



Project-based learning Methodology: from theory to practice

What's in it for you
if you are a youth worker:



A Methodology



Actionable Ideas



Tools and Activities

Imprint

PROJECT LEADERSHIP

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- LEAP page: leap.univie.ac.at
- LEAP blog: <https://leap2020.home.blog/>
- LEAP on Facebook: <https://www.facebook.com/LEAPLearningToParticipate/>

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Introduction

LEAP is an acronym that stands for “Learning to Participate” and it is a strategic partnership between three youth organisations and two universities. Its focus, and what brought the partnership together, is the interest in young people’s social and political participation. Its goals are to shift the perspective about the perception of youth’s role as a societal actor in political processes, and to empower young people in taking ownership over issues that matter to them.

The objectives of the project are to:

- Promote **youth-centred pedagogical approaches** in non-formal education youth organisations.
- Reinforce young people's empowerment intended as **“capacity for action”**.

This methodological guideline is conceived for the implementation of Project-based Learning with young people in the non-formal education sector. It gathers our experience in implementing this method, and we will share hands-on ideas about how to use PBL. For a more in-depth insight into the history of this method, and eventually what to do to train youth workers about PBL, you can refer to the Pedagogical Booklet¹ which is part of the LEAP collection of results.

To whom is this resource directed?

The purpose of this guide is to share the LEAP methodology, which is retrieved by Project-based Learning adapted to the youth non-formal education sector.

So, what’s in it if you are a youth worker:

1. In the first section, the description of our methodology and what to consider when using it.
2. Practices of Project-based Learning: actionable ideas. In the second will be able to read about the organisation of a project with young Europeans in face-to-face and/or online mobility.
3. Tips, Tools and Activities for youth workers. You can find a list of these in the third section of the document.

¹ Please refer to this link for more information: leap.univie.ac.at/

I. A description of the methodology

1. Project-based Learning in non-formal education. Where did we start?



In our professional experience, we realised that a lot of youth workers already work with projects. However, we could not find a systematic and shared approach about how to construct projects with young people. Therefore, in LEAP we elaborated a methodology to organise projects that would be youth-centred, viable on a European scale to facilitate a dialogue amongst young Europeans, and able to foster Citizenship Education and participation.

Our work started by looking at Project-based Learning (PBL). A unique definition of PBL does not exist amongst scholars nor education professionals. However, literature suggests that PBL is a method allowing to work on young people intrinsic motivation, to develop independent thinking, to promote democratic values and democratic modes of behaviour, creating self-confidence and training social responsibility².

To elaborate on the LEAP PBL methodology we started by:

- **Tracing back the origins of PBL and how it was built³**, as well as the contexts in which it developed. We did this by looking at educationalists that are at the root of PBL.

Educationalists as John Dewey, Danilo Dolci, Célestin Freinet and William Heard Kilpatrick contributed to shaping our work in the LEAP project. This means that they influenced how we conceive youth work and youth workers training, and consequently, they influenced the elaboration of our Project-based Learning Methodology. From them, we share the following ideas:

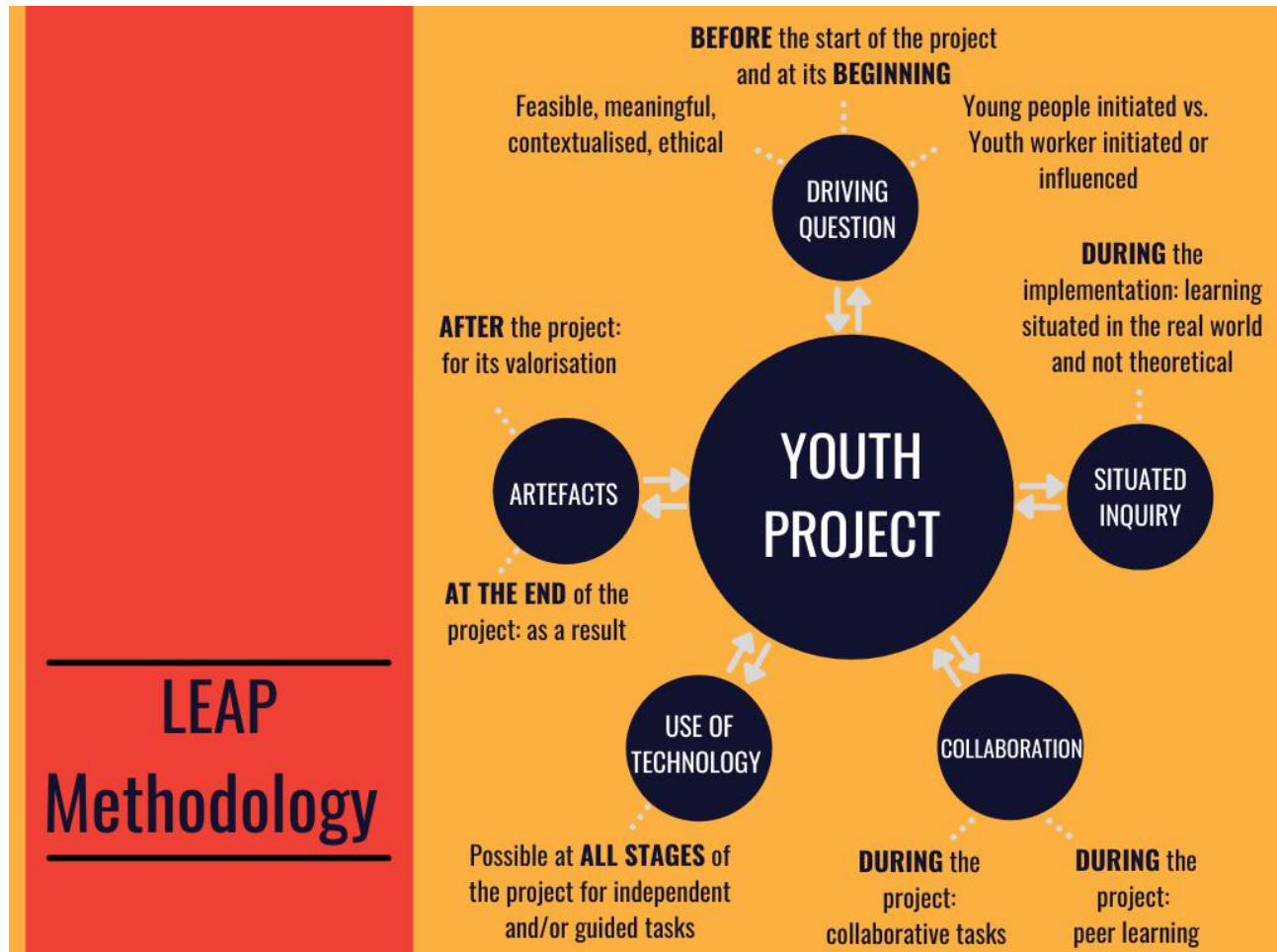
1. A project-approach that embodies democracy as a governmental form but also as a form of “living together” with common values and shared experiences (Dewey 1916). Dewey defined the individual child as an active being, acquiring knowledge, skills and habits important for life by interacting with his social and natural environment.
2. Danilo Dolci’s idea of reciprocal maieutic approach⁴ where the role of the educator is, in a Socratic way, to take out ideas that young people possess already. Learning is reciprocal because young people and educators learn from each other.
3. From Freinet we share the idea of popular education and emancipation of “learners” and youth at a local level. This idea includes experiential learning for hands-on growth (Carlin, Clendenin, 2019) as well as the use of technology to do so.
4. From Kilpatrick, the key to the project method is the chance that learners can undertake activity they are interested in and pursuing from their initiative (Ravitch 2000, 179).

² More about this in the LEAP Pedagogical Booklet.

³ More about this in the LEAP Pedagogical Booklet.

⁴ Please refer to the book presented here: <https://danilodolci.org/notizie/chissa-se-i-pesci-piangono-riedizione-mesogea/>

Additionally, to these ideas, we worked on 5 features to organise our projects, which are retrieved from the work of Krajcik and Blumenfeld (2005): a driving question, situated learning, collaborations, use of technology and creation of artefacts. These features can be implemented recursively, and they do not happen in sequence. Based on these ideas, the LEAP methodology can be visualised as follows:



Source: Own visual, content adapted from Krajcik and Blumenfeld (2005).

The driving question. This first step is key, and it is the starting point of any project. A driving question is a question that is elaborated, explored, and answered throughout a project (Krajcik, Mamlok-Naaman 2006). According to Krajcik, Czerniak and Berger (2002, in Krajcik and Blumenfeld 2005:321), it has to be:

- (1) feasible in a sense that it is possible to be answered;
- (2) meaningful i.e. it asks for a substantial content;
- (3) contextualised in a real-world context;
- (4) it should be meaningful, i.e. interesting and exciting to learners;
- (5) ethical.

In our methodology, the driving question can be initiated by young people or youth worker influenced/initiated. The degree and type of involvement that young people have in this phase is key

because it has an impact on young people's motivation. Kilpatrick shares the idea that young people that get involved in a project can express their intentions to acquire new knowledge, define their accomplishments, such as attitudes and character that foster life in and for democracy (1918). This, furthermore, fosters their autonomy and emancipation and increases the likelihood of commitment throughout the whole project. Célestin Freinet, for example, gave authority to learners over the engagement they wanted to take with projects (Carlin, Clendenin, 2019). In our work, we opted for young people's initiated questions.

Situated learning. Situated learning means that the learning activity is situated in a real-world context. Situated is opposed to "theoretical" learning, where one reads about something on paper without doing or performing a further action or activity about what is being learnt. According to Krajcik and Blumenfeld (2005) among the advantages of situated learning, we can find:

- Easier understanding of value and meaning of the tasks and activities that learners (students, young people) perform;
- The possibility to relate to prior knowledge and experiences, which can improve learning.

In addition to this, a project addressing contemporary issues is more likely to bring answers to topics that might concern the group of young people involved in the project.

Collaboration. Besides being a feature of all project stages, collaboration has key consequences as well on social cohesion, group dynamics and individual-group relations. The learning-experience in a group allows young people to develop a sense of teamwork and pride based on "achieving a goal together" (Glasgow 1997). Learning together means sharing tasks and building knowledge and political demands in a collective way. For example, one of the experiences that inspired us is the school of Mirto⁵ in the work of Danilo Dolci, where young people collaborated to the construction of a school by describing their own (architectonical, environmental...) idea of school.

Use of technology tools within the setting or to collaborate with others to support learning (Ravitz and Blazeovski, 2014) is key in projects. Furthermore, our work on this project during the Covid-19 pandemic, forced us to reflect on the meaning of youth-centred practices in a virtual environment.

Examples of how to use technology can be traced back to practices such as Célestin Freinet's printing press, which can inspire by inviting us to revisit our educational practices. In the 1920s, Freinet supported learners in writing press articles about issues of their own social world and local events (Carlin, Clendenin, 2019). In his work, he used the printing press in a way that contributed to the development of Project-based Learning because of the emphasis on learners' independent projects. In fact, in LEAP, the use of technology in projects does not only mean including them as a device, but it means as well shifting from youth work-driven to youth-driven projects to make sure that technology is used in an emancipatory way and at all stages of a project.

Creation of artefacts can be an important feature of PBL. Artefacts are the results of a project, which can increase the effectiveness of learning processes.

⁵ Please find more information in the book presented here: <https://danilodolci.org/notizie/chissa-se-i-pesci-piangono-riedizione-mesogea/>

Examples of artefacts are not necessarily items but also texts, recipes, guidance, technical or digital solutions etc. The construction of artefacts within a project can be collaborative or individual. In the LEAP project, artefacts are conceived both as tangible and intangible as they can be testimonials and words of youth workers and young people, photo albums, expositions, a video, and further projects.

2. How to use Project-based Learning in youth projects

Until now, we described the LEAP methodology, which is an adaptation of a model of Project-based Learning, to the youth-sector. Since this guideline has the goal to show how the LEAP methodology can be used, in this paragraph we **summarised tips to youth workers** based on what we learnt in our experience in the project.

We realised that the methodology can be used face-to-face as well as in an online setting and it is also quite effective to collect young people's needs.

However, in our experience, it is a method that is more effective when the youth workers know the group or have the chance to meet the group before (e.g. in a preparation session) starting to elaborate on a possible project.

Additionally, PBL works best when youth workers manage to be flexible to welcome young people's needs even when they are not experts on the topics that interest their groups.

The start of the project	
Driving question	<ol style="list-style-type: none"> 1. The driving question is the preparation to and the beginning of your project. 2. It has to be feasible, meaningful, contextualised and ethical. 3. Consider whether the driving question of your project is elaborated by the youth worker, influenced by the youth worker or entirely elaborated by young people. This will make a difference in the entire project design and in the motivation of young people to carry out the project. 4. Before the start of your project, you can organise several preparatory sessions where your group of young people can become acquainted, and you can start putting the foundations of your project. 5. According to the skills of the group you might need to provide different degrees of guidance to young people. 6. A case study works well when developing a driving question because it puts the group in a real-life situation. 7. Support young people in the elaboration of different types of questions (why, how, when, whom, what, which...) – the formulation of a question makes the difference in the type of answer that they will find.

The implementation of the project	
Situated Learning	<ol style="list-style-type: none"> 1. The question young people are working on has to be situated in the real world and it should not (only) be theoretical. 2. Situated learning means that your projects can be placed in the context of young people's experiences. 3. The choice of a topic that is situated in real-life issues facilitates engagement (especially if the topic is at the heart of one's concerns).
Collaborations	<ol style="list-style-type: none"> 1. Collaborations happen from the preparation to the implementation and finalisation of the project. 2. Collaborations mean group dynamics, learning together, and performing common tasks. All of these are key to your project because they allow you to build shared and collective knowledge and actions. 3. Collaborations can additionally mean sharing personal experiences and perspectives about the driving question. 4. In collaborative tasks, be conscious of your role in negotiating consensus amongst participants. 5. Be mindful of those who are shy to speak in plenary sessions, and make sure to create opportunities for everybody to contribute.
Use of Technology	<ol style="list-style-type: none"> 1. Technology in a project allows groups to work together as well as individually on the tasks needed to finalise a project. 2. Technology can be used from the beginning to the project end. 3. All the educational activities implementable in a project can potentially be transferred online. 4. Choose the right tools and strategies to make your working sessions interactive. Tiredness after a lot of screen time might lead to disengagement. 5. Create groups for participants to interact online. 6. If you are holding a meeting online, as youth workers identify roles according to tasks. These roles can change during a session, but make sure that at least one youth worker covers the moderation, one covers the technical aspects, another covers recording/taking notes (may they be the collection of virtual flipcharts, photos, eventual video recordings...). Lastly, according to the group size, make sure to have enough youth workers to be able to moderate group works if needed. 7. Test the online tools before your meeting/event starts. 8. Make sure that technology serves your pedagogical purposes and not the other way around. 9. Alternate activities that promote a different level and type of engagement (e.g. icebreakers, group work, presentations).

	10. Make sure to have long enough breaks. 11. If young people speak different languages, take into consideration language requirements: if possible, pre-make groups and identify a “translator” in each group that could be a resource for those experiencing language difficulties.
The end of the project	
Creation of artefacts	1. Artefacts are the results of a project. They can be both tangible and intangible. 2. Artefacts can be created at the end of a project and represent its end. 3. Artefacts can be used after the end of a project to valorise a project. 4. In its online form the artefact, as results of projects, can also just be intangible in terms of learning for participants. When tangible outcomes are realised in the context of a project about Citizenship Education (as LEAP), they can take the form of policy demands or project demands.

II. Practices of Project-based Learning



As clarified above, the rationale of the LEAP project resided in the idea of applying Project-based Learning (PBL) into the youth non-formal education sector. In particular, the project aimed to experiment with this method in the framework of three intra-European mobility activities. However, halted by the Covid-19, the experimentations took a different form. Our work, in fact, consisted of educational activities guided by the PBL features that had at their core a mobility implemented online for Austrian, Croatian and Italian young people.

Therefore, we wondered what it meant to work with our methodology in the context of the Covid-19 and how it could be applied in the organisation of a mobility both face-to-face and online. This chapter presents our suggestions.

Firstly, we will describe the stages before, during and after a mobility with a particular emphasis on practical and organisational aspects, especially suited to the framework of European Union-funded activities. We describe these sections assuming that face-to-face activities are allowed. Organisational aspects are interconnected with the educational aspect of a mobility. According to us, organisational and educational aspects go hand in hand when considering participants from a holistic perspective. If the practical needs of participants are not considered, these might have repercussions on the effective implementation of the LEAP methodology.

Secondly, we will present how we adapted the methodology and tips on how to use it for online mobility. Hence, we consider their relevance in the general context of youth projects that include a European dimension.

1. Before the Mobility

Key actors in the success of a mobility are the sending organisation (SO), the hosting organisation (HO)/receiving organisation (RO) and the coordinating organisation (CO). Sometimes, the hosting and coordinating organisation can be the same. Their work can be formalised in a **memorandum of understanding** that takes into account eventual funding rules that finance the mobility.

As for Project-based Learning, **timing is key when organising a mobility**: the preparation and the implementation require the coordination of various actors (partner organisations, accommodation, catering, participants, stakeholders, local community) working on different tasks and interconnected activities.

For this reason, all **practicalities** must be agreed upon among partners at least two months before the mobility. These include, for example, the accommodation, catering services, working room(s) when activities are organised face-to-face, activities' material and the timetable. The hosting organisation oversees making all practical arrangements related to the mobility and keeping the partnership up to date. The coordinating organisation is also responsible to capitalise on partner organisations' expertise when designing the activities.

For some projects, it may be helpful to plan an **Advance Planning Visit** (APV) to organise the activities' content and/or show the facilities where the mobility will take place. Usually, the APV is also an opportunity to take care of all practical arrangements and get to know all actors and stakeholders of the local community.

A. Creating a desire to learn and interest in participating in a mobility

A successful mobility project has to be compatible with the objectives of all the partners' organisations. Different stakeholders have to support the organisation of the mobility project. Furthermore, the mobility has to be adapted to the profile of the participants and of their learning objectives.

Information about the project and conditions for involvement must be clear before participants decide to participate. Information should be communicated through channels appropriate to the composition and the needs of specific target groups so that potential participants can make an informed decision. Participation, of course, is voluntary and this is an important aspect of the mobility.

To spark young people's interest in participating in a mobility, the organisations that promote this kind of projects are responsible to highlight the perks of participating. Motivation, as we have shown in the previous section, can increase when Project-based Learning starts from a driving question that is at the core of the interests of participants. If you are a youth worker organising a mobility, then you might consider whether your driving questions are youth-initiated or youth-workers initiated or influenced.

Besides the pedagogical aspect which we will describe in the next section, reaching young people can be done through various channels. **Social media channels** and a **project website** sharing youth-

friendly articles and a comprehensive call can be a good strategy. The [European Youth Portal](#), for example, is a very useful platform with many articles written by the youngsters who participated in some international projects (volunteering, youth exchange, training and study) and can be used as a pedagogical tool. In LEAP, we made a video as well that describes our online mobility with young people sharing their experience.

Another very effective way to create a desire to learn and participate in a transnational project is through **info-points** and the **organisation of info-days** in the local community and educational institutions. At Udruga “Mladi u EU”⁶ they noticed that it is very effective to go to schools, libraries and universities to explain what the mobilities are about and what is behind the formal rules of the programmes, open calls, database etc. At the very least, these kinds of events create an interest in the local community and youth organisations.

In the end, an organisation has to do all necessary activities to make youngsters understand that the **procedure to apply for a mobility is simple**. Sometimes, young people are afraid to submit their application for a call. For this reason, it is important to meet with young people and try to understand the fears of the potential candidates as well as the doubts of their parents. In the third section of this document, we also share tools on how to conduct an activity on this matter once participants get selected⁷.

B. Selection of participants

Sending organisations may choose to recruit new participants through an open call for applications. If there is a selection, the criteria and procedures have to be **clear and transparent**. This requires selection criteria that are applied objectively to select the most suitable participants for the project. These criteria vary from mobility to mobility. They may include, for example, the background, motivation and previous experience of applicants. Furthermore, it is important to take to ensure gender equality and to take into account the overall balance of the selected group of participants.

To ensure equal access for all potential candidates, it is necessary to prepare and publish an **open call**. For the selection process, the organisations should select participants at least two months before the intended start of the mobility. The public call should be complete and exhaustive, including features such as *deadline, project's summary, activities' description, location, mobility period, conditions, travel costs reimbursement, Erasmus rules and certification issued, services offered and eventually pocket money, organisation's contacts*.

Those interested in the project are usually asked to submit a **CV and a motivation letter**. During the selection process, the sending organisations may also contact the candidates to schedule an interview (individual or group interview). When a face-to-face interview is not possible, of course, online interviews should be an option.

⁶ The organisation also serves as a [Eurodesk](#) multiplier.

⁷ Please refer to the tools with the keyword: *Identifying expectations, fears and personal needs*.

Once the selection process has been concluded, unsuccessful applicants receive clear feedback on why they were not selected. Provided that applicants give consent to their data being stored following the General Data Protection Regulation (GDPR), it is useful to keep them in the organisation's database and/or newsletter to let them know about new activities and mobility projects.

C. Preparation: Learning agreement, visa and travel arrangements

Once the selection process is complete, it is useful to sign a **Learning/Activity agreement** between the sending organisation(s), the receiving organisation and each participant, regulating all the aspects of the mobility experience in the form of a mutual commitment. When using the LEAP methodology, the learning component and expectations can be negotiated while discussing the type of project that will be created with participants.

The first step to producing a complete and correct Learning/Activity Agreement is to consult in any case the guidelines for the management of mobility projects and the templates of contracts with participants – both are provided by National Agencies and usually published on its official website in case of EU funded projects.

In case participants need a **VISA** to participate, the sending organisation and the coordinating/receiving organisation should contact the embassy and other public authorities to submit all administrative tasks to obtain the visa and provide clear information to the participants. If needed it is also important to ask their National Agency for a visa support letter.

The partner organisations, especially the sending one, have to finalise the preparation of the documents and the travel plan at least one month in advance to ensure that every single participant is prepared in time.

Travels can be organised in two different ways:

- The sending organisation, with the hosting organisation's support, identifies a cost-effective travel for all the participants. Then the **sending organisation books the travel on behalf of participants**. The *group leader* or *accompanying person* is in charge of collecting then the boarding passes for documentation purposes. This option is more common.
- **Participants organise their travel plans** with the sending organisation's support. The hosting and the sending organisation can then give the green light and participants can proceed with the booking. The *group leader* or *accompanying person* is in charge of collecting all tickets for each *national group*. On the first day of the mobility, the hosting organisation provides a *reimbursement claim form* to all participants. They have to fill out the form and hand in all the tickets to their *group leader* or *accompanying person*.

The organisation that is the beneficiary of the grant then reimburses the travel costs, given that boarding passes and booking proofs are shared.

D. Preparatory Meetings

Without adequate preparation, the hosting organisations could encounter problems during the activities (misunderstanding about the mobility content, lack of motivation, etc.). For this reason, the sending organisations have to organise preparatory meetings. These are useful for both pedagogical and organisational reasons:

- Participants can get **information about the mobility** (content, aims, activities, timetable, and practical arrangements).
- **Participants meet the group** who will participate in the mobility, creating a familiar environment for everyone, and organising activities to raise intercultural awareness⁸.
- In these meetings, the group can work on the **driving question**. Depending on the mobility, the preparation can serve to identify the driving question or to investigate a question previously identified.

It is useful for the hosting organisation to give some tasks to do related to its topic and objective of the mobility before the preparation meetings. The *groups* can accomplish the tasks independently or with the support of the sending organisations.

For these reasons, it is good to organise **at least two preparatory meetings** pre-departure. The first meeting at least one (and half) months before the mobility to explain practicalities and get to know the other participants. The second one at least one week before the departure. During this meeting, the participants have to finish and agree on the tasks and check all documents they should bring with them. Of course, the participants or the sending organisations can organise more than two preparatory meetings if needed.

During those meetings, the hosting organisations have to provide the participants with a **participant information form** to be filled out. All forms have to be shared with the hosting organisation to let them know about the participants' motivation as well as any special needs. Using this information, the hosting organisation, supported by the SOs, can create an inclusive environment, where the participants have an opportunity to express their needs.

If the project includes **participants with special needs and/or with fewer opportunities**⁹, the partner organisations must provide a detailed description of their needs in the application form to ensure that the educational and practical needs of participants are met.

In case there are **underage participants**, the sending organisations have to organise a meeting with the parents and explain all features concerning mobility. It is preferable for the *group leader* or *accompanying person* to be present during this meeting to allow the parents to get to know the person in charge of leading the group.

⁸ In the resources section there are several tools about *Group Dynamics* and *Intercultural Dialogue* that are useful at this stage.

⁹ Here we refer to the obstacles that prevent access to education, training and youth work opportunities. More information on this matter can be also found in the *Erasmus+ Programme Guide*.

E. Practicalities to be arranged by the receiving organisation

The receiving/hosting organisation, which oversees the booking **accommodation**, should usually seek different offers from different providers in the city. The following criteria could guide the choice of accommodation:

- Proximity to the city centre and the working room;
- Area served by local public transportation and supermarkets, pharmacies;
- Equipment and appliances, including heating system and Wi-Fi;
- Standards of the housing facility and cleaning;
- It must have all permissions and authorisations that the European and national law request.

The receiving/hosting organisation is also in charge of looking for a catering service. The restaurant must have all permissions and authorisations that the European and the national law request.

The receiving/hosting organisation, thanks to the information included in the filled form by the participants and the updates received by the sending organisations can organise **the departure and the arrival of all participants** with the accommodation provider. It is also important to communicate with the catering service about dietary needs. The receiving organisation has also to look for a working room feasible for the activities and the participants' needs. It should be close to the hostel and in the proximity of the city centre.

F. Further things to take into account

Insurance

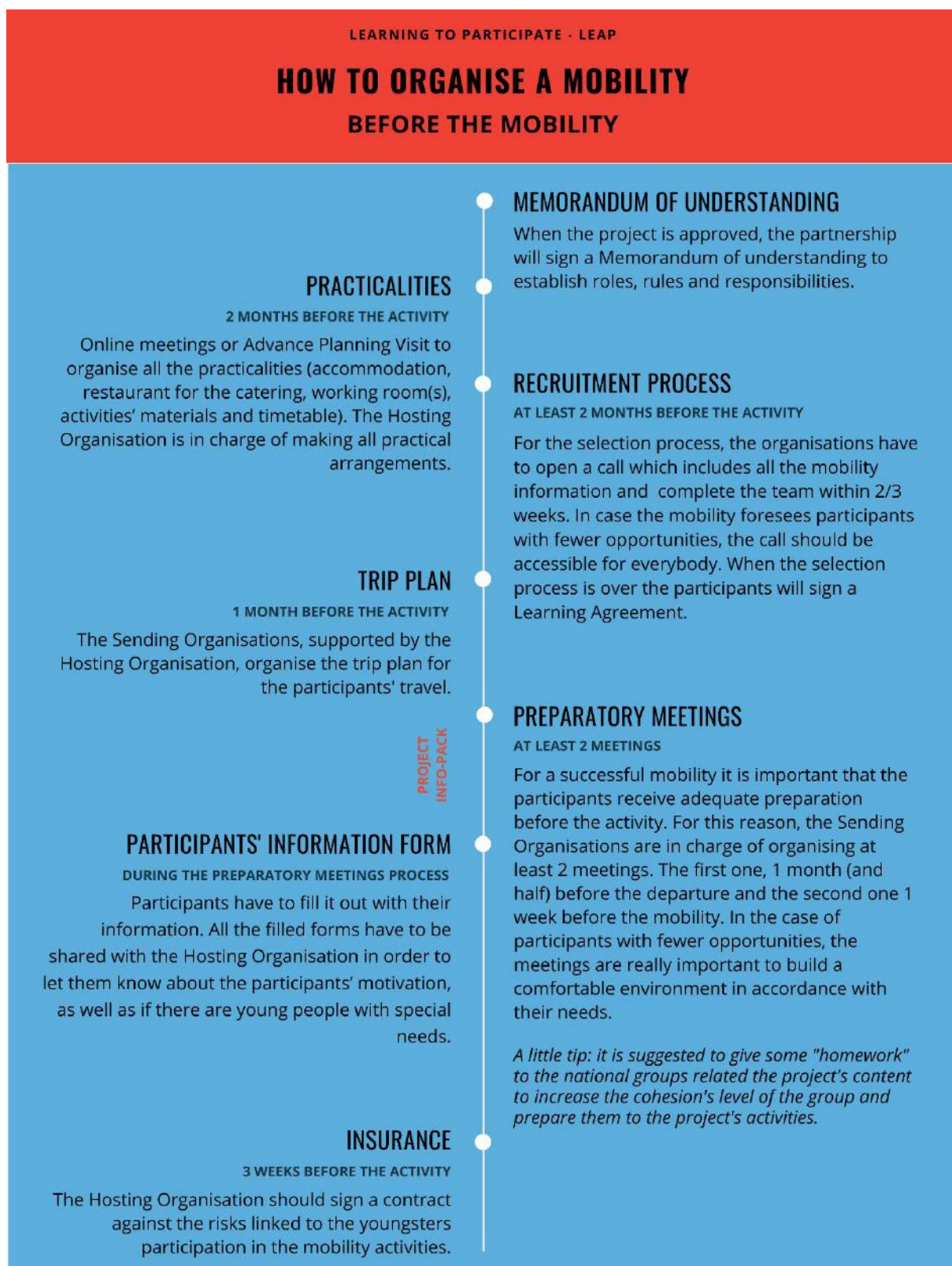
A very important issue about the mobility is the participants' safety and health. Several recommendations are provided on the Erasmus+ guideline. For this reason, the receiving organisation should ask the EU nationals that participate in the mobility, to bring the European Health Insurance Card (EHIC) with them. The sending organisation should provide all information about the EHIC and how to obtain it if a participant does not have it.

In addition to the EHIC, the coordinating organisation should sign a contract against the risks regarding the mobility period. The insurance company in turn will issue the insurance, which will be sent to the partners and the participants. They have to send the signed contract back to the receiving/hosting organisation by e-mail at least 3 weeks before the mobility to ensure that all documents are in order.

The coordinating organisation should register the participants on the insurance at least 2 weeks before the start date of the mobility. Submitting the Insurance Form, the Sending organisation should receive an e-mail, confirming the receipt of the enrolment. Then, the participants will receive a welcome email as well as an activation email to log in to their webpages.

G. Data Protection

The organisations need to prepare an attendance sheet that includes information about the participants' data protection in compliance with the General Data Protection Regulation (GDPR). Each organisation has to comply with the rules of the Erasmus+ programme and with internal data protection rules. Ideally, participants should sign a consent form during the preparation stage.



2. During the Mobility

During the mobility, the hosting organisation (HO) is responsible, along with the accompanying persons and group leaders if any, of the training programme. For this reason, the HO staff should ensure that all practicalities are arranged and all the materials for the mobility activities are at the participants' disposal.

The group leaders are important during the mobility because they are the persons responsible for connecting participants to the hosting organisation, keeping an eye on the level of stress and behaviour of their group, as well as discuss the travel costs reimbursement (see the previous section). Group leaders should meet at a fixed appointment every day of the mobility.

In the beginning, it is always preferable to carry out some activities where the participants get to know each other, aiming to create a comfortable environment¹⁰. It is also good to introduce the youngsters to the mobility programme (e.g. Erasmus+) and the certification (e.g. Youthpass, Europass, national certification...). The first day is also important to *reflect on fears, hopes and expectations* regarding the mobility¹¹.

Moments of self-reflection are very important in the non-formal education context. For this reason, during the mobility, the trainers must ensure that opportunities to self-reflect are scheduled every day, perhaps at the end of the day. These opportunities could take the form of structured activities, such as the individual *blob tree game*¹². In this activity, young people should colour the blob which matches their feeling that day; then if they want they can explain why they coloured that blob to the group. An example of a group reflection activity is the *Frankenstein game* described in the resources section. Those moments would support the participants' reflection and learning process. As we explained above, self-reflection is key **to develop young people's capacity to act**. These activities are also a good way for group leaders to understand how the participants are experiencing the mobility, to assess their level of understanding regarding the different activities and participants' experiences. This in turn enables the group leaders, in agreement with trainers, to adapt to participants' needs by making changes to the schedule if they realise something is going wrong or the group expresses certain issues or new expectations.

When implementing the LEAP methodology, activities about collaborations, finding answers to the driving question and use of technology take place during the mobility.

The last day of the mobility is usually dedicated to the evaluation. The trainers should implement sessions in which the participants talk about their experiences and collect all the results of their self-reflections. Then, it is also good to make young people complete an anonymous questionnaire to understand how the mobility worked, what the HO can improve for their next mobility projects and provide suggestions. To this end, activities about self-reflection presented in the third section of this document can be used.

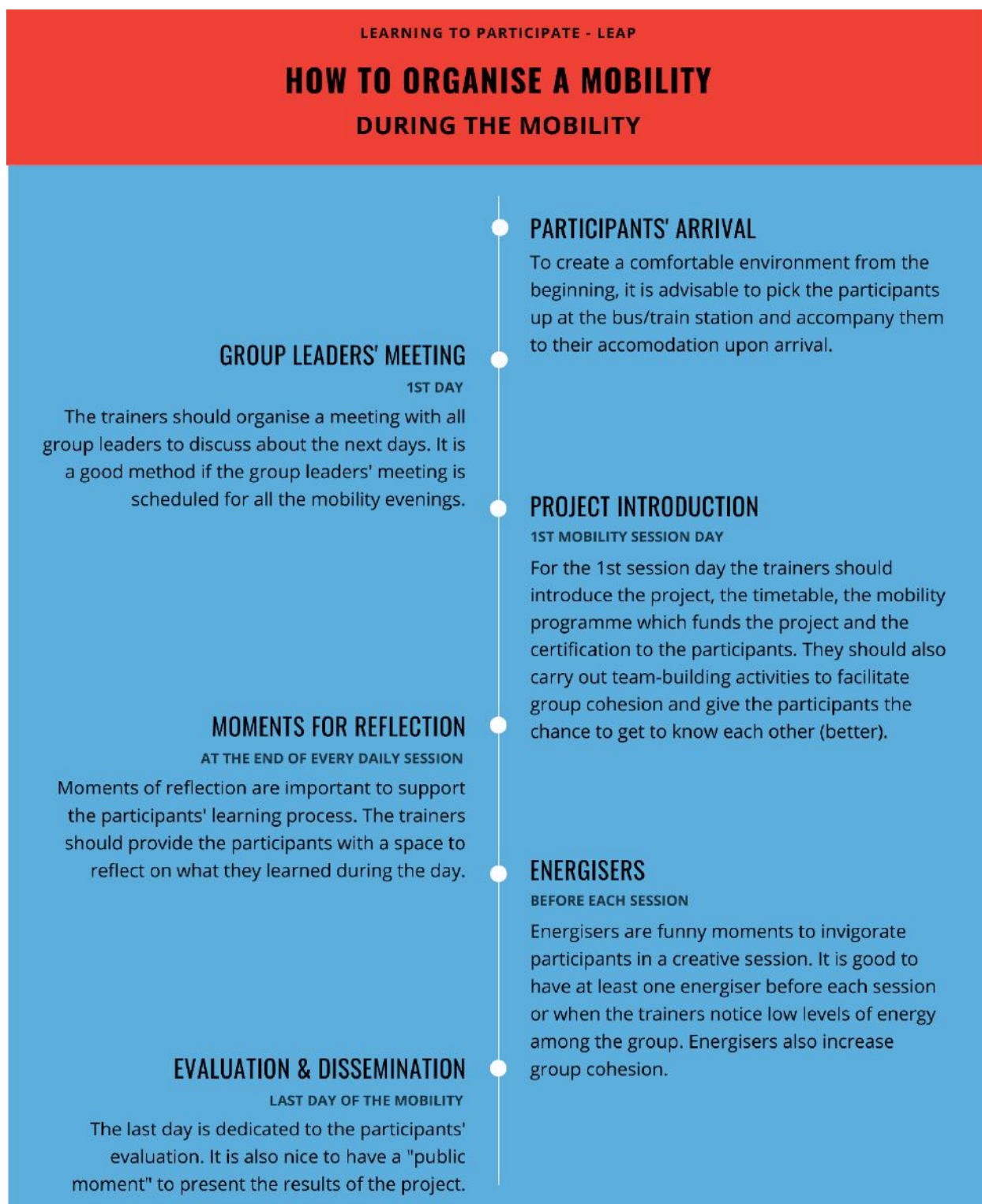
¹⁰ Please refer to the *Icebreakers* in the third section of this document.

¹¹ To this end, the activity *Tree of fears and expectations* in the third section is very useful.

¹² Please refer to any image of the blob tree available online.

If the project foresees a certification for the participants (e.g. [Youthpass](#)), the trainers should make the participants aware of this tool and in which way they should fill it.

The last day can also be an important milestone for dissemination and to finalise eventual artefacts. For example, the hosting organisation can create a public event (conference, info-point, exposition etc.) where the participants can talk about the project and their experience to a wider audience. This can contribute to creating an interest in mobility opportunities among the young people from the hosting local community.

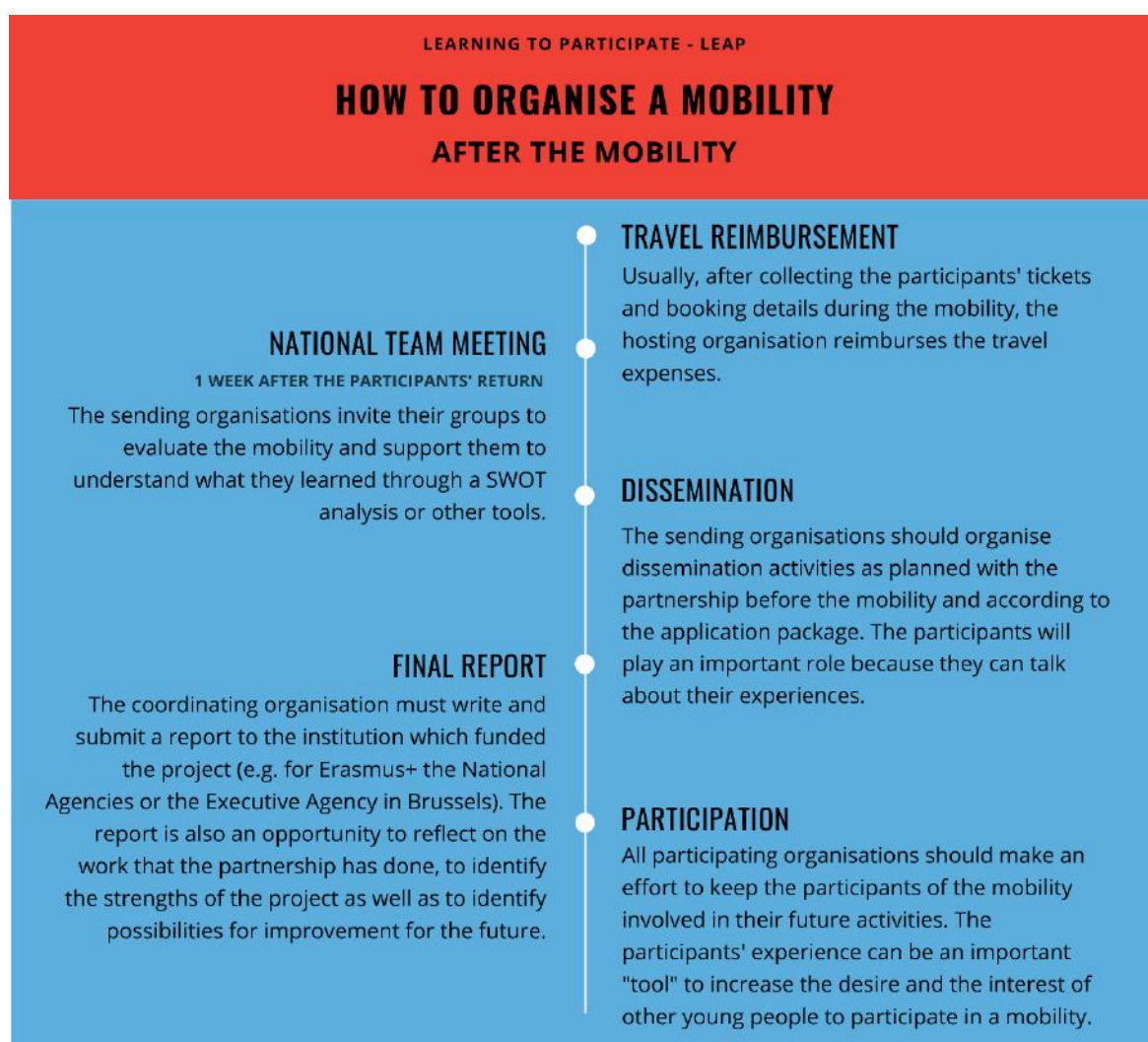


3. After the Mobility

After the mobility, the sending organisations should organise a meeting with the participants of their group to receive feedback about the mobility. In this post-mobility meeting, it is useful to have a round where everybody can share their feelings about the activities, travel, practicalities and in general the staying abroad living in another context. To make this procedure easier, it is also important that during the mobility the receiving/hosting organisation organises daily reflection moments in-group and/or individually, as well as provide time for a good final evaluation during the last mobility's day.

After the post-mobility meeting, the sending organisation(s) might also want to consider organising a public conference, inviting the participants and to talk about the project. This kind of public meeting can be helpful to disseminate the project's results and approach new young people. If artefacts were created through the PBL methodology, they can also be presented during this event.

In the end, the organisations have to valorise their experiences and trying to involve the participants in the organisation's activities in a youth-centred educational practice. The organisations should involve the mobility participants as much as they wish in their local communities. The participants' experience can be an important "tool" to increase the desire and the interest of other young people to participate in mobility projects.



4. What did we do?

In this chapter, we shared how a mobility can be organised and how the elements and features of Project-based Learning can be incorporated. In this section, on the other hand, we will give a glimpse into our youth online mobility. We will share how and through which channels we selected participants, information concerning their demographics of our groups and a summary of what we did.

It must be noted that the meetings with young people were organised in a before-during-after mobility logic as presented above. The meetings before and after the mobility were organised in groups made based on the affiliation of the participants to the youth organisations, so Austrian, Italian, and Croatian participants. The meeting of the mobility was organised as an international one. All the meetings followed the LEAP methodology and were focused on the identification of a driving question for a possible youth project.

Two youth workers from each youth organisation led these meetings and they were experienced in the non-formal education sector and were acquainted with the LEAP methodology through previous trainings that took place at the beginning of the project.

The strategy for disseminating the events and selecting participants differed in each organisation except for a common element, which is a survey that reached 123 respondents. The survey asked open-ended questions about subjective meanings of participation, needs and worries developed during the pandemic, and ideas for youth projects.

In Austria, six young people participated in the international mobility for Sapere Aude. Two of them were men and four women, and they were aged between 17 and 23. All participants were from the same region and took part in a regional youth project in Spring/Summer of 2020 that involved 20 participants. Most of the young people were already working or studying.

In the international event of LEAP, two youth workers were involved, both were already part of the youth regional project in 2020, and participated in the LEAP training for youth workers.

Thirty-one young people participated in LEAP, for the CSC Danilo Dolci. Twenty-six of them were in the age range 18-25 and five in the range of 25-30. The larger part of the group of attendees was male. Those who attended the international mobility, were students in their last year of a secondary school in Taranto, in the South of Italy, therefore they knew each other before. The selection of the participants was accomplished using the communication channels of CSC Danilo Dolci and the online survey, which has been promoted on the website of the organisation and social media. In this online survey, the learning opportunities of LEAP have been presented as well as the chance to follow the online learning experience.

For Udruga Mladi u EU, the target group of the project was between 18 to 30 years old. The 12 participants that attended the online mobility were 23 to 28 years old and mostly college students, young graduated unemployed, employers and volunteers. The young people were selected through the online survey, the organisation online channels and the network of a local student organisation.

Description of the work with young people through the LEAP Methodology

The first feature of the LEAP methodology leads to the identification of a *driving question*.

In one organisation, in one of the preparatory sessions, the youth workers provided a case study. The participants had three minutes to reflect on it individually. Afterwards, they were asked to write a list of three issues/priorities which they would have liked to work on. The youth workers supported the participants to find one common topic out of their suggestions. In another organisation, the approach included designing the agenda beforehand and including several driving questions according to the situation of young people during the corona-pandemic.

In all the preparations, to promote a *collaborative process*, meetings were organised and designed to create an engaging environment that included everyone, through energizers and group activities. These were also part of the international mobility and breakout sessions were created to allow small group exchanges. The group exchanges always ended with a plenary where each group shared the content of their discussions to allow everyone else to interact and collaborate on their ideas. Throughout these collaborative processes, the youth workers were listening to the discussions, intervened if necessary, and stimulated the exchanges. For the organisation of the groups for the breakout rooms, the individual linguistic proficiency of the young people was considered, since the working language was English. The *use of technology* resulted in indispensable for the online mobility, as a means of communicating and socialising. Different online tools for meetings, working sessions, brainstorming or evaluations were used in the projects, such as Zoom, Padlet, Jamboard or Google forms. When it comes to the *creation of artefacts*, the projects resulted in intangible outcomes such as policy demands or project demands.

5. What did we learn?

LEAP started with the willingness to empower young people. By empowerment, we referred to the notion of “capacity to act”. We assumed that this capacity can improve if young people have the chance to work on ideas that matter to them and if they get the chance to reflect on what they know already.

We started therefore by asking young people their **meanings of participation**. In general, we could observe from the survey that two ideas were prominent:

- Participation as a dialogical exchange with others.
- Participation as the idea of working together towards a common end.

The first idea was described as learning to listen to others, be heard, and respect others in case of disagreements. In the second idea, the common end was interpreted as an end with a personal relevance but as well as an end that mattered to others.

Additional prominent themes were about participation as collaboration, activism, sharing, getting informed and learn.

Secondly, our strategy was to build upon the results of the survey and the preparatory sessions described in the previous paragraph and to **work with the participants on their needs and demands**. Despite young people had already worked on the identification of a driving question in their groups, we wanted to ensure that we could encourage the participants to find a “driving question” in a collective manner and mixed groups (so Austrian, Croatian and Italian participants together). Therefore, we presented them with two case studies they could choose from:

1. A local politician is asking you for help to design a local project that meets your needs. How would it look like?
2. Some youth organisations are asking you to help to create an educational project. How would it look like?

The results were extremely diverse and ranged from specific to general demands. Two different groups for example had a similar idea, one to be implemented online, one face-to-face. A group demanded events for young people to spend their leisure time online together and another demanded a youth centre for culture, art and politics as a “place to socialise without the need for consumption”. Another group of demands concerned better online learning. These demands ranged from asking for better collaboration between education professionals and IT experts, and others concerned about the need to improve independent learning online.

Lastly, we could assess a positive impact on those who decided to engage in this interesting journey with us. Young people shared their feedback in an anonymous evaluation. From what we could observe, we can state that the event improved participants’ knowledge of how others are coping in these times. This meant as well learning about issues existing in other European countries and even that some of the issues are the same in different places. So, despite the restrictions imposed by the world health situation, that has undermined existing ways of sharing and participating, some young people became aware that even in these times it is possible to feel part of a community.

As we could see from the demands above, the need to socialise is very prominent. The event was a sort of “corona-real-life break-out-session” for many of the participants.

We cannot claim yet whether young people will be more active in the community. However, we are confident that it is likely the case because participants asked for follow-up activities. Each youth organisation intends in fact to work again on the demands identified and turn them into actual projects.

6. The impact of Covid-19 on our work

The Covid-19 pandemic affected the whole second half of the project, young people and the youth work sector as a whole. The implications for our practices and our reflections are numerous.

According to the United Nations Educational, Scientific and Cultural Organization (2020), nearly 1.6 billion students from more than 190 countries and on all continents have been experiencing school closures since the pandemic. Half of them do not have access to a computer and more than 40% do

not have an internet connection at home, which is why they cannot participate in distance learning (European Commission, 2020).

The World Health Organisation (2020) describes that with the closure of schools, young people may experience a loss of the structure and stimulation provided by this environment. During the pandemic, the opportunities to meet friends and get important social support are limited, although especially for children these social contacts are essential for good mental well-being. Particularly young people with mental health problems have experienced social isolation, a loss of routine and a breakdown in formal and informal support as traumatic (YoungMinds, 2020). Children and adolescents are more likely to experience high rates of depression and anxiety through isolation and loneliness following to Loads et al. (2020). Over a third of adolescents and nearly half of 18-to-24-year-olds are feeling lonely during lockdown caused by the pandemic.

This was also very clear during the preparation before the mobility and the online mobility itself. For example, in some of the activities participants shared the need to learn how to be more useful during major challenges like Covid-19, and the need to participate in educational events about how-to/what to do to protect one's mental health.

During the online mobility, we also discussed the attitudes of young people towards corona. These are largely shaped by the fear for relatives who belong to a risk group and the associated apprehension of passing on the virus to them through a potential infection. Reports about the recklessness of young people who deliberately infect themselves with Corona at joint meetings or parties are, according to our observations, the absolute exception.

Instead of face-to-face events, digital possibilities have been increasingly used to digitise face-to-face meetings. In youth work, however, it became apparent that the communal experience of mobility could not be completely replaced by digital conferences or seminars. According to our experience, the motivation of young people to participate in such formats was lower and more difficult to maintain. The general pattern we noticed is that the internet is well suited to fulfil individual interests and needs, but it cannot offer an adequate substitute for collective meetings in presence. A collection of different statements from trainers (iywt.org/, our experience) shows that the possibility of online trainings is readily realised due to the lack of alternatives, but offline meetings are still preferred.

At the time of the project's end, it is indeed not possible to make any conclusive assessments of the pandemic's impact on youth work. However, it is already becoming apparent that the impact of the increased use of digital technologies for project and communication in youth work shows advantages and disadvantages. A significant disadvantage is that digital formats make it more difficult to win young people when they have a problematic social background that makes social participation less likely. In some cases, disadvantaged young people even lack the technological devices to participate. The pandemic has thus not only exposed but also reinforced factors of social disadvantage. These connections have been discussed predominantly in the context of school education but also seem to be evident in less formal youth work.

Though, the numerous online formats and platforms which have been established for youth workers and youth trainers to learn together and exchange knowledge offer chances. The potential of these

innovations is that they could have an impact beyond the pandemic and offer permanent, uncomplicated opportunities to pass on content and experiences. Of course, this also includes the dissemination of experiences and knowledge about Project-based Learning and the participation of young people.

The great importance of youth worker training is undisputed. However, child and youth work as part of a prevention chain for the protection of children and young people, i.e. the concrete, indispensable work on the ground, is at the centre of our consideration. Youth workers provide contact, assistance, relief and support in stressful social circumstances and they focus on the prevention of such situations.

In connection with Project-based Learning, another goal of youth work is to support the development of competencies that are necessary for all forms and types of participation. In the aftermath of the corona crisis, it is necessary to reconsider which public services and benefits should be counted as part of the critical infrastructure. Youth work has a preventive effect not only on individual crises; it also supports democracy by helping young people acquire participatory behaviour and democratic consciousness.

Concluding remarks

During the Covid-19 pandemic, the youth sector faced unprecedented challenges. However, the pandemic brought possibilities for new ideas and conceptualisations of what does it mean to travel, to educate and to be connected.

While the LEAP partnership reflected as well on these possibilities, new ideas and creativity sparked to uphold the youth sector's responsibility towards young people. In fact, what does it mean to organise Project-based Learning activities "at home"? How do pedagogical youth-centred can hold online? And lastly, what are the needs and ideas of young people around the notion of participation?

In this guideline, we provided some answers to these questions.

Concerning the first two questions, we started with the assumption that we could transfer Project-based Learning to an online setting because it would allow us to create the conditions to establish connections and socialisation mechanisms for young people. We reflected on the meaning of PBL while being at home and aimed to offer a virtual trip that would allow young Europeans to meet and exchange.

Our tips in section II of this document clarify how youth workers can address the features of PBL. We believe that PBL is a method that allowed us to better understand youth demands and interests and it could be adopted in a variety of non-formal education context.

Lastly, the question of young people's needs and ideas around the notion of participation showed a great variety of interests and ideas. They can be summarised around the notion that participating means engaging in actions directed towards policymakers, but as well as communities and peers. These also resulted in a Youth Participation Charter and a video that can be found on the project website.

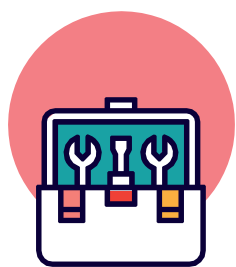
Moreover, our experimentations also showed that formal and non-formal education practitioners can work in synergy to promote learning about the notion of participation and other Citizenship Education topics.

In the context of this project, it is evident that the limitations resulting from the pandemic can only be partially compensated. The impact of the corona crisis on young people lives and youth work should be investigated in more detail. A central question here could be which supplementary offers in youth work are necessary to address any deficits that have developed because of the pandemic.

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III. Resources: Tips, Tools and Activities



Within the LEAP Project, these tools have been used either in the partnership practices, either in the LEAP project, either in the general work related to the theme of Citizenship Education.

We attributed one or multiple keywords to each tool to capture what it is about:

Topic	Group dynamics	Self-assessment
<ul style="list-style-type: none">• Participation• Political Awareness• Democracy• Citizenship	<ul style="list-style-type: none">• Intercultural Dialogue• Icebreakers• Team building and group cohesion• Conflict management• Discussion and decision-making	<ul style="list-style-type: none">• Identifying interests and learning needs• Identifying expectations, fears and personal needs• Skills, knowledge and attitudes

We hope that the collection will be a help and inspiration for youth workers. While we are providing a detailed description for each activity, we also want to encourage youth workers to **be creative and make these tools their own**: Some of them might work better for your purpose by adapting the rules, merging/combining different activities, etc. A good starting point is to think about whom you are doing an activity with, what it is that you want to achieve and then select and plan activities that will help you achieve this goal for your specific group.

Lastly, implementing these activities online is also possible thanks to the aid of several platforms. We bear no affiliation with the platforms outlined below, and most of them are free. However, we were motivated to keep striving for youth-centred approaches and to use technology to serve this purpose, therefore we will share a list of tools that can help you transfer the activities to a digital context.

Before using these tools though, both novice and expert youth workers should consider:

- **Time Management.** *When we asked our youth workers what was crucial for good training, “time management” was on the top of our lists. Therefore:*
 1. *Take a look at the “required time” for each tool in advance. It can give you a first idea of how much time you need to spend on the different tools.*
 2. *You can adapt the tools to a realistic time plan with your youth group.*
- **Setting**
 1. *If you select a tool, make sure that you can provide the right setting to conduct it. The “number of participants”-section, the “structure of activity” and the “organisation of space” help you to define a suitable setting for conducting the different tools.*

2. When using these tools in a new setting, consider whether you can go check out the working rooms in advance.

- **Leading discussions**

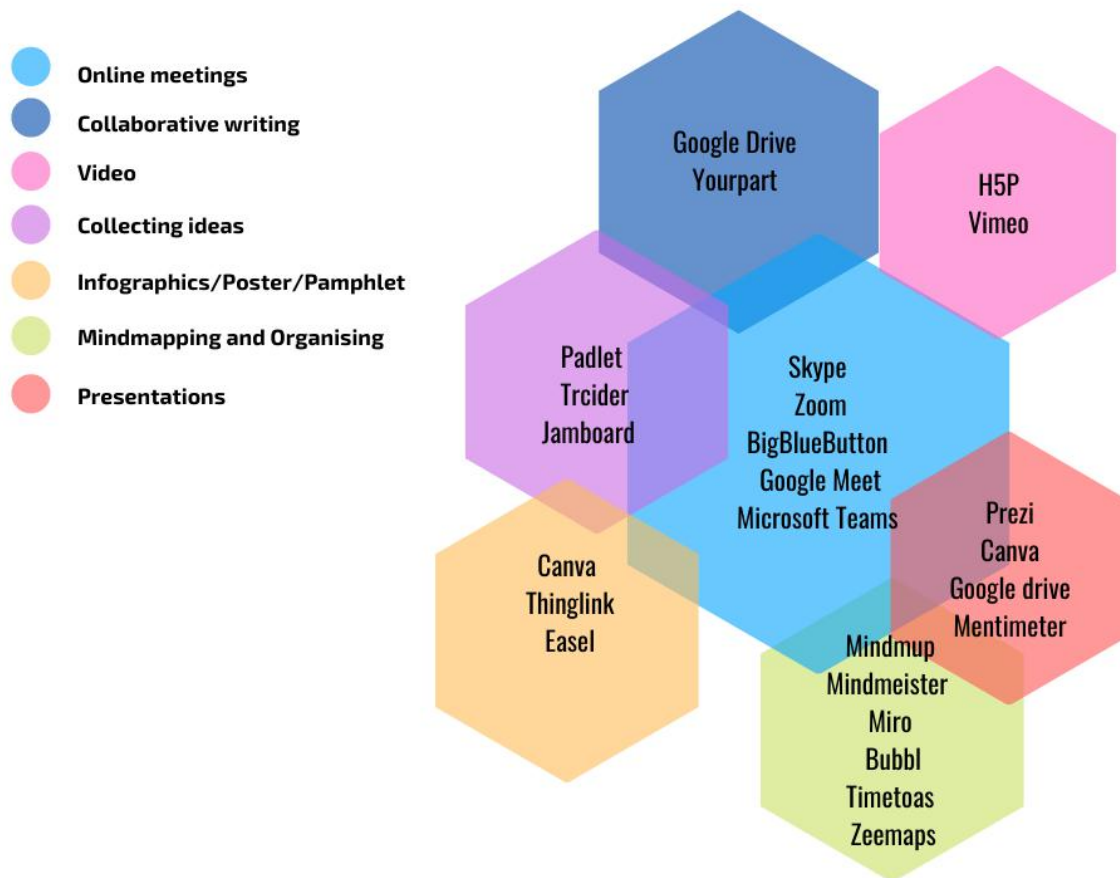
1. The most relevant distinction for leading discussions while using the tools may be the one between closed and open questions, which will also lead to short or longer answers by the participants.
2. Be aware of the fact that very often not all the questions the participants raise can be answered immediately. This might be due to time issues, or because answering questions would lead to another topic, or because you might not have the answer of the spot. Adopting open communication on this matter can be a good solution.
3. Open questions can always be “parked” for the moment and discussed in a follow-up-session.

- **Using the tools**

1. Make sure that all participants understand the rules for an activity before you start.
2. Make sure that it is the participants who are carrying out the activity; your key role as a trainer/youth worker is to facilitate the group discussion and the participants’ learning process. You should remain impartial and try to support the discussion among all the participants without imposing your own opinions in a discussion.
3. For some tools, it is helpful to have two trainers/youth workers present to lead and observe the activity

Online Tools			
	Function	Free/not free	Limitations (number of users)
docs.google.com	Collaborative Writing	Free	Unlimited
yourpart.eu	Collaborative Writing	Free	Unlimited
mentimeter.com	Collecting Ideas	Free version with limited functionality	Unlimited audience
padlet.com	Collecting Ideas	Free version with limited functionality	Unlimited
tricider.com	Collecting Ideas	Free	Unlimited
jamboard.google.com	Collecting Ideas/Drawing	Free	Unlimited
kialo-edu.com	Debating	Free	Unlimited
canva.com	Infographics/ Poster/ Pamphlet	Free version with limited functionality	Unlimited
thinglink.com	Infographics/ Poster/ Pamphlet	Free version with limited functionality	Limited

easel.ly	Poster/ Pamphlet	Free version with limited functionality	Free version limited
mindmup.com	Mindmapping and Organising	Free version with limited functionality	Free version limited
mindmeister.com	Mindmapping and Organising	Free version with limited functionality	Unlimited
miro.com	Mindmapping and Organising	Free version with limited functionality	Unlimited
bubbl.us	Mindmapping and Organising	Free version with limited functionality	Limited
timetoast.com	Mindmapping and Organising	Free	Unlimited
zeemaps.com	Mindmapping and Organising	Free version with limited functionality	Unlimited
Skype	Online meetings	Free version with limited functionality	Limited
Zoom	Online meetings	Free version with limited functionality	Limited
BigBlueButton	Online meetings	Free	Unlimited
meet.google.com	Online meetings	Free	Limited
Microsoft Teams	Online meetings	Free version with limited functionality	Limited
Kahoot.com	Quiz	Free version with limited functionality	Limited
Quizlet.com	Quiz	Free version with limited functionality	Limited
prezi.com	Presentation	Free version with limited functionality	Limited
docs.google.com/presentation	Presentation	Free	Unlimited
h5p.org	Video/Films	Free	Unlimited
vimeo.com	Video/Films	Free version with limited functionality	Unlimited



Summary of the Online Tools per function. Source: Own Visual

3-Thinking-Method

Aims and objectives Supporting young people in the identification of topics that motivate them

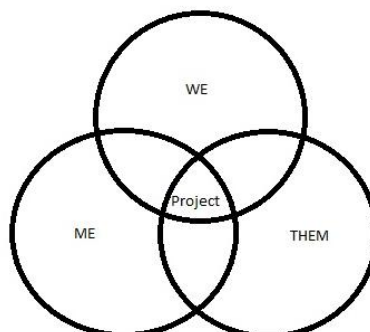
Keywords Self-assessment: identifying interests and learning needs

Description Each participant receives the model below. The activity with this tool is divided into three steps:

1) The first step is the “me” circle. Each participant is asked to think about his/her interests and passions. These can be listed with arrows next to the “me” circle.

2) After the first step, each participant is asked to think about the “them” circle. “Them” is represented by the community or the communities the young person identifies with. Then each person sticks their A4 model on a dedicated space on a wall

3) Within the third step, each young person seeks other young people being interested in the same topics. In this way, a group is formed and they can gather to write a common “we” circle – this then contributes to creating a driving question for a project.



Minimum and maximum n° of participants

3 to 6 per project



Structure of the activity

Individual or collective



Time required

60 minutes



Material needed

Templates of the model above (three-thinking diagram)



Organisation of space

Small tables, space to hang the individual sheets.

Possible Variations and tips for youth workers

When implementing the PBL methodology, this tool can be especially helpful to identify a driving question: young people are given the chance to come to a mutual understanding of what they are interested in and want to work on starting from their ideas.

*The tool was shared by the **University of Vienna**. The tool was inspired from MOTIVE, an Erasmus+ project co-ordinated by [Merseyside Expanding Horizons](#). The initial model is a tool elaborated by [Windmills](#).*

Icons retrieved from Canva.

Apolitical things

Aims and objectives

Participants realise that their everyday life is linked to political decisions and that everyday life can be changed

Keywords

Topic: Political Awareness

Topic: Citizenship

Group dynamics: Icebreakers

Description

The youth worker writes down the term “apolitical things” in the centre of a flipchart.

The participants’ task is to name as many “apolitical things” that come to their minds as possible. These can be actual tangible items (e.g. rubber, chair) as well as activities (e.g. breathing). Ideas can be shouted out and written down on the flipchart with the whole group right away. Alternatively, the group splits up into smaller groups, using moderation cards to write down their ideas and then come back to share a couple of them on a common flipchart.

Once the apolitical “things” have been collected and the flipchart is full, the youth worker asks the group whether any of the ideas have at least some kind of connection or crosslink to politics. If a participant finds a link to politics for any of the terms, he or she speaks up. If the link is concrete enough for the majority of the others in the group, the term discussed can be crossed out.

This is repeated until all or at least the vast majority of the terms on the flipchart have been crossed out. In the end, the group can have a concluding discussion on why most the things have a connection to politics.



Minimum and maximum n° of participants

8 to 30



Structure of the activity

Collective



Time required

20 to 45 minutes



Material needed

Flipchart and pens, moderation cards



Organisation of space

Circle with chairs

Possible Variations and tips for youth workers

This activity can be very helpful to spark young people's interest before identifying a driving question to work on in a PBL process.

If the group does not have a spontaneous answer, the trainers can explain that politics is the way through which humans organise their community life, meaning that almost anything can be organised or changed by political decisions.

A glossary with terms which are frequently mentioned by youngsters and their possible crosslinks to politics (in German) can be found on pages 11 and 12 of the following tool-kit:

<https://drive.google.com/file/d/16T45W2O5DLrDPECrO6VXKAHWkuj9199r/view?usp=sharing>

*The tool was shared by **Sapere Aude**.*

Icons retrieved from Canva.

City Safari

Aims and objectives (Re-)discovering a place, getting familiar with a new environment or culture

Keywords Group dynamics: Intercultural dialogue
Group dynamics: Team building and group cohesion

Description The city safari can refer to different activities that can be done to discover a new place.
As an example, participants are divided into groups with a team leader and a map. Each group starts from a different point in the new town and follows instructions/riddles on a map. Each instruction can relate to a topic that is being addressed with the youth event (e.g. if the topic of the event is the European Union, then the riddles might lead participants to a Europe Direct Centre, an EU monument, etc.). At each point, there could be a task (meeting with another youth organisation, meeting with a policy maker etc.).



Minimum and maximum n° of participants

Variable (with groups of 4 to 6 participants)



Structure of the activity

Small group



Time required

2 hours



Material needed

Maps, notebooks, pens



Organisation of space

Overall a city

Possible Variations and tips for youth workers

A variation could be to have only one group.

This activity could work for an online setting as well. For example, participants could be given riddles to solve in plenary or in breakout rooms. When the riddle is solved, a facilitator in the host city can physically go in the place(s) indicated by the riddle, show a sign/flipchart/object connected to the riddle while being connected to the virtual event through a smartphone device.

*The tool was shared by **Udruga Mladi u EU**.*

Tool inspired by a KA3 mobility named "Democracy youth builders" in which Mladi u EU was partner. This icebreaker was presented by an Estonian participant.

Icons retrieved from Canva.

Democracy-check

Aims and objectives

Participants reflecting on and questioning their conceptions on democracy and participation

Understanding the importance of participation and the further development of democracy.

Keywords

Topic: Democracy

Topic: Citizenship

Group Dynamics: Discussion and decision-making

Description

The youth worker writes the following sentence on a flipchart: *"A decision is democratic, when..."*

The youth worker now asks the collective group to make up their mind about democracy in a brainstorming. The participants should name different characteristics of democratic decisions. The participants shout out their ideas, the youth worker notes them down on a flipchart until the flipchart is full.

The youth worker then tells the group that he/she will read out different invented stories. At the end of each story, the group will be asked to rate the actions of a particular group or person appearing in the story. The group will have to decide whether a person or group in the story acted democratically or not. For the rating-process, each participant gets one moderation card. The cards can be used for the rating in the following way: The cards go up when the behaviour of the person in the invented stories is democratic. They go down when the participants feel that a behaviour is not democratic. The participants are also allowed to move their card up or down in different nuances, depending on the grade of democracy of the requested actions in the stories.

The youth worker reads out two or three different invented stories and asks the group to raise/lower their moderation cards according to their perceptions. After each story, the trainer asks some of the participants why they raised or lowered their moderation cards, to develop a discussion about democratic values.

Example of an invented story:

In a small town called "democra-city" more and more young people get addicted to drugs. Therefore, the municipal council plans to establish a drug counselling office next to the local school. The organisation that is expected to run the drug office has successfully managed different drug counselling centres in other towns. In those other towns, drug abuse has constantly lowered. Before the municipality starts to build the centre, it surveys the residents living next to the school and the drug counselling office. The results

of the survey show a clear rejection of building the drug counselling centre.
So the municipal council decides not to build it.

How democratic is the behaviour of the municipal council?



Minimum and maximum n° of participants

4 to 30



Structure of the activity

Collective



Time required

20 to 45 minutes, depending on the size of the group and the cases discussed



Material

Flipchart, moderation cards



Organisation of space

Circle of chairs or chairs and tables

Possible Variations and tips for youth workers

When youth workers do the brainstorming in the beginning, they should ensure that a term like „common good“ is written down on the flipchart – otherwise, they run the risk that participants think that democracy and law are the same (which is not always true).

*The tool was shared by **Sapere Aude**.*

Icons retrieved from Canva.

Diagram of forces

Aims and objectives

Identifying motivations and obstacles related to reaching the desired situation

Keywords

Group dynamics: Discussion and decision-making

Self-assessment: identifying expectations, fears and personal needs







Self-assessment: skills, knowledge and attitudes

Description

The group or an individual should think of the desired future situation or status. Examples for such a desired status or situation could be “organising a successful youth mobility” or “raising youth participation in our municipality”. This situation or status is written in the centre of a piece of paper or flipchart.

Two headlines are written down on the left and right side of the term in the centre: one is “driving forces”, the other one is „inhibitive forces“.

The task for the group is now to find and write down all driving and inhibitive forces on the flipchart or the paper for the desired status. Each force should be symbolized by an arrow and it should have a title or a name. If there is an inhibitive force, it is written down on the right-hand side of the desired status, with the arrowhead on the left. Driving forces should be written down on the lefthand side, with the arrowheads on the right of the desired status. This could, for example, look like this:

Driving forces:	Desired status: Organizing a successful youth mobility	Inhibitive forces:
 Group of already interested youngsters		 Not enough qualified trainers for conducting the mobility
 General Know-How in intercultural learning		 Budget for accommodation is very limited
 ...		 ...

Once all driving and inhibitive forces have been identified, the next challenge is to think of ways to maximize the driving forces and to minimize the inhibitive forces. Ideas can be written directly inside the boxes for the force concerned. The general idea of the tool is to rather focus on resources and driving forces than on obstacles and problems.

**Minimum and maximum n° of participants**

1 to 35

**Structure of the activity**

Flexible: individual, small groups or collective

**Time required**

15 to 70 minutes



Material needed

Paper, pen and a flipchart



Organisation of space

Flexible

Possible variations and tips for youth workers

The finalised diagram of forces can then be shared in a bigger group if it was made in small-groups or individually. Eventually, it can also be merged in one common diagram for the whole group with all of the forces mentioned and discussed.

In a follow-up-session people or groups can also pick certain single forces, which seem the most important, to look at them in detail or to deduce concrete To dos out of them.

*The tool was shared by **Sapere Aude**, inspired by a training-session held by [Karin Bischof](#).*

Icons retrieved from Canva.

Frankenstein

Aims and objectives

Tool for reporting the content of the project

Keywords

Self-assessment: skills, knowledge and attitudes

Description

This tool is used for self-reflection and to understand the daily learning outcomes.

Participants will be divided into groups, where they will discuss what they believe they learnt in terms of skills, attitudes, knowledge

The groups each daily ending session shall receive a flipchart on which they will draw one or more body parts where they can write what they learnt.

Each group shall keep these flipcharts until the final day. On the final day, the participants will receive a heart-shaped flipchart where all groups will list the common learning outcomes.



Minimum and maximum n° of participants

At least 10



Structure of the activity

Small group



Time required

15 minutes per day and 1 hour on the final day of the event



Material needed

Flipcharts, pencils pens, colours



Organisation of space

individual tables

Possible Variations and tips for youth workers

When used as a tool for a mobility project, youth workers can do the exercise before the mobility and then repeat it after the mobility to compare how skills have developed. Alternatively, the exercise could also be carried out only after the mobility project was concluded.

*The tool was shared by **Udruga Mladi u EU***

Tool found on Salto-Youth and first implemented by “Mladi u EU” staff during the training “It’s time to volunteer” and the Youth Exchange “In (EU)th We Trust”

Icons retrieved from Canva.

HI-HA-HO

Aims and objectives

Icebreaker

Keywords

Group dynamics: Icebreakers

Description

Participants are in a circle. Each participant has their palms together. The game consists of them making 3 sounds: HI, HA and HO. One participant starts by screaming “HI” and points their hand towards someone else who has to respond with “HA” while raising their hands in the air. The participant next to them then screams “HO” while moving their hands diagonally and so on until all participants get the chance to play and the facilitator decides to stop the game.



Minimum and maximum n° of participants

At least 10



Structure of the activity

Small group



Time required

15 minutes



Material needed

None



Organisation of space

Outside or in big rooms

Possible Variations and tips for youth workers

Team building activities are very important to group dynamics at the beginning of any youth event. In addition to this activity, the trainer/facilitator should create a comfortable environment also for informal moments where participants can continue to know each other. Sometimes, informal moments are even more important than a structured activity.

*The tool was shared by **Udruga Mladi u EU**.*

Tool first implemented during a KA3 mobility named "Democracy youth builders" in which Mladi u EU was a partner. This ice-breaker was lead by an Estonian participant.

Icons retrieved from Canva.

Horror movies

Aims and objectives

Reflecting on expectations and fears and to discuss potential solutions for the expectations and fears expressed

Keywords

Group dynamics: Team building and group cohesion

Self-assessment: identifying interests and learning needs

Self-assessment: identifying expectations, fears and personal needs

Description

This tool can be used in different scenarios, usually in preparation for a larger group activity or task (e.g. a youth mobility, a teambuilding week, etc.)

In the beginning, the youth worker asks the group to think of the upcoming situation, e.g. their youth mobility, team-building, etc. Everybody should now think of a personal „nightmare-scenario“ regarding the upcoming situation or task.

The participants are then instructed to think of their fears as Hollywood movies: they should give their movie a title, describe the plot of the movie

and explain what makes the movie so scary. This can be done individually or in pairs. In any case, participants should use moderation cards to write down the basic information about their movies for everyone to read. If more than one movie (and fear) comes to mind, they can prepare multiple moderation cards with one movie each.

When all participants have made up their minds about their personal horror movies, the movies are presented and discussed with the whole group. For each movie, the group should think of a way to transform the horror movie into a feel-good-sitcom.



Minimum and maximum n° of participants

1 to 40



Structure of the activity

Individual or pairs/small groups



Time required

20 to 90 minutes, depending on the size of the group and the number of situations/movies discussed



Material needed

Flipchart and pens, moderation cards in different colours



Organisation of space

Flexible (enough space that allows the participants or the individuals to work on the scenarios calmly)

Possible Variations and tips for youth workers

This tool can also be performed as an individual exercise: participants can reflect on their fears and expectations on their own and later discuss it with their peers or the youth workers.

*The tool was shared by **Sapere Aude**.*

Icons retrieved from Canva.

Human Bingo Picture

Aims and objectives

Team building

Keywords

Group dynamics: Team building and group cohesion

Description

This is a game usually used with big groups. Usually, this tool follows an activity where participants get to know each other. In Human Bingo each participant has a bingo paper. Each box has a question (e.g. who is vegetarian? Who know more than 3 foreign languages? Who plays the guitar? Who is a member of an association? Who practices volunteering activities?). The participants should complete the boxes by asking each question to at least 3 other participants. The purpose of this game is to know each other faster, from small facts, and to encourage interactions.



Minimum and maximum n° of participants

At least 10



Structure of the activity

Small group



Time required

15/20 minutes



Material needed

Bingo sheets and pens



Organisation of space

Participants can use the whole working space/room

Possible Variations and tips for youth workers

Team building activities are very important to group dynamics at the beginning of any youth event. In addition to this activity, the trainer/facilitator should create a comfortable environment also for informal moments where participants can continue to know each other. Sometimes, informal moments are even more important than a structured activity.

*The tool was shared by **Udruga Mladi u EU**.*

Tool found on Salto-Youth and first implemented by "Mladi u EU" staff during the training "It's time to volunteer" and the Youth Exchange "In (EU)th We Trust"

Icons retrieved from Canva.

Nations, Borders and ourselves

Aims and objectives

Icebreaker/Teambuilding activity
Participants getting to know each other

Keywords

Group dynamics: Icebreakers
Group dynamics: Team building and group cohesion
Group dynamics: Intercultural Dialogue

Description

The participants need to form small groups or to line up as a large group according to personal characteristics. There will be multiple rounds with different personal characteristics. The trainers define the characteristics in advance. At the end of every round, the trainers check whether the groups formed or lined up correctly.

Possible examples for the rounds and the personal characteristics:

- Line up according to your **age**: The youngest person stands at the one end of the line, the oldest one at the other end.
- **Currencies**: Line up or form small groups according to the number of different currencies you already paid with.
- Line up according to your **place of birth**: The person who was born closest to this place (event venue) stands at one end of the line, the person born the furthest away stand at the other end.
- **Travel time**: Line up according to the time it took you to get to the event venue. The person with the shortest travel time stands at one end of the line, the person with the longest travel time stands at the other end.
- Find each other in groups according to the number of **brothers and sisters** you have (each group is made up of people who have the same number of brothers and sisters).



Minimum and maximum n° of participants:

8 to 50



Structure of the activity

Collective group and small group (alternating)



Time required

5 to 15 minutes, depending on the number of participants and the number of rounds played



Material needed

None



Organisation of space

Prepare a chair circle for all participants or let the participants stand in a circle without chairs.

Possible Variations and tips for youth workers

This activity can be used with a wide range of personal characteristics or experiences and also to assess personal attitudes towards different topics.

This tool is particularly helpful to facilitate collaborations at an early stage of a PBL process.

*The tool was shared by **Sapere Aude**.*

Icons retrieved from Canva.

Opinion barometer

Aims and objectives

Discussing diverse statements

Getting an overview of diverse attitudes within a group

Keywords

Topic: Political Awareness

Topic: Democracy

Group dynamics: Discussion and decision-making

Self-assessment: skills, knowledge and attitudes

Description

Preparation: The youth worker sticks a long line (e.g. using tape) on the ground. A moderation card (one red, one green) is stuck on each side. The trainer writes '100%' on the green moderation card and '0' on the red moderation card at the other end of the line. The youth worker tells the group that this tape will represent their "opinion barometer" during the activity.

The youth worker reads out diverse statements and asks the participants to show their attitudes or opinions towards the statements by positioning themselves on the barometer. Moving to the green moderation card indicates “fully agree” whereas the end with the red moderation card indicates “fully disagree”. The participants can pick any position along the spectrum of the opinion barometer. They position themselves individually and silently at first. When everyone has found their position, the youth worker can ask different people why they chose their positions so that a discussion develops. Everyone is free to reposition themselves throughout the activity in case they change their opinion.

When a round was concluded, the trainer reads out a new statement and the participants once again move to the location on the barometer that reflects their level of agreement.

This tool can be used for a wide range of statements – trainers can adapt them to the specific context and group. Examples for statements:

- The climate crisis is the most urgent political problem to be solved.
- All politicians are corrupt
- One single person can change the whole society
- I am looking into the future in an optimistic way
- The time management of the training course was good



Minimum and maximum n° of participants

8-30



Time required

10 to 30 minutes (dependent on the number of statements discussed)



Material needed

Tape, moderation cards, pens



Organisation of space

Free space in the room (the whole group needs to be able to move around and line up on the barometer)

This activity can be very helpful to spark young people’s interest before identifying a driving question to work on in a PBL process.

Youth workers can also carry out the whole activity in silence (participants simply choose their positions without a follow-up discussion). In this way,

the tool is also helpful as an evaluation method and for participants to give feedback at the end of an event or activity.

Possible Variations and tips for youth workers

This activity can be very helpful to spark young people's interest before identifying a driving question to work on in a PBL process.

Youth workers can also carry out the whole activity in silence (participants simply choose their positions without a follow-up discussion). In this way, the tool is also helpful as an evaluation method and for participants to give feedback at the end of an event or activity.

*The tool was shared by **Sapere Aude**.*

Icons retrieved from Canva

Reading academic articles

Aims and objectives

Conducting research and gaining a deeper understanding of an issue relevant to a project or activity

Learning to extract and summarise the most important information from academic literature

Making academic content and research accessible to young people

Keywords

Group dynamics: Team building and group cohesion

Description

The facilitators will ask the participants three questions related to the main topic of the project or activity. Then, they will divide the entire group into sub-groups (three to five people per group).

Each group has to find answers to the questions by reading and analysing some academic articles, which the facilitators provide.

Each group has 30 minutes to read scientific articles or extracts of them. In the end, one representative per group will have five minutes to present their own group's exchanges to others. The output of this activity will be different short summaries of content relevant to the questions, written by the participants, to make the scientific resources more accessible for young people.



Minimum and maximum n° of participants

Between 10 and 30



Structure of the activity

Small group



Time required

60 to 90 minutes



Material needed

1 room, pens, colours, papers, desks

Possible Variations and tips for youth workers

1st variation: A possible variation is to explain to them how to write an article and how to reach reliable sources. Then, let divide the participants into groups to study and analyse some academic articles to write their own in a more youth-friendly way. This alternative is also a good way for participants to learn where to find good sources and to encourage participants' critical reflection of the information they find, thus developing strategies to spot fake news.

2nd variation: Divide the entire group into sub-groups (three or five people). The facilitator will provide some academic articles that have to be analysed from the groups. Each group has 30 minutes to do that. In the end, there will be a *kahoot quiz* to understand how and what they understood allowing the facilitators to better explain the articles' content question by question.

When implementing the PBL methodology, this tool is an excellent way to deepen young people's knowledge and understanding of a previously identified driving question.

*The tool was shared by **Udruga Mladi u EU**.*

The tool was first used for the training "It's time to volunteer" to study some researches about the volunteering concept and the importance of the youngsters' involvement.

Icons retrieved from Canva.

Silent Perceptions

Aims and objectives

Icebreaker activity

Helping to establish a personal connection between trainers and participants at the beginning of an event or project.

Keywords

Group dynamics: Icebreakers

Group dynamics: Team building and group cohesion

Description

One youth worker (YW A) is sitting right in front of the group so that everybody can see him. The other youth worker (YW B) makes sure that he cannot hear the group within the next minutes, either by keeping his ears shut, by using earplugs or by listening to music with his mobile phone and headphones or just by leaving the room.

The YW A who can hear the participants will now ask the group to make assumptions about YW B who is not listening. The assumptions can refer to personal characteristics or attitudes, concerning both the youth workers' personal or professional life, as long as they are not clearly negative or even insulting; The members of the group share their assumptions by simply shouting them out, YW A writes them down on a flipchart.

When the flipchart is full, YW B is allowed to listen again or to re-enter the room. YW B reads through the assumptions the group made about him or herself. If assumptions are correct, the youth worker can tick them off on the flipchart, the wrong ones can be crossed out and commented on.

When this is done, the youth workers can switch their roles and repeat the activity: YW A will be the silent the previously silent YW B will write down the group's assumptions on him or her.



Minimum and maximum n° of participants

6 to 50



Structure of the activity

Collective group, two youth workers needed to lead the activity



Time required

10 to 20 minutes



Material needed

Flipchart with pens, headphones or earplugs



Organisation of space

Circle of chairs in front of a flipchart

Possible Variations and tips for youth workers

This tool is particularly helpful to facilitate collaborations at an early stage of a PBL process.

If you do not want to comment on something that was assessed and written down by the group, feel free to leave that out.

*The tool was shared by **Sapere Aude**.*

Icons retrieved from Canva.

Stranded

Aims and objectives

Learning how to reach a consensus within a group

Recognising the importance of common rules and attitudes within a group

Discussing decision-making tools

Keywords

Topic: Participation

Topic: Political Awareness

Group dynamics: Team building and group cohesion

Group dynamics: Discussion and decision-making

Description

The participants are asked to form small groups of three to four people each. The small groups should now imagine, that they are on a luxury boat-trip. During the trip, something goes wrong and they end up “stranded” on a desert island.

On the island, the groups need to find a way to survive in the long term. Before they do so, they get more information on what the island looks like and on flotsam, that has been washed up right in front of them:

What the desert-island looks like:

1. Several trees with unknown fruits are growing
2. A small wood is situated deep inside the centre of the island
3. There is a spring of water pretty high up a mountain

This is the flotsam from the ship:

1. A case of coke (24 pieces in glass bottles)
-

2. 3 bags of rice (5 kilos each)

3. 5 bags of seeds (vegetables)

4. 1 bound bible

The small groups now need to answer the following questions and write them down on a flipchart given to them by the trainer:

1. What kind of common rules should there be on your island?

2. How do you as a group make your decisions?

3. What kind of tasks need to be done?

4. What happens if somebody breaks the rules?

After 20 to 30 minutes of working time, the small groups get to present the results of each flipchart to each other. At the end, when all groups have presented their results, the youth workers do a short reflection round with the group, for example by letting the group answer the following questions:

- What was the most controversial issue you needed to agree upon?
- On which of those islands (apart from your own) would you like to live and why?
- What other ways of making decisions in a group do you know? What are pros and cons?



Minimum and maximum n° of participants

3 to 30



Structure of the activity

Small groups



Time required

40 to 70 minutes



Material needed

flipchart and pens



Organisation of space

enough space for all of the small-groups to work calmly

The tool was shared by **Sapere Aude**,
inspired by a training-session from the [Österreichische Gesellschaft für Politische Bildung](#).

Icons retrieved from Canva.

Symbols to express myself

Aims and objectives Sharing and assessing expectations and fears

Building confidence and trust within a group

Keywords Self-assessment: identifying expectations, fears and personal needs

Description Preparation: Place four sheets of A4 paper on the floor, with one of the following terms on each of them: (1) 'Motivation', (2) 'Fear', (3) 'Expectation' and (4) 'Contribution'. The four signs mark different "areas" in the room. Place a variety of objects (any kinds of items, gadgets, small toys, etc.) on a large table or in a separate corner on the floor.

Participants are invited to choose from the small objects at their disposal, picking items that represent their motivation, fears, expectations and contributions regarding an upcoming project or activity. They place the chosen objects in the designated "areas" in the room, which are marked by the signs. All participants can do this at the same time, as long as the size of the group is small enough to avoid confusion.

Once all participants have placed their objects, the participants gather and share within the group which symbols they have chosen and why explaining what the object means to them in relation to where it was placed. The rationale behind this activity is that picking an object to represent certain feelings about a project or activity can help young people express themselves, enabling self-reflection and a meaningful follow-up discussion. Based on the activity, the group can develop strategies to counter specific fears or concerns.



Minimum and maximum n° of participants

6 to 15



Structure of the activity

Small group



Time required

30-60 minutes, depending on the number of participants



Material needed

4 papers, pens, large number of objects (should be no less than 50 different things)



Organisation of space

The group assembles around the sections for expectations, fears, motivation and contribution in a circle.

Possible Variations and tips for youth workers

Youth workers should not give the group too much time to choose their symbols (the objects are picked spontaneously). It is not necessary to respect an order when participants share their objects, but everyone should get a chance to speak up.

The tool was shared by CSC Danilo Dolci, inspired by the Symfos-Project (<http://www.symfos.eu>).

Icons retrieved from Canva.

The Bridge Over The Big River

Aims and objectives

Showing how the intercultural dimension relates to the capacity of dealing with complex and interactive situations and emotions

Developing negotiation skills, decision-making skills, teamwork, becoming aware of cultural and personal perceptions of reality and evaluating team communication

Appreciating differences and reflecting on the topics of discrimination and integration

Keywords

Group dynamics: Discussion and decision-making

Group dynamics: Intercultural Dialogue

Group dynamics: Team building and group cohesion

Description

The simulation involves two groups (A & B) of 6 or more people each. The facilitator explains that the two groups are the inhabitants of two “villages”. Each group will have to build one half of a bridge, over a big river, which is separating the two communities (the river can “be built” by using paper tape fixed on the ground). For the preparation, the two groups will have 20 minutes and they will be working in separate rooms.

The facilitator brings the two groups to their working rooms, where they discover the materials, they have at their disposal to build the bridge. A document is given to them, with some more information on the rules they have to follow (activity sheet, see below).

The groups then have their 20 minutes of working time. Every five minutes (three times in total), the facilitators switch two people between the two

groups. These people will be the “migrants” who have to follow special rules (rules for migrants, see below) to simulate linguistic difficulties in the interaction between different cultures.

After the working time, the groups will create the bridge and put it to the test: It has to be wide enough to cover the river and strong enough to support a glass of water.



Minimum and maximum n° of participants

6 to 18



Structure of the activity

Small group



Time required

50 minutes



Material

Sheets with rules:

- **Activity sheet:** rules for group A (where the group has to deal with the fact that "Your society is based on the trust towards the wisdom of your “Boss”. All and each of the decisions have to be finalised by him/her.”) & B (where instead it is written that “Your society is based on the agreement among the people. All of your choices have to be taken by unanimous decision by the inhabitants of your village”) instructions to build the bridge, materials, sizes, time, final test, etc.
- Rules for migrants
- All sorts of waste material like paper, cardboard, glue, scissors, rulers



Organisation of space

Groups work in separate rooms. If you do not have two separate rooms available, you can arrange two corners for the groups to discuss privately in the same room.

Possible Variations and tips for youth workers

It is suggested to be more than one facilitator to monitor the implementation of this activity. After the game, the facilitator should do a debriefing to reflect on the activity with specific questions.

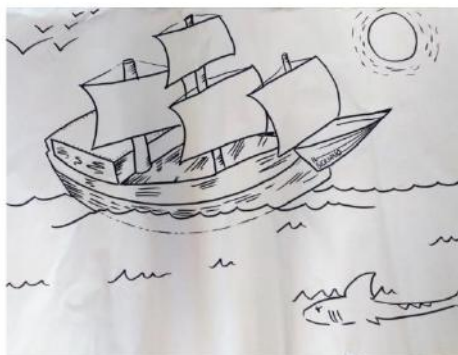
The tool was shared by **CSC Danilo Dolci** (<https://en.danilodolci.org/project/robin/>).

The Evaluation Boat

Aims and objectives	Promoting awareness of learning, identifying one's preferred learning modalities and developing strategies to learn better
	Facilitating reflection about individuals' values, passions, motivations, strengths and unique characteristics as learners
	Evaluating learning outcomes

Keywords	Self-assessment: skills, knowledge and attitudes
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Description	<p>This tool is used before training or activity. Participants will be invited to reflect on their learning expectations, motivations and interests. They will draw a boat on the sea under the sun (it can be prepared in advance by the youth worker), each element of the drawing represents an aspect of the learning process:</p>
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- The sun represents their learning expectation;
- The fish/anchor the obstacles they are afraid to meet;
- The wings represent their motivation in learning.

The activity can be carried out in two different ways:

Option A: provide a big flipchart with the boat drawn on it and distribute post-it's to participants of three different colours (thus allowing participants later to add their thoughts on the different areas of the drawn boat – one colour for one of the abovementioned items).

Option B: Provide a drawn boat on a flipchart and then use the other three flipcharts to make participants write their thoughts on the three areas previously described.

Each participant will have some time to reflect and write down his/her thoughts. If the youth worker uses just one big flipchart, he/she will invite participants to put their post-it's with learning expectations, obstacles and motivation on the places which are assigned on the boat. In the other case,

each participant will write down their motivations, expectations and fears on the three different flipcharts. After this process, youth workers will read out what participants have written on the post-its/flipcharts and ask if anyone wants to add something else. Then, the youth worker will start the activity/training.

At the end of the training or activity, participants will colour the learning expectations that have been achieved and write on the fishes and the wings their observations about negative and positive aspects. Each participant will present in the group what they have written at the beginning of the session and what they achieved from the training.



Minimum and maximum n° of participants

6 to 18



Structure of the activity

Small group



Time required

At the beginning of the session, 10 minutes for participants + 15 minutes for youth workers to present the results of the reflection process. At the end of the session, 15 minutes for participants to think about what they have achieved, colour the areas reached and write down obstacles and results + 20 minutes as a plenary session where participants voluntarily introduce what they have written, supported by the youth workers if necessary.



Material

flipcharts or papers, post-its, crayons and pens

Possible Variations and tips for youth workers

The youth workers can suggest to build the boat instead of drawing it.

The tool was shared by CSC Danilo Dolci (<https://en.danilodolci.org/project/robin/>).

Icons retrieved from Canva.

Tightrope walker

Aims and objectives	<p>Fostering group confidence</p> <p>Teambuilding: Group members getting to know each other better and bringing the group closer together</p>
Keywords	Group dynamics: Team building and group cohesion
Description	<p>Preparation: The youth worker draws a line on the ground or creates a line of paper tape on the floor. The participants line up in two rows – the lines of participants are parallel to the line of the floor, with participants facing each other and the line on the floor between them.</p> <p>One by one, each participant will “walk the line” on the floor like a tightrope walker with the rest of the group to their right and left. The participant can let himself or herself fall in any direction at any time, members of the group should be continuously ready to support him or her by gently bringing them back to an upright position.</p>
	<div data-bbox="467 913 555 981"></div> <div data-bbox="571 907 1077 940">Minimum and maximum n° of participants</div> <div data-bbox="571 967 659 996">8 to 16</div>
	<div data-bbox="459 1025 550 1104"></div> <div data-bbox="571 1025 858 1059">Structure of the activity</div> <div data-bbox="571 1086 691 1115">Collective</div>
	<div data-bbox="467 1167 547 1245"></div> <div data-bbox="571 1153 742 1187">Time required</div> <div data-bbox="571 1214 774 1243">20 to 30 minutes</div>
	<div data-bbox="459 1328 547 1417"></div> <div data-bbox="571 1303 675 1337">Material</div> <div data-bbox="571 1364 1284 1471">Tape or anything else to create a line on the floor. It is recommended to use something that can be easily removed after the activity.</div>
	<div data-bbox="459 1536 547 1615"></div> <div data-bbox="571 1529 834 1563">Organisation of space</div> <div data-bbox="571 1590 738 1619">One big room</div>
Possible Variations and tips for youth workers	<p>Youth workers need to make sure to provide precise instructions and remind the participants to be ready to support (and catch) the “tightrope walker” at any time. The walker needs to be able to trust the rest of the group. Youth workers should also pay attention to the distance between the two rows: To ensure the safety of the “tightrope walker”, the distance between the group members facing each other should not be further than one arm’s length.</p>

The tool was shared by CSC Danilo Dolci.

Tree of expectations and fears

Aims and objectives

- Allowing the participants to express their expectations and fears
- Stimulating self-reflection
- Supporting participants in discussing their expectations and fears with the group, realising that their expectations and fears are shared by other participants

Keywords Self-assessment: Identifying expectations, fears and personal needs

Description

Participants are given an image of a tree without leaves. Participants are asked to work individually on their fears and expectations and they are asked to write them down – fears are written on red post-its, expectations on green ones. All post-its are then stuck on the tree as if they were leaves.

If the objective is only to stimulate self-reflection, the youth worker can suggest to participants to keep the tree during the mobility and allocate some time to repeat the activity during the mobility so that participants can change the post-its if fears and expectations written before the departure with new and different ones.

If the objective is also to discuss fears and expectations in the group, the youth worker can draw a big tree on a flipchart and ask participants to share their fears and expectations, so that the common ones can be clustered and addressed if possible.



Minimum and maximum n° of participants

3 to 40



Structure of the activity

Individual or collective



Time required

20 to 30 minutes



Material needed

Templates of trees

Red post-it's for the fears, green post-it's for the expectations



Organisation of space

Participants can freely sit around in a circle. It is important to have space to draw and complete the common flipchart.

Possible Variations and tips for youth workers

This tool is best applied in the preparatory phase of an activity or project when the topic has already been identified and the logistics of the upcoming activity or project are clear.

The tool can also be used during a project or activity as a tool to address eventual obstacles and difficulties.

The youth worker can also provide suggestions for “categories” of expectations and fears that participants think and write about.

*The tool was shared by the **University of Vienna**.*

Icons retrieved from Canva.

What can I do?

Aims and objectives

Allowing young people to self-assess the skills and knowledge learned during the mobility

Keywords

Self-assessment: skills, knowledge and attitudes

Description

The youth worker shares a table listing different skills and ask the young person to stick next to each skill:

- A red sticker, piece of paper or post-it if they feel they don't have the skill.
- An orange sticker, piece of paper or post-it if they feel they have the skill but they have to develop it.
- A green sticker, piece of paper or post-it if they feel they have the skill.



Minimum and maximum n° of participants

1 to 30



Structure of the activity

Individual



Time required

30 minutes



Material needed

pens, papers (in green, red and orange)



Organisation of space

individual tables

Possible Variations and tips for youth workers

When used as a tool for a mobility project, youth workers can do the exercise before the mobility and then repeat it after the mobility to compare how skills have developed. Alternatively, the exercise could also be carried out only after the mobility project was concluded.

*The tool was shared by the **University of Vienna**.*

Icons retrieved from Canva.

What do you see?

Aims and objectives

Supporting young people in self-reflecting about their ideas, prejudices and stereotypes about a country

Keywords

Self-assessment: identifying expectations, fears and personal needs

Description

This tool is about photo-elicitation¹³. The facilitator brings a set of pictures. The number of pictures has to be higher than the number of participants. Then, each participant is asked to pick a card that they associate with the country hosting their mobility. Each participant then explains why this is the case.

As the goal of the activity is only to identify possible stereotypes and prejudices, this activity can be carried out in preparation and it needs to be followed by other activities to address the stereotypes and prejudices identified. The answers can then guide the youth workers in designing follow-up activities.

¹³The method was developed in relation to the project. Its roots are however from a research methodology. More information on photo elicitation for research purposes:

Lapenta, F. (2011). *Some theoretical and Methodological Views on Photo-Elicitation*. *The SAGE Handbook of Visual Research methods*. Luc Pauwels, Eric Margolis, Sage Publications, 201-213.



Minimum and maximum n° of participants

1 to 20



Structure of the activity

Collective



Time required

15 to 20 minutes



Material needed

Photos



Organisation of space

Participants sitting in a circle

Possible Variations and tips for youth workers

If applied within the context of a mobility project, this tool is helpful to reflect on ideas, prejudices and stereotypes about the country hosting a youth exchange/mobility.

*The tool was shared by the **University of Vienna**.*

Icons retrieved from Canva.

Who's with who?

Aims and objectives

Teambuilding: Participants get to know each other and gain deeper knowledge about other members of the group in an interesting, dynamic and active way. This will be a good starting point for future conversations and informal exchanges within the group later on

Participant's practice speaking up in front of a group and presenting themselves and others, which is an important asset in personal and professional life

Keywords

Group dynamics: Team building and group cohesion

Description

The members of the group get together in pairs. The youth worker can choose to assign partners or let the participants choose freely. It is recommended to pair up participants who do not know each other (well) yet.

The pairs get ten minutes to get to know each other (each person has approximately 5 minutes to speak). It is suggested to prepare a list of questions for this to facilitate the exchange of information, especially for

those participants who are a bit shy or not so talkative. Basic questions to be provided could be:

- Name
- Age
- Educational background
- Country of origin
- Hobbies
- One positive and one negative thing about the person
- Best travel story

After the ten minutes, the group gets together once again for a round of introductions, where participants will introduce their partners to the rest of the group in short presentations of three minutes max.



Minimum and maximum n° of participants

4 to 12



Structure of the activity

Small group and collective



Time required

Approximately 30 minutes for 12 people



Material needed

None, or pens and notes



Organisation of space

Room, chairs are optional

Possible Variations and tips for youth workers

Youth workers should supervise the conversations of the pairs and try to stimulate conversations in case people are shy or stop talking to each other. During the presentations of the pairs, youth workers get a conversation going by asking questions, e.g. asking the rest of the group whether anyone has the same interests or experiences. Youth workers should also remind the participants about timing.

The tool was shared by CSC Danilo Dolci.

Icons retrieved from Canva.



LEAP – Learning to Participate

is a project about youth empowerment, active citizenship and skills development. It is a strategic partnership project between universities and youth organisations that contributes to foster participation and European mobility for all.