artwork should represent a positive future that is common to all participants. If this is the case, organise a space for sharing ideas and artworks created.
  - Assist young people in applying the knowledge and practices analysed during the first phase to their own context. This can be achieved through discussions and the use of creative and analytical tools, such as mind maps.
  - Agree with young people on the main message of their artwork. Discuss what needs to be changed and how to ensure they feel confident about the topic. Make sure their artwork represents their vision clearly.
  - Organise a space for discussion between young people and influential people in the community. Make sure both parties are committed and the space is friendly and conducive to presentations and view sharing.






# PARTICIPATORY VIDEO MAKING

## ★ OBJECTIVES AND PARTICIPANTS

[Participatory Video](#) making involves participants working together to understand and solve a specific problem that affects their community. The focus is on active involvement of the people concerned with the problem. The main objective is to develop knowledge and address the challenge. Typically, a facilitator guides the PV process, which involves participants reflecting critically on the social issues affecting them and the changes they want to see. They then record their own video to represent the issues from their perspective. The method has been tested with various groups, including young people. The proposed group size is four or more, and the time required for the activities will depend on several factors, such as the nature of the issues addressed, the participants' skills, and the desired final result.

## ★ TOOLS AND RESOURCES

[DigitArt! Project](#) developed a [handbook](#) in English giving a detailed introduction to the method with some proposed workshop scenarios. It also includes a theoretical background that may be helpful to prepare and run such activities. Besides standard materials and tools for workshops (paper, markers/pens, board or flipchart), the needed equipment includes: video camera/s, microphone, headphones, tripod, TV monitor or projector, speakers, audio/visual lead to connect camera to TV/laptop for projection.





## ★ INCLUSION

Participatory Video making is an attractive method. It can involve different groups of young people, including disadvantaged people who are particularly affected by social issues. This method allows them to have a say on matters that concern them. It can raise their confidence in giving opinions and give them a sense of power in making their voice heard.

Additionally, it can develop their skills, both digital and artistic (in video making) and soft skills (communication, expression, and teamwork). However, Participatory Video making carries some risks, particularly when dealing with social circumstances that affect vulnerable people. Therefore, facilitators of such activities must be highly sensitive to the challenges faced by these participants. The [PV Handbook](#) offers an overview of potential risks and guidance on how to proceed.

## ★ DESCRIPTION

Participatory Video making involves the following phases.

### **Group forming and building**

This phase is dedicated to creating the group and reinforcing relationships among its members. Pay particular attention to social inclusion and aim to establish trust, break down inhibitions, and build a sense of shared enterprise. Short video-making activities can already be proposed during this phase to build group agency and a sense of authorship. The purpose of this activity is to build confidence and relationships among the participants. It is important to note that the outputs of this activity will not be disseminated.





### **Group exploration and reflection**

The aim of this phase is to further develop a shared purpose and group agency among participants. Participants engage in a co-operative inquiry and dialogue on the issues affecting them. After this reflective moment, they set shared expectations, design agendas, and collaborate on the creation of a script or visual storyboard. Afterwards, participants develop their performance skills by playing with the camera and becoming familiar with the video-making and editing process. These activities should take place in a safe space, and the results will only be shared among the participants to avoid premature publicity.

### **Collaborative production**

This phase involves producing and editing the video. It allows for a broader range of community members to reflect on the targeted issue. For instance, participants can interview external community members to gather a wider range of perspectives on the issue. It's a good idea to complement video-making with playback activities. This will encourage group reflection on the story's direction and message.

### **Performing social influence**


In this phase, the final product is presented to an external audience to initiate a dialogue on the targeted social issue. With their videos, the participants can sound more convincing and provoke a response from the community.

## **PRO TIPS FOR YOUTH WORKERS**

The authors of the Handbook provide facilitators of Participatory Video activities with tips for risk assessment and mitigation, particularly when working with vulnerable groups.

- It is important to engage less confident individuals to avoid marginalisation and ensure that everyone in the group has equal opportunities to express their ideas, be heard, and use the equipment.



- 
- Participants should be given the freedom to decide the extent to which they want to be involved in the activity.
  - Structure the process into repeated cycles of collaborative video-making, playback activities, and reflective dialogue.
  - Gradually step back to let the group lead the process as they gain more confidence and awareness.
  - Balance video-making and discussion.
  - Make the group aware of the risks that can arise from media outreach of their videos and let them decide to what extent they wish to expose themselves.



**Co-funded by  
the European Union**

Funded by the European Union (Project code: 2021-1-FR01-KA220-VET-000033162). Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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