

TOOLKIT:

Empowering Youth Through Gamification



**FUTURE
FORGE**

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Introduction

The "Toolkit: Empowering Youth Through Gamification" (PR2) was created as a core intellectual output of the FutureForge project. Developed during and after an intensive eight-day training activity (LTTA2) in Cesenatico, Italy, this comprehensive collection reflects the collaborative efforts of more than 30 youth workers, educators, trainers, and volunteers from Poland, Bulgaria, and Italy.

The primary objective of this toolkit is to equip youth professionals with innovative, non-formal educational tools that harness the power of gamification to foster essential soft skills among young people, specifically targeting Generations Z and Alpha.

Core Thematic Areas

The workshops provided in this Toolkit address five major skill domains:

- **Interpersonal Skills:** Interactive scenarios designed to enhance communication, relationship-building, active listening, and constructive conflict resolution through gamified role-playing and challenges.
- **Creativity & Innovation:** Engaging tasks and interactive games focused on stimulating creative thinking, problem-solving, and out-of-the-box idea generation.
- **Leadership & Teamwork:** Team games and simulations where participants learn effective collaboration, group dynamics, decision-making, and shared leadership.
- **Personal Development & Self-Discipline:** Interactive challenges centred around time management, goal setting, intrinsic motivation, and self-discipline.
- **Entrepreneurial & Financial Skills:** Practical exercises introducing business planning, personal finance management, and understanding modern labour market dynamics.



Toolkit Development

This toolkit is the outcome of a collaborative development process carried out by project partners from Poland, Italy, and Bulgaria, alongside participants of the training course held in Cesenatico, Italy. The creation process involved designing engaging workshop scenarios centered around key thematic areas – integrating game mechanics, interactive tasks, and non-formal methodologies – followed by final editing and compilation to produce 100 comprehensive educational workshop packages ready for use within the youth work sector.

Structure & Application of the Scenarios

The toolkit contains 100 educational workshop scenarios. Each scenario package is structured for immediate application by youth workers and includes:

- A detailed training abstract.
- A step-by-step workshop scenario.
- A clear description of working methods tailored to Gen Z and Gen Alpha preferences.
- Integrated gamification elements (offline and online tools) based on non-formal, inclusive, and interactive approaches.

The workshops vary in duration from 30 minutes to a few hours, offering flexible solutions for short energisers, modular sessions, or comprehensive training blocks. Designed to bridge theory and practice, this toolkit provides youth workers with versatile, ready-to-use resources that inspire active participation, boost youth engagement, and prepare young people to confidently enter the future job market.

Workshop Scenarios

Activities

Activity 1 – Active Listening

Activity title: <i>"The Telephone Blueprint - Gamified Active Listening"</i>	
Abstract	This low-stakes, highly interactive activity gamifies the core principles of active listening, specific questioning, and accurate messaging without requiring any personal or emotional disclosure. Working in teams, participants are structured into a "communication chain" where information about a hidden visual project design must be passed verbally from one room or corner to another. Because the task focuses entirely on translating abstract geometric data into practical instructions, it highlights how easily details are lost in transmission, proving the necessity of clarification, active verification, and precise listening in a fun, pressure-free environment.
Aims / Objectives	<ul style="list-style-type: none">• Identify communication bottlenecks and information loss within a collective chain of command.• Practice precision listening by focusing strictly on technical data, spatial descriptions, and specific details.• Master the art of clarifying questions to verify understanding before passing information forward.
Topics / Skills covered	Active listening
Target group	Ideal for 10–30 people (divided into teams of 4 to 5)
Duration	40 - 45 min.
Venue	Large and safe space indoors.
Requirements	Projector or screen, smartphones (BYOD), paper, and colored markers for each team.
User friendly digital tools used	Smartphone
Suggested resources	"No Logins" Rule: The master blueprint image should be hosted on a quick access link or just displayed directly on the facilitator's presentation screen, requiring no sign-ins from anyone.

	Analog Backup Plan: If the digital screen fails, the facilitator can print 3 copies of a complex drawing on paper and hand it exclusively to the Viewers of each team.
Handouts	Safety and Inclusion Tips: <ul style="list-style-type: none"> ✓ Ensure a safe space ✓ Verify that no one feels uncomfortable ✓ Allow anyone to participate as an observer if they need to

CONTENT / DESCRIPTION OF THE ACTIVITY

During the Setup and Role Assignment (10 min) the facilitator divides the room into teams of 4 or 5. Each team assigns roles to form a chain: Member 1 (The Viewer): The only one who can see the master digital blueprint; Member 2 & 3 (The Messengers): The ones who pass the verbal instructions down the line; Member 4 (The Builder): The only one who has the paper and markers to draw the final result based only on what they hear. During the The Blueprint Transmission Sprint (20 min) the Viewer goes to the front of the room to look at the projected digital blueprint. They whisper the descriptions to Messenger 2, who whispers it to Messenger 3, who finally tells the Builder how to draw it. Rule 1: No one can use their phones to take pictures. Rule 2: The Builder cannot look at the screen. They can only listen and ask clarifying questions to their immediate messenger ("Is the blue square inside or outside the circle?"). During the Big Reveal & Live Comparison (5 min) Time is called. The Builders hold up their drawings, and the facilitator reveals the master digital blueprint on the big screen so teams can compare their final drawings with the original. During the Debriefing and Guided Reflection (10 min) the facilitator brings everyone together for a light, analytical debrief focused on teamwork mechanics rather than personal emotions: Where did the information change the most? Was it during the initial listening phase, the transmission phase, or the drawing phase?; For the Builders, when you asked a clarifying question, did it change how you drew the shape? How did active verification save the team from mistakes?; How does this game reflect real-world project management? When we don't actively listen to our partner organizations or target group requirements, what happens to the final "project blueprint"?

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Setup and Role Assignment	10 min.	Explain the activity and divide the room into teams of 4 or 5.	<p>Each team assigns roles to form a chain:</p> <ul style="list-style-type: none"> - Member 1 (The Viewer): The only one who can see the master digital blueprint. - Member 2 & 3 (The Messengers): The ones who pass the verbal instructions down the line. - Member 4 (The Builder): The only one who has the paper and markers to draw the final result based only on what they hear. 	<ul style="list-style-type: none"> - Teams need to spread out across the room so they can whisper or talk to the next person in their chain without other teams overhearing. - Canva or a secure image link containing a complex, hidden abstract drawing (e.g., a specific combination of geometric shapes, arrows, and colors representing a "fictional Erasmus youth center layout").
The Blueprint Transmission Sprint	20 min.	<ul style="list-style-type: none"> - Checking time. - Tell the rules: <p>Rule 1: No one can use their phones to take pictures.</p> <p>Rule 2: The Builder cannot look at the screen. They can only listen and ask clarifying questions to their immediate messenger ("Is the blue square inside or outside the circle?").</p>	The Viewer goes to the front of the room to look at the projected digital blueprint. They whisper the descriptions to Messenger 2, who whispers it to Messenger 3, who finally tells the Builder how to draw it.	<ul style="list-style-type: none"> - Dynamic, loud, and game-oriented. There is zero personal pressure because any mistakes are seen as part of the game's mechanics. - A large visual countdown timer displayed on the screen to keep the competitive energy high.
The Big Reveal & Live Comparison	5 min.	Guide the activity	The Builders hold up their drawings, and the facilitator	The projector instantly switches back to display the

			reveals the master digital blueprint on the big screen so teams can compare their final drawings with the original.	master image for side-by-side comparison.
Debriefing and Reflection	10 min.	<p>Brings everyone together for a light, analytical debrief focused on teamwork mechanics rather than personal emotions:</p> <ul style="list-style-type: none"> - Where did the information change the most? Was it during the initial listening phase, the transmission phase, or the drawing phase? - For the Builders, when you asked a clarifying question, did it change how you drew the shape? How did active verification save the team from mistakes? - How does this game reflect real-world project management? When we don't actively listen to our partner organizations or target group requirements, what happens to the final "project blueprint"? 	Reflect and ask the questions	Be active and reflective
Setup and Role Assignment	10 min.	Explain the activity and divide the room into teams of 4 or 5.	<p>Each team assigns roles to form a chain:</p> <ul style="list-style-type: none"> - Member 1 (The Viewer): The only one who can see the master digital blueprint. 	<ul style="list-style-type: none"> - Teams need to spread out across the room so they can whisper or talk to the next person in their chain without other teams overhearing.



			<ul style="list-style-type: none">- Member 2 & 3 (The Messengers): The ones who pass the verbal instructions down the line.- Member 4 (The Builder): The only one who has the paper and markers to draw the final result based only on what they hear.	<ul style="list-style-type: none">- Canva or a secure image link containing a complex, hidden abstract drawing (e.g., a specific combination of geometric shapes, arrows, and colors representing a "fictional Erasmus youth center layout").
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Activity 2 – Authenticity as Leadership Strength

Activity title: <i>"The Filterless Leader: Coding Your Authentic Core"</i>	
Abstract	This activity is designed to help young leaders strip away the pressure of social media curation and define leadership through personal authenticity. In an era dominated by algorithmic perfection, Gen Z and Gen Alpha often struggle to separate their "performed" selves from their genuine values. By blending physical gamification with interactive digital tools, this workshop guides participants to identify their core strengths and understand how vulnerability builds trust. Youth workers can use this scenario to foster safe spaces, boost self-esteem, and reframe leadership as an accessible, internal quality rather than an external status.
Aims / Objectives	<ul style="list-style-type: none"> • To redefine leadership as a practice rooted in personal authenticity rather than authority or perfection. • To cultivate self-awareness by identifying personal core values and aligning them with public actions. • To build empathy and peer-to-peer trust through active listening and digital/physical collaboration.
Topics / Skills covered	<ul style="list-style-type: none"> • Authentic Leadership & Ethical Decision Making • Digital Literacy & Identity Deconstruction • Vulnerability, Empathy, and Active Listening • Gamified Problem Solving
Target group	Youth aged 13–24 (Generation Z and Generation Alpha). Minimum number: 10 participants Maximum number: 30 participants.
Duration	120 minutes (2 hours)
Venue	A spacious indoor room with movable chairs, plenty of wall space for post-its, and a reliable Wi-Fi connection.
Requirements	<ul style="list-style-type: none"> • Projector or smart screen. • Printed "Authenticity Bingo" sheets (see Handouts). • LEGO bricks or building blocks (1 small bag per group of 5). • Multi-colored sticky notes and markers. • Smartphones / tablets (provided by participants or the youth organization).
User friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter / Slido: For anonymous interactive live-polling and word clouds to lower the barrier to participation.

	<ul style="list-style-type: none"> • Padlet: Used as a collaborative digital "Vision Wall" where participants drop media, text, and memes simultaneously.
Suggested resources	<p>Dare to Lead by Brené Brown (Focus on vulnerability in leadership).</p> <p>The Power of Vulnerability by Brené Brown (youtu.be/iCvmsMzIF7o).</p> <p>Discovering Your Authentic Leadership by Bill George, Peter Sims, Andrew N. McLean and Diana Mayer (hbr.org/2007/02/discovering-your-authentic-leadership).</p>
Handouts	<ol style="list-style-type: none"> 1. Authenticity Bingo Sheet: A 4 × 4 grid containing traits like "Has admitted a mistake publicly", "Shared an unpopular but honest opinion", or "Chose a real-life hobby over an online trend". 2. The "Core Value Code" Cheat Sheet: A list of 15 leadership values (e.g., Transparency, Courage, Inclusivity, Humor, Resilience) with brief definitions to scaffold Gen Alpha vocabulary. 3. Padlet Workspace QR Code: Printed and posted on the walls for quick mobile scanning.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Welcome & Digital Pulse Check The trainer welcomes participants and instructs them to scan a QR code on the main screen. Using Mentimeter, participants anonymously answer: <i>"What is one word you associate with a leader?"</i> followed by <i>"What is one thing people don't see behind your online profile?"</i> . The resulting live word cloud serves as a visual bridge into the concept of masks vs. reality.	15 min.	Sets up the tech, acts as an engaging host, reads out the word cloud trends neutrally, and validates the diverse feelings in the room.	Arrive, settle in, scan the QR code with their devices, and submit honest, anonymous responses.	Projector, Mentimeter link, stable Wi-Fi, smartphones.
Energizer – Authenticity Bingo To break the ice physically, participants get a printed Bingo sheet. They must mingle and find peers who fit the scenarios (e.g., "Find someone who stood up for a friend this week"). Once a peer signs a box, they move on. First to get a line shouts "AUTHENTIC!"	15 min.	Distributes Bingo sheets, plays high-energy background music, keeps track of time, and crowns the winner.	Move around the room, engage in quick, playful conversations with peers, and sign each other's sheets.	Printed Bingo sheets, pens, upbeat background playlist.

<p>The "Curated vs. Real" LEGO Challenge</p> <p>Participants split into teams of 5.</p> <p>Task Part A (5 mins): Build a tower representing the "Perfect, Hyped-up Leader" using only blue/sharp LEGOs.</p> <p>Task Part B (10 mins): The trainer introduces a "crisis" (e.g., the tower gets a structural flaw). Teams must now modify their creation using multi-colored, irregular blocks to show how a leader handles mistakes transparently.</p>	20 min.	Introduces the rules, monitors the groups, introduces the "crisis" prompt halfway through, and highlights the creative shifts.	Collaborate in teams, negotiate building strategies, adapt to the sudden constraint change, and reflect on the metaphor.	Lego / building blocks sorted into packages for each group.
<p>Deep Dive – Mapping Your Core Value Code</p> <p>Using the Handout, participants pick 3 core values that represent their truest selves. They write each value on a sticky note. Then, using Padlet, they take a photo of an object in the room or a meme from their phone that embodies this value, uploading it to the group's private digital board with a 1-sentence caption.</p>	25 min.	Guides participants through the value sheet, assists with any technical hitches on Padlet, and ensures a respectful environment.	Reflect individually on personal values, select physical objects/digital memes, and upload thoughts to Padlet.	Sticky notes, markers, Value Code Handout, Padlet link.
<p>Peer-to-Peer Storytelling (The "No Filter" Circle)</p> <p>In pairs, participants share one story from their Padlet post explaining why that value matters to them. The listener's job is not to give advice, but simply to summarize back what they heard using the phrase: "What I hear makes you authentic is..."</p>	20 min.	Models the active listening technique with a co-facilitator or volunteer first, then keeps time for equal sharing intervals.	Practice deep listening, avoid interrupting their partner, and share personal insights comfortably.	Comfortable seating arranged in pairs.
<p>Evaluation & Reflection (The Checkout)</p> <p>The group forms a large physical circle. The trainer opens a final anonymous Slido poll: "One actionable way I will lead with authenticity this week is..." While inputs display on screen, the trainer wraps up by asking participants to do a physical gesture (like a high five or a wave) to close out the safe space.</p>	15 min.	Facilitates final reflection, summarizes key takeaways from the day, and thanks the group for their vulnerability.	Participate in the final poll, read peers' commitments on screen, and participate in the closing group gesture.	Projector, Slido link, smartphones.

Handout 1. Authenticity Bingo Sheet

Instructions for Participants: Mingle around the room and find a different peer who answers "**Yes**" to any of the squares below. When you find someone, ask them to sign their name or write their initials in that square. You can only use the same person's name **twice** on your whole board! Once you get 4 squares in a row (horizontally, vertically, or diagonally), yell "**AUTHENTIC!**".

Has admitted a mistake publicly to a group or team.	Has stood up for a friend or peer this past week.	Uses social media but has deleted an app for a mental health break.	Has a real-life hobby or interest that they don't post about online.
Has shared an unpopular but completely honest opinion.	Prefers a messy, real-life conversation over a perfect text message.	Has apologized to someone younger than them.	Can name their top three personal strengths without hesitating.
Write your own name here!	Has said "I don't know" when asked a tough question instead of faking it.	Has chosen a real-life activity over a trending online challenge.	Actively supports a cause or community project they care about.
Has clapped or cheered for a rival or competitor who did well.	Knows exactly what drains their energy and how to say "no" to protect it.	Has worn an outfit that wasn't "trendy" just because they loved it.	Has stepped up to lead a group project when things got chaotic.

Handout 2. The "Core Value Code" Cheat Sheet

What is a Core Value? Your core values are your personal compass. They are the things that matter most to you, defining who you are when nobody else is watching and how you show up as a leader.

Read through the 15 leadership values below, look at the definitions, and choose **three (3)** that resonate most with your true self.

- 1. Transparency (The "No-Filter" Code).** You are open, honest, and clear about your intentions. You don't hide facts, and you share both success and failure with equal honesty.
- 2. Courage (The "Bold Move" Code).** You do what is right even when it is scary, difficult, or unpopular. You speak up for others who might not have a voice.
- 3. Empathy (The "I See You" Code).** You genuinely try to step into other people's shoes to understand their feelings, perspectives, and challenges without judgment.
- 4. Inclusivity (The "All In" Code).** You actively make sure everyone has a seat at the table, feels valued, and belongs—especially those who are usually left out.
- 5. Accountability (The "Own It" Code).** You take full responsibility for your actions, your choices, and your mistakes. You don't blame others when things go wrong.
- 6. Humor (The "Keep It Light" Code).** You use laughter and lightheartedness to break the tension, connect with others, and remind people that leadership can be fun.
- 7. Resilience (The "Bounce Back" Code).** You treat failures and setbacks as glitches or learning moments rather than endpoints. You keep going when things get tough.
- 8. Curiosity (The "Always Learning" Code).** You are open-minded, love asking questions, and never assume you know everything. You treat life like an ongoing discovery.
- 9. Loyalty (The "Got Your Back" Code).** You are reliable, faithful, and supportive of your peers, team, and community through both good and bad times.
- 10. Collaboration (The "Co-Op" Code).** You believe that great things are built together. You value team success over individual praise and love co-creating.
- 11. Fairness (The "Level Field" Code).** You treat everyone equally, make decisions based on objective reality, and fight against bias or favoritism.



12. Vulnerability (The "Real Talk" Code). You are secure enough to admit when you are struggling, hurt, or need help. You know that showing your human side is a superpower.

13. Creativity (The "Outside the Box" Code). You love finding unique solutions, breaking old patterns, and bringing fresh, imaginative ideas into reality.

14. Respect (The "Honor" Code). You treat people with high regard, celebrating differences and honoring their boundaries, time, and dignity.

15. Purpose (The "Big Picture" Code). You are driven by a deeper meaning or cause (like climate action, equality, or community) rather than fame or popularity.

Activity 3 – Building trust in a team

Activity title: <i>“Blind square - Building trust in a team”</i>	
Abstract	This interactive workshop is designed to build trust in the group. They need to form a perfect square using a rope, with their eyes closed, without any visual aid.
Aims / Objectives	<ul style="list-style-type: none"> • Develop mutual trust within the group. • Improve clear and effective verbal communication. • Foster shared leadership and cooperation. • Reflect on group dynamics and decision-making.
Topics / Skills covered	Build trust in a team
Target group	Group of people. Ideal for 8 to 20. Divided in one singular group or two parallel groups.
Duration	60 min. to 75 min.
Venue	Large and safe space
Requirements	Basic tools and objects adaptable to indoor situation
User friendly digital tools used	Clock for the time limits for example.
Suggested resources	Useful Variations: <ul style="list-style-type: none"> • Total silence during the first 5 minutes • An external observer who provides feedback later • Changing the leader halfway through the exercise • Limited time to increase pressure
Handouts	Safety and Inclusion Tips: <ul style="list-style-type: none"> ✓ Ensure a space free of obstacles ✓ Verify that no one feels uncomfortable being blindfolded ✓ Allow anyone to participate as an observer if they need to

CONTENT / DESCRIPTION OF THE ACTIVITY

During the preparation phase, which takes about five to ten minutes, all participants stand in a circle, hold the rope with one hand, and put on their blindfolds, keeping them on until the very end. Next, the challenge phase lasts twenty to thirty minutes, during which the group must communicate exclusively through verbal means to stretch out, organize themselves, and attempt to form a square with the rope while the facilitator strictly observes without intervening. Finally, the completion phase takes about five minutes; once the group believes the challenge is finished, they are asked to remove their blindfolds so everyone can observe the final shape together, keeping in mind that the accuracy of the square is not what matters most.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Preparation	5-10 min.	Explain clearly the rules and the activity in general	Listen to the trainer carefully	All participants stand in a circle
The challenge	20-30 min.	<ul style="list-style-type: none">- Checking time and properly blinded pax- Do not intervene, only observe	The group must communicate only verbally	What they need to do: <ul style="list-style-type: none">- Stretch out- Organize themselves- Form a square with the rope
Completion	5 min.	Tell to the group: When you believe that you have finished, you can remove your blindfolds	Everyone observes the final shape together.	It does not matter if the square is not "perfect".
Debriefing and Reflection	20-30 min.	Make guiding questions	Reflect and ask the questions	Be active and reflective

Activity 4 – Chasing Time

Activity title: <i>"Chasing Time - Simulation Game"</i>	
Abstract	This high-octane live simulation game challenges young adults (18-30) to master workload stress, agile optimization, and collaborative productivity under pressure. Operating as competitive execution squads with finite visual time tokens, teams must make split-second trade-offs while confronting artificial bottlenecks, real-time interruptions, and evolving objectives. The activity shifts dry time-management theories into an unforgettable behavioral lab, proving immediately valuable for professional readiness, leadership alignment, and self-organization programs.
Aims / Objectives	<ul style="list-style-type: none"> • To analyze and rank tasks dynamically under shifting pressures using objective prioritization rules. • To evaluate teamwork behaviors, workload distribution styles, and decision-speed when structural chaos hits. • To distinguish between urgent visual distractions and highly impactful-strategic tasks within tight execution frames.
Topics / Skills covered	<ul style="list-style-type: none"> • Agile Resource Management & Time Boxing • Stress Coping Mechanisms & Crisis Adaptability • Team Synchronicity and Task Delegation Frameworks • The Eisenhower Matrix Application (Urgent vs. Important)
Target group	Young adults, working groups, students, and project leaders (Ages 18–30); Minimum: 6, Maximum: 24 participants (grouped into small teams of 3–5).
Duration	2 hours (120 minutes)
Venue	A spacious indoor training layout or workshop room with clear pathways for movement, whiteboard areas, and separate cluster tables for teams.
Requirements	<ol style="list-style-type: none"> 1. Large project grid poster boards (1 per team) 2. Thick colored felt markers and timers 3. Physical tokens, tokens, or poker chips (25 "Time Tokens" per team) 4. A master digital countdown clock interface 5. A preset deck of custom physical "Distraction Cards"
User friendly digital tools used	Toggl Track or Online Stopwatch Countdown (Used to broadcast rapid visual phase degradation to increase ambient simulation immersion).

Suggested resources	<ul style="list-style-type: none"> • The Pomodoro Technique & Time-Boxing Frameworks • First Things First & The Urgent/Important Matrix • Scrum Agile Project Guides (Sprint iteration frameworks for cross- functional teams)
Handouts	<p>Handout 1: The mission cost board (whiteboard matrix)</p> <p>Handout 2: The chaos & distraction card deck (trainer prompts)</p>

CONTENT / DESCRIPTION OF THE ACTIVITY

This intensive simulation operates as a live-action sandbox testing project velocity and time strategy across four high-speed iterative blocks. Participants collaborate within structured production units to clear complex work backlogs, trade finite resource tokens for strategic outcomes, and navigate sudden real-world friction elements thrown by the facilitator. The framework skips passive listening entirely, establishing structural lessons in focus and time optimization through immediate experiential failure and peer-led retrospectives.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: The "Frozen Minutes" Setup & Alignment Teams form at cluster workspaces. The trainer introduces the rules and issues 25 Time Tokens per team. Teams have 10 rapid minutes to map out their mission strategy on their poster board before the clock begins ticking.	15 min.	Outlines game mechanics, issues tokens, explains the structural point system, and launches the central digital tracking interface to set a strict mood.	Review the cost metrics board, debate initial prioritization steps, delegate clear team execution roles, and draft a high-speed roadmap.	Handout 1 matrix sheets, initial token piles, timers.
Phase 2: Sprint 1 — The Velocity Race The timer fires. Teams work rapidly, physically laying tokens onto their posters to claim and execute actions. Every 4 minutes, the trainer drops an unpredictable Distraction Card (Handout 2) onto random tables, creating instant panic.	35 min.	Serves as the Game Master and Disruption Auditor. Drops chaos cards onto team tables on a precise loop, monitors rules compliance, and tracks round endpoints.	Spend physical tokens to buy core tasks, react instantly to unexpected crisis cards, and re-allocate roles under strict visual time constraints.	Project board posters, Handout 2 distraction deck, countdown timer.

Phase 3: Sprint 2 — The Optimization Shift

Teams are issued a fresh batch of 25 tokens, but the round time is cut in half (10 minutes instead of 20), doubling the speed pressure. Distractions arrive faster, forcing teams to aggressively filter what is urgent vs. what actually yields value.

40 min.

Halves the sprint duration on the clock. Elevates ambient sound or music tracking to heighten atmospheric stress, and pushes teams to execute with extreme precision.

Apply lessons from the first round, discard lower-value tasks instantly, isolate core value targets, and filter out noise.

Digital clock interface, updated score tracking charts, markers.

Phase 4: The Retrospective Arena & Debrief

The game stops. Teams compute final mission points and count lost assets. The trainer leads a structured agile retrospective using three core prompt categories: What ate our time? What saved us? How do we say "No" to noise in real life?

30 min.

Computes final point counts, awards certificates to top performers, and transitions into a structured circular non-formal debriefing circle.

Tabulate team output metrics, analyze group operational errors, and extract practical workplace time management strategies during reflection.

Flipchart markers, team evaluation criteria sheets.



HANDOUT 1: THE MISSION COST BOARD (WHITEBOARD MATRIX)

Your team starts each 20-minute execution sprint with exactly 25 Time Tokens. Every project activity carries a specific spending cost:

- Action Alpha: Core Infrastructure Design = Costs 6 Tokens (Yields 100 Mission Points)
- Action Beta: Customer Research & Data Setup = Costs 4 Tokens (Yields 60 Mission Points)
- Action Gamma: Team Alignment & Quality Control Check = Costs 3 Tokens (Protects from 1 Future Mistake Card)
- Action Delta: Emergency Quick Fixes = Costs 5 Tokens (Clears 1 Pending Distraction Penalty)

Goal: Maximize your mission points before the countdown strikes zero. Unspent tokens evaporate at the end of the round.

HANDOUT 2: THE CHAOS & DISTRACTION CARD DECK (TRAINER PROMPTS)

The trainer randomly throws these situational cards onto team tables every 4 minutes during live sprints:

- Card 1: The Scope Creep — "The client requested an immediate design modification. Freeze all actions and immediately surrender 3 Time Tokens to read judicate your layout."
- Card 2: The Slack Ping — "An urgent email chain requires individual responses. One team member must stand on one leg and copy a 50-word text block before your team can spend another token."
- Card 3: System Crash — "Your main digital workspace tools went down. Your current highest- yielding action poster is locked until someone rolls an even number on the room dice."

Activity 5 – Collaborating Through Diversity

Activity title: *"The Global Market - Collaborating Through Diversity"*

Abstract	This objective, game-based activity explores the concepts of tolerance and diversity by simulating a resource-sharing scenario. Instead of requiring participants to share personal stories or vulnerabilities, the exercise places teams into a fictional "Global Market" where each group possesses a completely different set of materials, working styles, and hidden constraints. To achieve a shared master objective, teams must actively practice tolerance, adapt to diverse working methods, and negotiate across differences. The activity gamifies the reality of international cooperation, proving that diversity of resources and perspectives is a structural strength rather than a barrier.
Aims / Objectives	<ul style="list-style-type: none">• Experience the value of diverse resources and skills when solving a complex, collective challenge.• Practice operational tolerance by adapting to and respecting different team paces, communication styles, and constraints.• Develop creative negotiation skills to build mutually beneficial partnerships across different groups.
Topics / Skills covered	Tolerance and Diversity
Target group	Ideal for 12–30 people (divided into 3 or 4 distinct teams)
Duration	45 min.
Venue	Large and safe space indoors.
Requirements	Projector or screen, smartphones (BYOD), basic stationery kits (but distributed unevenly—e.g., one team gets only markers, one gets only scissors, one gets only paper).
User friendly digital tools used	Smartphone
Suggested resources	<ul style="list-style-type: none">• "No Logins" Rule: The collaborative digital template must be accessible instantly via a shared link or QR code without requiring participants to sign up for accounts.

	<ul style="list-style-type: none"> • Analog Backup Plan: If the digital connection drops, the facilitator gives each group a piece of a giant puzzle cardboard. Teams must use physical markers and glue to merge their uneven resources and fit the pieces together physically in the center of the room.
Handouts	<p>Safety and Inclusion Tips:</p> <ul style="list-style-type: none"> ✓ Ensure a safe space ✓ Verify that no one feels uncomfortable ✓ Allow anyone to participate as an observer if they need to

CONTENT / DESCRIPTION OF THE ACTIVITY

During the Setup and Asymmetric Distribution (10 min) the facilitator divides participants into 3 or 4 teams representing different fictional regions. Each team is given a specific task to contribute to a shared digital project template (e.g., "Designing a promotional layout for an international youth festival"). Crucially, the physical and digital resources are distributed unevenly: Team A has all the layout tools, Team B has all the graphic assets, and Team C has the content text. During the Market Negotiation Sprint (20 min) the teams must work to complete the festival layout. However, because their resources and digital access are asymmetric, they are forced to send ambassadors to negotiate, trade assets, and combine their unique strengths. Rule 1: No team can steal or hoard resources. Rule 2: Every exchange must be based on mutual benefit and respectful communication, adapting to the different paces of other teams. During the Joint Portfolio Reveal (5 min) Time is called. The facilitator projects the combined, finalized digital layout on the screen, showing how the different slides or pieces connect into a single, unified project. During the Debriefing and Guided Reflection (10 min) the facilitator gathers the teams into a central circle for a structural, non-invasive debriefing: At the beginning, when you realized your team lacked the necessary tools, how did you feel about the other teams who had them; How did practicing patience and tolerance during negotiations help your team get what it needed? What happened if a group tried to be intolerant or inflexible?; In real-world Erasmus+ projects or global work environments, why is it essential to have a diverse group of people with different skills, tools, and backgrounds rather than everyone being exactly the same?

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Setup and Role Assignment	10 min.	Explain the activity and divides the room into teams of 4 or 5	Each team assigns roles to form a chain: - Member 1 (The Viewer): The only one who can see the master digital blueprint. - Member 2 & 3 (The Messengers): The ones who pass the verbal instructions down the line. - Member 4 (The Builder): The only one who has the paper and markers to draw the final result based only on what they hear.	- Teams need to spread out across the room so they can whisper or talk to the next person in their chain without other teams overhearing. - Canva or a secure image link containing a complex, hidden abstract drawing (e.g., a specific combination of geometric shapes, arrows, and colors representing a "fictional Erasmus youth center layout").
The Blueprint Transmission Sprint	20 min.	- Checking time. - Tell the rules: Rule 1: No one can use their phones to take pictures. Rule 2: The Builder cannot look at the screen. They can only listen and ask clarifying questions to their immediate messenger ("Is the blue square inside or outside the circle?").	The Viewer goes to the front of the room to look at the projected digital blueprint. They whisper the descriptions to Messenger 2, who whispers it to Messenger 3, who finally tells the Builder how to draw it.	- Dynamic, loud, and game-oriented. There is zero personal pressure because any mistakes are seen as part of the game's mechanics. - A large visual countdown timer displayed on the screen to keep the competitive energy high.

The Big Reveal & Live Comparison	5 min.	Guide the activity	The Builders hold up their drawings, and the facilitator reveals the master digital blueprint on the big screen so teams can compare their final drawings with the original.	The projector instantly switches back to display the master image for side-by-side comparison.
Debriefing and Reflection		<p>Brings everyone together for a light, analytical debrief focused on teamwork mechanics rather than personal emotions:</p> <ul style="list-style-type: none"> - Where did the information change the most? Was it during the initial listening phase, the transmission phase, or the drawing phase? - For the Builders, when you asked a clarifying question, did it change how you drew the shape? How did active verification save the team from mistakes? - How does this game reflect real-world project management? When we don't actively listen to our partner organizations or target group requirements, what happens to the final "project blueprint"? 	Reflect and ask the questions	Be active and reflective

Activity 6 – Collaborative Conflict Resolution

Activity title: *“The Crisis Cabinet - Collaborative Conflict Resolution”*

Abstract	This simulation-based training activity introduces participants to the core strategies of conflict resolution—such as active compromise, separating people from the problem, and seeking win-win solutions—within a low-stakes, gamified framework. Rather than exploring personal or real-life group disputes, teams are placed into a fictional "Crisis Cabinet" where they must resolve a multi-sided resource and ideological conflict affecting a shared community project. By taking on specific, objective roles, participants learn to navigate clashing priorities, defuse tension, and build a consensus-based treaty, proving that conflict can be transformed into a constructive tool for project development.
Aims / Objectives	<ul style="list-style-type: none"> • Experience the value of diverse resources and skills when solving a complex, collective challenge. • Practice operational tolerance by adapting to and respecting different team paces, communication styles, and constraints. • Develop creative negotiation skills to build mutually beneficial partnerships across different groups.
Topics / Skills covered	Conflict resolution in a group
Target group	Ideal for 12–25 people (divided into subgroups of 4 to 5)
Duration	50 - 55 min.
Venue	Large and safe space indoors.
Requirements	Projector or screen, smartphones (BYOD), digital countdown timer, and scrap paper
User friendly digital tools used	Smartphone, timer.
Suggested resources	<ul style="list-style-type: none"> • Keep it Fictional but Realistic: Ensure the simulation topic mirrors real project challenges (budgets, schedules, target groups) but remains entirely detached from the actual personal lives of the participants to prevent emotional triggers.

	<ul style="list-style-type: none"> • Watch out for Loud Personalities: If one or two participants dominate the negotiation phase, the trainer should step in as an "external auditor" and introduce a rule modification (e.g., "For the next 3 minutes, only the chosen ambassadors can speak"). • Reward the Process, not just the Outcome: Even if the teams fail to sign a treaty before the time runs out, the activity is still a major success. A failed negotiation often provides the richest material for the debriefing session. • Enforce the "Separate People from the Problem" Rule: Remind the group constantly that they are fighting the crisis parameters, not the other participants.
Handouts	<p>Safety and Inclusion Tips:</p> <ul style="list-style-type: none"> ✓ Ensure a safe space ✓ Verify that no one feels uncomfortable ✓ Allow anyone to participate as an observer if they need to

CONTENT / DESCRIPTION OF THE ACTIVITY

In this activity, conflict resolution is learned through a structured roleplay simulation of a project crisis (e.g., "A sudden budget cut of 50% forces an international youth festival to cancel either the cultural food night, the eco-friendly transport, or the local concert, causing a massive dispute between the planning teams").

What the Trainer Does: The trainer acts as the Chief Arbitrator / Moderator. They set up the fictional crisis scenario, hand out asymmetrical role cards to each group via digital links, manage the strict countdown timers, and roam the room to act as a neutral coach if negotiation blocks occur. During the final phase, the trainer projects the results and guides the analytical debriefing.

What the Participants Do: Participants are divided into subgroups, each representing a specific stakeholder branch with its own hidden interests and priorities. They must first analyze their position, choose a negotiation strategy, and then send delegates to talk to other groups. Their goal is not to "win" the argument, but to co-create a unified, written "Consensus Treaty" before the clock runs out.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
The Briefing & Alignment	10 min.	Projects the crisis scenario on the main screen and shares the digital role cards with each team.	Teams read their hidden constraints, brainstorm their arguments, and decide what points they are willing to compromise on and which ones are non-negotiable.	A shared Google Doc or Padlet link containing the role profiles. High-speed Wi-Fi is needed so teams can read their private briefings simultaneously.
The Treaty Negotiation	25 min.	Starts the master countdown timer and acts as a neutral observer	Teams open negotiation channels. They send ambassadors to other tables, debate options, practice active listening, and try to find a collaborative "win-win" solution that balances everyone's needs. They must write their final decisions into a shared digital document.	A central visual countdown timer (like Pomofocus or Canva Timer). A single, shared Google Doc accessible to all teams where the final clauses of the treaty must be compiled live.
The Signing & Verification	5 min.	Locks the shared document and projects the final treaty on the big screen.	Every team reviews the shared text to verify if their core interests were respected and "signs" it digitally.	Projector or main screen displaying the final live document for the entire room.
Debriefing and Reflection	10 min.	Gathers everyone into a single circle to debrief the mechanics of the conflict: - At the beginning, did you view the other teams as "enemies" to defeat or as partners with a problem to solve? How did that mindset affect your initial communication?	Reflect and ask the questions	Be active and reflective



		<ul style="list-style-type: none">- What specific strategy helped break a deadlock when two teams wanted completely opposite things? (e.g., finding a third alternative, trading resources).- In real-world projects or youth work, why is sweeping a conflict under the rug dangerous, and how can we use structured negotiation to solve problems early?		
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Activity 7 – Crowdfunding

Activity title: *“Crowdfunding – Where and How?”*

Abstract	This interactive workshop is designed to introduce young people to the core concepts of crowdfunding (storytelling, budgeting, and platform selection), without relying on traditional lectures. Built entirely around gamification, the activity addresses the challenge of keeping youth engaged while teaching practical entrepreneurial and digital literacy skills. It is highly useful for youth clubs, community spaces, and schools looking to inspire teamwork, creative problem solving, and project design in a lively, informal setting.
Aims / Objectives	<ul style="list-style-type: none"> • To understand how crowdfunding works through active, experiential learning. • To learn how to collaboratively brainstorm, budget, and pitch a community or creative project. • To identify the differences between various crowdfunding models (creative, donation-based, local).
Topics / Skills covered	<ul style="list-style-type: none"> • Digital Literacy & Crowdfunding Frameworks • Financial Literacy & Resource Allocation • Public Speaking, Pitching, and Communication • Teamwork and Collaborative Ideation
Target group	Young people (Ages 18–30); Minimum: 6 participants, Maximum: 30 participants (divided into smaller teams of 3–5).
Duration	3 hours (180 minutes)
Venue	A spacious indoor youth center, classroom, or community hall with open wall space for sticky notes and plenty of room for movement.
Requirements	<ul style="list-style-type: none"> • Large flipchart paper or poster boards (1 per team) • Multi-colored markers and sharpies • Stacks of sticky notes (at least 3 different colors) • Play money, tokens, or poker chips (approx. 20 per team) • A countdown timer (displayed on a screen or smartphone) • Upbeat background music and a portable speaker

User friendly digital tools used	Mentimeter or Kahoot! (Optional digital alternative for the introductory voting/icebreaker round if participants have smartphones; otherwise conducted physically).
Suggested resources	<ul style="list-style-type: none"> • Kickstarter Campus (Guides for creative projects) • GoFundMe Resources (Best practices for community and social impact fundraising) • Spacehive Idea Guides (Civic and local crowdfunding frameworks)
Handouts	<p>Handout 1: The ingredient menu (whiteboard reference)</p> <p>Handout 2: Campaign poster blueprint</p>

CONTENT / DESCRIPTION OF THE ACTIVITY

This activity runs as an open-space project simulation over four distinctive, rapid-fire blocks. Participants drop directly into creative team configurations to conceptualize a campaign mock-up from the ground up. Through game elements, peer review cycles, and physical material limits, youths systematically discover the mechanics of digital crowdfunding mechanics—all driven entirely by self-direction, group movement, and continuous interactive feedback loop challenges.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The "Accidental Entrepreneur" Icebreaker</p> <p>Participants split into teams. Each team gets a completely random object (e.g., an old shoe, a paperclip). They have 7 minutes to invent a crazy, world-changing use for it and set a "funding goal". Each team gets 60 seconds to pitch to the room. The room votes on their favorites.</p>	20 min.	Acts as the high energy host/ timekeeper. Distributes random objects, explains the 60-second limit, and uses the timer. Briefly concludes by explaining that pitching a story to gain support is crowdfunding.	Work fast in teams to invent a funny or creative story around a random object, determine a fake funding goal, and deliver a rapid-fire pitch to their peers.	Random physical objects, countdown timer, upbeat background music.

<p>Phase 2: The Project Factory (Idea & Platform)</p> <p>Step 1 (15m): Youth write things they love on Blue sticky notes and community problems on Yellow notes, placing them on a wall.</p> <p>Step 2 (20m): Teams smash one Blue and one Yellow note together to create a workshop project idea.</p> <p>Step 3 (15m): 3 posters (Kickstarter, GoFundMe, Spacehive) are placed around the room. Teams run to the platform that fits their project.</p>	50 min.	Facilitates the brainstorming wall. Introduces the concept of different crowdfunding platforms ("Where") by placing the 3 platform posters around the room and guiding teams to match their project type to the right space.	Write down personal passions and local problems, collaborate to "mash up" these elements into a unique project idea, and physically move to select the correct crowdfunding platform.	Stacks of colored sticky notes, markers, 3 pre-labeled platform posters (Kickstarter, GoFundMe, Spacehive).
<p>Phase 3: The Token, Budget & Perks</p> <p>Step 1 (25m): Teams receive 15 physical tokens. They must spend them on a "Menu of Ingredients" (Space rent, tools, snacks) drawn on the board to fund their workshop.</p> <p>Step 2 (25m): Teams brainstorm 3 "zero-cost rewards" they can give to backers using their own talents (e.g., custom playlist, a shoutout rap video).</p>	50 min.	Introduces the "Ingredient Menu" on the board. Acts as a consultant, moving between teams to challenge them on how they allocate resources. Prompts them to think of creative, nonmonetary rewards for backers.	Manage a limited budget using physical tokens to see what they can afford. Collaborate to invent fun, zero-cost rewards that would make people want to back their project.	15 tokens/chips per team, a whiteboard displaying the "Ingredient Menu" and costs.
<p>Phase 4: The Final Pitch Market & Evaluation</p> <p>Step 1 (20m): Teams draw their final campaign poster.</p> <p>Step 2 (30m): The room becomes a marketplace. Half the teams pitch while the other half acts as investors with 3 fake coins each. Swap roles halfway.</p> <p>Step 3 (10m): Count tokens to see who reached their goal, followed by a quick closing circle reflection.</p>	60 min.	Gives out investment coins. Manages the marketplace flow, signals the role swap at the 15-minute mark, counts final votes, and leads a quick reflection on what skills were learned.	Draw a visual campaign poster. Take turns being "project creators" delivering 60-second pitches and "backers" walking around to invest coins in their favorite ideas.	Flipchart paper, markers, 3 investment coins/stickers per participant.



HANDOUT 1: THE INGREDIENT MENU (WHITEBOARD REFERENCE)

- Space / Venue Rental = 4 Tokens
- Tools & Workshop Supplies = 3 Tokens
- Snacks & Drinks for attendees = 2 Tokens
- Inviting a Guest Expert/Speaker = 5 Tokens
- Social Media & Local Flyer Promo = 1 Token

Note: Your team only has 15 tokens total. Choose wisely!

HANDOUT 2: CAMPAIGN POSTER BLUEPRINT

Teams must make sure their large flipchart paper includes these four elements drawn creatively:

Project Title: Make it catchy and unforgettable!

The Problem & Our Solution: What community problem are you fixing and how does your workshop help?

Our Target Goal: How many tokens do you need to succeed?

The Backer Rewards: List your 3 wild, zero-cost perks designed around your team's unique talents.

Activity 8 – Eisenhower Matrix (Managing Priorities)

Activity title: *“Our priority MATRIX - Managing Priorities”*

Abstract	This practical, group-based activity translates the theoretical principles of the Eisenhower Matrix into a hands-on simulation tailored for Erasmus+ youth projects. Working in small teams, participants map out real or fictional project tasks, collectively negotiating priorities based on urgency and importance. By integrating user-friendly digital tools for live task brainstorming and matrix mapping, the session models collaborative time management, shared accountability, and strategic decision-making. The final evaluation connects the exercise directly to workplace environments, boosting key soft skills and Youthpass competencies essential for European youth mobility and international project management.
Aims / Objectives	<ul style="list-style-type: none"> • Recognize and differentiate accurately between the concepts of urgency and importance within collective project management. • Foster shared leadership and consensual decision-making when facing simulated situations of workload overflow. • Optimize assertive communication to negotiate the delegation of responsibilities within an international team.
Topics / Skills covered	Managing priorities, EISENHOWER MATRIX
Target group	Ideal for 12–25 people (divided into subgroups of 4 to 6 participants). Ages: 18-90
Duration	45 min.
Venue	Large and safe space
Requirements	High-speed internet connection, participants' smartphones (BYOD), and a central projector.
User friendly digital tools used	A collaborative board on Padlet or Miro set up in advance by the facilitator, where each member can instantly post virtual sticky notes with tasks from their phones in real-time.
Suggested resources	<ul style="list-style-type: none"> • An interactive matrix template on Mural or Canva (Collaborative Presentation Mode), accessible via a large QR code projected on the main room screen.

	<ul style="list-style-type: none"> • A digital countdown timer projected on the main screen to simulate realistic time pressure and model a professional project environment. • Analog Backup Plan: If the internet connection fails, the facilitator must have flipcharts ready with the matrix axes drawn on them, along with blocks of physical colorful sticky notes, to switch to the analog format in less than 3 minutes without losing the group's energy.
Handouts	<p>Safety and Inclusion Tips:</p> <ul style="list-style-type: none"> ✓ "No Logins" Rule: To keep the activity fast-paced, all digital links and QR codes must be configured for instant guest access, avoiding any delays caused by participant registrations or email verifications. ✓ Allow anyone to participate as an observer if they need to.

CONTENT / DESCRIPTION OF THE ACTIVITY

During the activation and brainstorming phase, the participants organize themselves into subgroups. Each team selects or receives a project (either real or a fictional case study, such as organizing an Erasmus+ youth exchange). Individually and then collectively, they do a massive brain-dump listing all the operational tasks required to make the project a success. During the Challenge and Matrix Construction Phase Each team must debate and place every listed task into the four quadrants of a shared Eisenhower Matrix (Do, Plan, Delegate, Eliminate). Beyond classifying, the group must define deadlines and assign real names (or assigned roles) for critical tasks. The facilitator strictly time-keeps this phase. During the Completion and Flash Presentation Phase, once the time is up, the digital matrices are locked. A spokesperson from each group delivers a quick 1-minute pitch explaining their biggest friction points (e.g., which tasks they decided to delegate or eliminate and why). During the Debriefing and Guided Reflection The facilitator gathers the entire group back into a discussion circle and raises the following guiding questions: Which quadrant sparked the most debate within your teams, and why do you think that happened?, When assigning deadlines and responsibilities, how did you manage workloads to prevent any single team member from burning out?, What parallels or direct applications do you see between this exercise and the actual management of your Erasmus+ projects or local jobs?, Extra Digital Resource: Use Mentimeter or Slido at the very end of the debate to anonymously collect a single word from each participant that summarizes their main learning takeaway from the session.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Activation and Brainstorming	10 min.	Explain clearly the activity in general and give a real case study to the participants.	Participants organize themselves into subgroups. Individually and then collectively, they do a massive brain-dump listing all the operational tasks required to make the project a success.	Separate work tables or seating islands for each subgroup to allow active discussion without audio interference from other teams.
Challenge and Matrix Construction	20 min.	<ul style="list-style-type: none"> - Strictly keep-time - Do not intervene, only observe. 	Each team must debate and place every listed task into the four quadrants of a shared Eisenhower Matrix (Do, Plan, Delegate, Eliminate). Beyond classifying, the group must define deadlines and assign real names (or assigned roles) for critical tasks.	Participants must have a clear line of sight to their teammates' screens to ensure an inclusive and open debate.
Completion and Flash Presentation	5 min.	Guide the activity	A spokesperson from each group delivers a quick 1-minute pitch explaining their biggest friction points.	The evaluation rewards the logical criteria behind prioritization rather than the aesthetic perfection of the boards.



Debriefing and Reflection	15 min.	<p>Make guiding questions:</p> <ul style="list-style-type: none">- Which quadrant sparked the most debate within your teams, and why do you think that happened?- When assigning deadlines and responsibilities, how did you manage workloads to prevent any single team member from burning out?- What parallels or direct applications do you see between this exercise and the actual management of your Erasmus+ projects or youth work?	Reflect and ask the questions.	Be active and reflective.
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Activity 9 – Expressive Arts & Painting Emotions

Activity title: *“Expressive Arts – Painting Emotions”*

Abstract	This activity provides a safe, creative space for young people to explore, identify, and express their internal emotional landscapes through visual art and digital interaction. Designed for situations where youth may struggle to verbalize complex feelings, it uses abstract painting and gamified digital elements to break down emotional barriers. It is highly useful in youth work settings to enhance self-awareness, foster empathy, and build emotional intelligence within a group. By combining tactile artistic creation with modern digital reflection, it bridges the gap between the physical and digital worlds that Generation Z and Generation Alpha navigate daily.
Aims / Objectives	<ul style="list-style-type: none"> • To develop emotional literacy and self-expression through non-verbal, creative mediums. • To foster peer-to-peer empathy and mutual understanding within a diverse youth group. • To encourage the active participation of digital-native generations by integrating collaborative online tools with offline creative methods.
Topics / Skills covered	<ul style="list-style-type: none"> • Topics: Emotional intelligence, mental well-being, visual arts, digital citizenship, non-verbal communication. • Skills: Self-reflection, empathy, creative expression, digital collaboration, active listening.
Target group	Youth workers, educators, and youth members belonging to Generation Z and Generation Alpha. Minimum 8 – Maximum 25 participants.
Duration	120 minutes (2 hours)
Venue	A spacious, well-ventilated indoor room equipped with moveable tables and chairs, a blank wall or projector screen, and a designated "messy area" for painting.
Requirements	<ul style="list-style-type: none"> • Physical art supplies: Canvas boards or heavy-duty drawing paper (A3 size), acrylic or tempera paints, paintbrushes of various sizes, sponges, water cups, and paper towels. • Digital equipment: A projector or smart TV, reliable Wi-Fi access, and smartphones/tablets for participants. • Protective gear: Tablecloths and aprons/old t-shirts.

User friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter: Used for anonymous, real-time interactive icebreaking and live cloud emotional mapping. • Padlet: Used as a digital gallery for sharing reflections, uploading photos, and collaborative peer feedback.
Suggested resources	<ul style="list-style-type: none"> • The Art Therapy Resources Hub (www.thearttherapyresourceshub.com): It provides therapeutic tools and guidance to support individuals and mental health professionals in integrating art into healing practices. • Mentimeter & Padlet Help Centers: For quick tutorials on setting up interactive boards and live word clouds. • CASEL (Collaborative for Academic, Social, and Emotional Learning): Frameworks for developing emotional literacy in youth - casel.org
Handouts	<p>Handout 1. The Digital Mood Board (A PDF containing a QR code linked to the Mentimeter presentation and the Padlet virtual wall).</p> <p>Handout 2. "Color & Emotion" Inspiration Guide (A brief visual cheat sheet showcasing how different cultures and artistic movements historically associate colors/textures with feelings, used purely as optional inspiration).</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Digital Warm-Up & Introduction The trainer welcomes participants and introduces the workshop topic. To engage Gen Z/Alpha immediately, the trainer displays a Mentimeter QR code on the screen. Participants scan it with their phones and answer the live question anonymous poll: "If your current mood was a color or a weather pattern, what would it be?" The resulting live word cloud serves as the starting point to discuss how emotions can be translated into visuals.	20 min.	Facilitates the welcome, sets up the digital projector, explains how to use Mentimeter, and guides a brief opening discussion based on the live word cloud results.	Scan the QR code, interact anonymously with the digital poll, view the collective results, and share thoughts if comfortable.	Projector, Wi-Fi, Mentimeter link, smartphones, Handout 1 (Digital Mood Board QR).
Tactile Exploration (The Painting Session) Participants are guided to the physical art stations. The trainer invites them to close their eyes for a 1-minute mindfulness breathing exercise. Afterwards, without using explicit words or recognizable symbols (like smiley faces or hearts), participants must use paints, colors, strokes, and textures to express their current	45 min.	Manages the physical environment, provides art supplies, leads the brief mindfulness breathing, plays background music, and	Choose their materials, focus inward, and actively engage in painting their emotions abstractly without	Canvases/Paper, paints, brushes, water cups, aprons, music player, Handout 2

emotional state or a specific recent emotional experience onto their canvas. Soft, ambient instrumental music plays in the background.		offers gentle encouragement while maintaining a quiet, non-judgmental atmosphere.	worrying about artistic "perfection."	(Inspiration Guide).
The Hybrid Gallery Walk Once the paintings are dry enough, participants take a high-quality photo of their artwork using their smartphones. They upload the photo to a dedicated Padlet digital wall created for the workshop. Each participant adds a short title or a single word to their upload (they can choose to remain anonymous or use a pseudonym). Participants then walk physically around the room to look at the real canvases, while also browsing the Padlet wall on their phones to see the growing digital exhibition.	25 min.	Sets up and monitors the Padlet wall, assists participants who have technical trouble uploading their photos, and coordinates the flow of the physical and digital gallery walk.	Take a photo of their artwork, upload it to Padlet with a title/word, and explore their peers' creations both physically and digitally.	Smartphones, Wi-Fi, Padlet wall access, completed paintings, Handout 1 (Padlet QR link).
Gamified Reflection & Peer Appreciation Using the Padlet digital gallery, a gamified feedback session begins. Participants are given "Digital Hearts" and "Insight Stars" (features built into Padlet) to react to at least three pieces of art made by their peers. They are encouraged to drop constructive, positive, or empathetic comments on Padlet, guessing the emotion behind the texture or color choice, or simply validating the feeling expressed.	20 min.	Explains the rules of the gamified digital feedback phase, ensures comments remain respectful and supportive, and highlights interesting trends emerging on the digital wall.	Use their smartphones to look closely at their peers' uploads, react using digital icons, and write supportive comments or interpretations on Padlet.	Smartphones, Wi-Fi, Padlet interaction features.
Closing & Evaluation The group gathers in a circle for a final debriefing. The trainer facilitates a short discussion on how it felt to express emotions through color versus words. To conclude, participants return to the original Mentimeter link to answer a 2-question final evaluation regarding their stress levels before and after the workshop, providing the youth worker with immediate, measurable data on the activity's impact.	10 min.	Leads the circle reflection, opens the final Mentimeter evaluation slide, thanks the participants for their vulnerability, and saves the digital data for future practice evaluation.	Participate in the circle discussion, fill out the quick digital evaluation on Mentimeter, and help tidy up their immediate art spaces.	Projector, Mentimeter evaluation link, smartphones.

COLOR & EMOTION: INSPIRATION GUIDE

(A visual cheat sheet of historical associations for optional inspiration)

COLOR & HISTORICAL CONTEXTS

'EASTERN ASIAN'

e.g., Chinese Red with gold: Joy, fortune, newness, donors and dragon.

Joy, Fortune, Power

White: Mourning, Purity

'AFRICAN TRIBAL'

e.g., Kente patterns, Ochre/Earth tones, examples rearing on, life on earth tones.

Life Healing Fertility

'WESTERN EUROPEAN'

e.g., Regal Purple: Wealth, Nobility, moning association, and as crowns...

Wealth Nobility

Authority Loyalty

ART MOVEMENTS & TEXTURES

'IMPRESSIONISM'

e.g., Pastel Blues/Pinks, dappled brushwork, and brushy.

Pastel Blues/Pinks, dappled brushwork: Tranquility Lightness

'EXPRESSIONISM'

e.g., Harsh Greens/Reds, thick impasto, bold outlines: anxiety.

Thick impasto Anxiety Passion Distort

'ART NOUVEAU'

e.g., Emerald, Muted Golds, flowing curves: elegance.

flowing curves Elegance Nature Sensuality

CORE COLORS & FEELINGS (HISTORICAL TRENDS)

'RED'

FEELINGS: Love, Danger, Excitement

used in Chinese, Roman, & Art Nouveau

'BLUE'

FEELINGS: Sadness, Peace, Devotion

used in Medieval art, Japanese ukiyo-e

'YELLOW'

FEELINGS: Happiness, Jealousy, Sacredness

used in Aztec, Impressionist art

'GREEN'

FEELINGS: Envy, Growth, Decay

used in Egyptian, Romanticism

NOTE: These are generalized historical trends for design reference, not rigid rules. EXPLORE AND REINTERPRET.

Activity 10 – From Idea to Startup

Activity title: <i>“From Idea to Startup”</i>	
Abstract	This intensive, 2-hour practical simulation guides young adults (18-30) through the fast-paced evolution of transforming a raw business concept into a structured, validated startup plan. By replacing traditional lectures with real-time value proposition mapping, interactive MVP (Minimum Viable Product) assembly simulations, and peer traction testing, the session strips away academic business theory. It provides an immediate launch framework for local enterprise hubs, universities, and accelerators focused on developing rapid commercial validation, iterative thinking, and pitch execution.
Aims / Objectives	<ul style="list-style-type: none"> • To distill broad creative ideas into an explicit, target-market Problem- Solution fit model. • To build a high-speed MVP blueprint using low-code or no-cost prototyping hacks. • To practice rapid market testing, customer validation techniques, and elevator pitching under pressure.
Topics / Skills covered	<ul style="list-style-type: none"> • Lean Startup Methodology & Customer Discovery • MVP (Minimum Viable Product) Prototyping Architecture Value Proposition Mapping & Market Positioning • Agile Communication, Collaboration, and High-Speed Pitching
Target group	Young adults, aspiring innovators, and future founders (Ages 18–30); Minimum: 6, Maximum: 24 participants (grouped into small teams of 3).
Duration	2 hours (120 minutes)
Venue	An open co-working space, innovation hub, or training room with movable furniture and plenty of window, wall, or whiteboard surface areas.
Requirements	<ul style="list-style-type: none"> • Large poster flipchart boards (1 per startup team) • Broad felt-tip coloured markers and pens • 3 colours of square sticky notes (Yellow, Blue, Green) A large countdown timer display screen • Upbeat, focused background working music tracks and audio speaker
User friendly digital tools used	Miro / FigJam (Optional digital whiteboards if hosting an online or hybrid variation; otherwise executed purely physically with paper and sticky notes).



Suggested resources	The Lean Startup Reference Guides (Eric Ries methodology toolkits) Strategyzer Value Proposition Templates (Alexander Osterwalder business mapping frameworks) Y Combinator Startup School (Curriculum libraries for validation metrics)
Handouts	Handout 1: The value fit matrix (team sticky-note exercise) Handout 2: The 3-tier MVP builder framework

CONTENT / DESCRIPTION OF THE ACTIVITY

This high-velocity 2-hour workshop operates as an immersive startup creation game tailored for young adults. Moving rapidly through four milestone blocks, participants transform raw abstract thoughts into concrete value models, map out minimal functional architectures, and stress-test assumptions against simulated market barriers. The learning path relies entirely on constant physical movement, peer evaluation sprints, and visual deadline pressures to mirror a fast-paced modern incubation environment.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: The 60-Second "Worst Idea Ever" Icebreaker Participants organize into groups of 3. They have 5 minutes to purposely design the absolute worst business idea imaginable (e.g., solar-powered flashlights). They pitch it to the room, forcing them to break the ice and overcome the fear of failure immediately.	20 min.	Acts as a warm-up catalyst, framing failure as a natural step. Keeps a fast pace and runs the timer to push teams out of their overthinking habits.	Brainstorm bad business ideas quickly, pitch them to peers with high confidence, and laugh together to drop perfectionist barriers.	Poster boards, thick colored markers, timer.
Phase 2: The Value Fit Mapping Sprint Teams pick one genuine startup idea. Using Handout 1, they rush to populate a 3-part matrix on the wall using colored sticky notes. They must connect a concrete user persona to a clear customer frustration and provide a matching solution.	30 min.	Acts as a Strategy Consultant. Moves around the room to push teams past vague assumptions (e.g., changing "our customer is everyone" to a highly specific user group).	Collaborate to isolate a real market problem, map out clear value propositions, and challenge their own internal assumptions.	3 colors of sticky notes (Yellow, Blue, Green), wall space.
Phase 3: The MVP Prototyping Hack Teams use Handout 2 to design an MVP (Minimum Viable Product). They sketch a low-cost testing architecture on a poster board. They must prove how they can test customer demand in under 48 hours without spending any money or writing software code.	40 min.	Acts as the Lean Architect. Challenges teams to strip away unnecessary features, pushing them to use simple, manual workarounds to validate customer demand.	Identify brand assets, correctly match the right type of protection to their intellectual properties, and review rival structures.	Sticky notes (3 distinct colors), large flipchart brand sheets, markers.



HANDOUT 1: THE VALUE FIT MATRIX (TEAM STICKY-NOTE EXERCISE)

Teams must define their startup idea on their posters by filling out three color-coded coordinates:

- The Customer Pain (Yellow Sticky Notes): What is the absolute biggest day-to-day frustration or problem your target group faces?
- The Vitamin Fix (Blue Sticky Notes): What is your immediate, clear solution or mechanism that relieves that specific pain?
- The Core Persona (Green Sticky Notes): Who is the specific user persona (e.g., "Freelance delivery drivers in the city") who would pay for this fix on day one?

HANDOUT 2: THE 3-TIER MVP BUILDER FRAMEWORK

Instead of building a massive, expensive system, your team poster blueprint must explain how you will test your idea using this 3-tier MVP setup:

The Smoke Test (Front Facing): How will you capture immediate interest? (e.g., a simple landing page, a social video, or a waitlist signup form).

The Human Engine (Back Facing): How will you deliver the service manually behind the scenes without writing complex automated software or code?

The First Metric: What exact data point or behavior proves a customer actually cares? (e.g., 50 sign-ups, 10 booked calls).

Activity 11 – Legal Basis for Starting a Business

Activity title: <i>“Legal Basics for Starting a Business”</i>	
Abstract	This interactive workshop breaks down intimidating legal concepts (business structures, intellectual property, and basic contracts) into a gamified simulation for young people. By replacing heavy legal jargon with physical trading, interactive challenges, and peer evaluation, the activity removes the barrier of formal learning from business law. It equips aspiring young entrepreneurs with foundational legal awareness, critical thinking, and negotiation skills needed to safeguard their ideas in the real world.
Aims / Objectives	<ul style="list-style-type: none"> • To distinguish between primary business legal structures (Sole Trader, Partnership, Limited Company). • To understand how to protect business assets using Intellectual Property-basics (Trademarks, Copyrights, Patents). • To learn the basic structure of a fair business agreement or contract through negotiation.
Topics / Skills covered	<ul style="list-style-type: none"> • Business & Corporate Structures • Intellectual Property (IP) Protection Contract Formulation & Basic Negotiations • Risk Assessment and Commercial Awareness
Target group	Young people (Ages 18–30); Minimum: 6 participants, Maximum: 30 participants (divided into smaller teams of 3–5).
Duration	3 hours (180 minutes)
Venue	A spacious indoor youth center, classroom, or open room with movable chairs and clear wall or whiteboard space
Requirements	<ul style="list-style-type: none"> • Large flipchart paper or poster boards (1 per team) • Colored markers and sharpies • Stacks of sticky notes (at least 3 different colors) • Play money or custom "Liability Tokens" (approx. 20 per team) • A countdown timer • Upbeat background music and speaker
User friendly digital tools used	Mentimeter or Kahoot! (Optional interactive digital pop-quizzes for legal scenario voting if smartphones are accessible).

Suggested resources	WIPO Youth Corner (World Intellectual Property Organization interactive educational resources) Youth Business International (YBI) Legal mentorship blueprints
Handouts	Handout 1: The business structure cheat-sheet (trainer poster) Handout 2: The contract builder sheet (team prompt)

CONTENT / DESCRIPTION OF THE ACTIVITY

This workshop operates as a real-time gamified entrepreneurial simulation across four integrated active blocks. Participants form mock companies to navigate legal hurdles, allocate risk profiles using physical tokens, and draft binding peer-to-peer agreements. By gamifying legal liabilities and intellectual property theft, the simulation allows young people to discover business protections dynamically through interactive problem- solving and direct negotiation.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: The "Whose Idea Is It Anyway?" Icebreaker Teams are given 5 minutes to quickly sketch a brand- new hoodie design on a paper. Once finished, the trainer "steals" a popular design and hands it to another team, declaring it theirs. This kicks off an immediate debate about ownership and copying.	20 min.	Acts as a playful antagonist by deliberately creating an "unfair" scenario of idea theft to spark discussions around ownership, copyright, and trademarks.	React dynamically to having their designs copied, arguing their case for why their original idea should be legally protected.	Paper sheets, colored markers, countdown timer.

Phase 2: StructureRoulette & Liability Tokens Teams receive an equal amount of "Liability Tokens." The trainer reads 3 different real-world disaster scenarios (e.g., "A customer slips on your shop floor and sues for \$1,000"). Depending on the business structure they chose (Sole, Partner, Ltd), teams must forfeit tokens from either their business or personal piles	50 min.	Acts as the "Legal Fate Master". Reads out situational crisis prompts and guides teams on how their chosen business entity dictates whether they lose personal or business tokens.	Analyze legal risk, choose a business structure model, and physically allocate tokens to protect their personal mock assets	Liability tokens (poker chips/play coins), 3 structure reference charts.
Phase 3: The Intellectual Property (IP) Shield Game Teams create a fictional brand name, logo, and a flagship invention. Using colored sticky notes representing Trademarks (Blue), Copyrights (Yellow), and Patents (Green), they must physically tag distinct parts of their brand assets on the wall to defend them from rival teams.	50 min.	Introduces IP categories using simple color tags. Orchestrates a "Raid Phase" where teams attempt to find unprotected elements on rival brand posters.	Identify brand assets, correctly match the right type of protection to their intellectual properties, and review rival structures.	Sticky notes (3 distinct colors), large flipchart brand sheets, markers
Phase 4: The Handshake Deal (Contract Battle) & Evaluation Teams are paired up. Team A has a product; Team B has a marketing service. They must negotiate a deal and write a 3-point visual contract using Handout 2. The session concludes with a peer review of agreements and a reflection loop.	60 min.	Acts as an Arbitrator/ Judge. Evaluates the written 3-point agreements for clarity, enforces negotiation deadlines, and guides the group evaluation circle.	Negotiate terms with a rival company, co-write a clear, mutually beneficial agreement, and critique contract loop-holes.	Flipchart paper, markers, Handout 2 criteria prompts.



HANDOUT 1: THE BUSINESS STRUCTURE CHEAT-SHEET (TRAINER POSTER)

- Sole Trader: You are the boss. You keep all the profit, but if the business loses money, you lose your own personal savings (Unlimited Liability).
- Partnership: You split the work and profits with a friend, but you are also responsible for their financial mistakes.
- Limited Company (Ltd / LLC): The business is its own legal "person." If the business goes bankrupt, your personal stuff (phone, bike, savings) is completely protected.

HANDOUT 2: THE CONTRACT BUILDER SHEET (TEAM PROMPT)

Every team contract must successfully address the following three conditions written on their poster board:

- The Swap: What exactly is Team A giving to Team B, and what is Team B giving in return?
- The Deadline: When exactly must this deal be completed?
- The "Oops!" Clause: What happens if one team breaks their promise or fails to deliver?

Activity 12 – Managing Youth Project and Deadlines

Activity title: <i>“Managing Youth Projects and Deadlines”</i>	
Abstract	This activity is designed to equip young project leaders with foundational project management and time-allocation skills. Many youth initiatives struggle or stall due to unrealistic timelines, poor task delegation, and a lack of risk management. Through a hands-on simulation, participants will learn how to break down large goals into actionable steps and use digital tools to stay on track. This workshop is highly practical for youth workers, student leaders, or anyone managing community projects.
Aims / Objectives	<ul style="list-style-type: none"> • To teach participants how to create a Work Breakdown Structure (WBS) for youth projects. • To introduce practical framework methods for prioritizing tasks under tight deadlines. • To foster collaborative problem-solving when unexpected project delays occur.
Topics / Skills covered	Project management, time management, task prioritization, teamwork, digital collaboration tools, crisis management.
Target group	Young adults, youth leaders, and project coordinators aged 18–30. Group size: 10–25 participants.
Duration	1.5 hours (90 minutes)
Venue	A spacious indoor training room with moveable chairs, tables for group work, a projector, and stable Wi-Fi access.
Requirements	Laptop or smartphone per participant, projector/screen, flipchart paper, markers, sticky notes, and access to Handouts 1 & 2.
User friendly digital tools used	Trello (or Padlet/Asana) for digital Kanban board management (minimum 1 tool integrated).
Suggested resources	<ul style="list-style-type: none"> • PMD Pro (Project Management for Development Professionals) Guide. • Trello Guide for Beginners (Trello Help Center). • "Eat That Frog!" by Brian Tracy (Time Management framework).
Handouts	Handout 1: Project Simulation Scenarios Handout 2: Digital Board Framework Template

CONTENT / DESCRIPTION OF THE ACTIVITY

This 90-minute workshop takes participants through a quick-paced project lifecycle simulation. Moving away from traditional lectures, it uses an energetic sticky-note icebreaker to simulate deadline pressure, followed by a short briefing on workflow prioritization. The core of the activity is a collaborative team challenge where groups map out a real-world project scenario onto a digital Trello board, forcing them to collectively adapt to an unexpected "plot twist" deadline crisis before presenting their strategies to the group.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
1. Introduction & Energizer Welcome participants and run a quick icebreaker: "The 2- Minute Tower." Groups must build the tallest sticky-note tower in 2 minutes to highlight deadline pressure.	15 min.	Welcomes the group, explains the workshop objectives, sets the timer, and facilitates the icebreaker debrief.	Form small groups, collaborate under a strict time limit, and share reflections.	Sticky notes, stopwatch.
2. Interactive Input Short presentation on the basics of youth project phases, setting realistic milestones, and using the Eisenhower Matrix for task prioritization.	15 min.	Delivers a concise, engaging presentation using visual slides; answers initial questions.	Listen actively, take notes, and relate concepts to their own experiences.	Projector, presentation slides.
3. Main Activity – The Simulation Groups are given a scenario (e.g., Organizing a Youth Eco-Festival). They must list tasks, set deadlines, and map them out onto a digital Trello board using columns: "To Do:", "In Progress", "Blocked", and "Done".	35 min.	Distributes scenarios, moves between groups to provide guidance, and introduces a mid-way "Plot Twist".	Work in teams, assign roles, break down the project scenario into tasks, and map them out digitally on Trello.	Laptops/smartphones, Handout 1, Trello link.

4. Group Presentations Each team shares their digital board, explaining how they prioritized tasks and how they handled the unexpected "Plot Twist".	15 min.	Manages the time keeping and facilitates constructive feedback between the teams.	Present their team's Trello board strategy and ask questions of peer groups.	Projector to cast group boards.
5. Reflection & Evaluation Debrief session using the "Stop, Start, Continue" framework to consolidate learning.	10 min.	Leads the reflection discussion and shares a quick digital feedback link (e.g., Mentimeter).	Reflect on what they will change about their project habits; complete the evaluation.	Handout 2, Mentimeter link.

Handout 1: Project Simulation Scenarios

Scenario A:

Your team has been granted €1,000 to organize a "Youth Mental Health Awareness Day" in exactly 6 weeks. You expect 100 attendees. You need to secure speakers, a venue, catering, and market the event.

MID-WAY PLOT TWIST

Your keynote speaker has cancelled 2 weeks before the event. Show how you re-prioritize your tasks on Trello to resolve this crisis.

Handout 2: Digital Board Framework Template

How to structure your digital Kanban Board (Trello):

- Backlog: Every single task you can think of (e.g., design flyers, buy snacks, email venue).
- To Do (This Week): High-priority tasks chosen from the backlog.
- In Progress: Tasks currently being worked on by a team member.
- Blocked/Urgent: Unexpected issues (like the Plot Twist) requiring immediate attention.
- Done: Completed tasks.

Activity 13 – Music as an Emotional Language

Activity title: *"The Soundscape Gallery - Music as an Emotional Language"*

Abstract	This non-invasive, collaborative activity explores how music serves as a universal yet culturally diverse vehicle for human emotion. Moving away from personal verbal disclosure, participants work in teams to analyze short, wordless musical tracks from different genres and cultures around the world. By using digital platforms to map out the emotions, imagery, and energy levels they perceive in the music, teams discover how cross-cultural sounds can communicate complex feelings. The activity highlights empathy and diverse perspectives, proving that music can bridge communication gaps where words often fail.
Aims / Objectives	<ul style="list-style-type: none"> • Communicating complex feelings, • Highlighting empathy and diverse perspectives
Topics / Skills covered	Music as a Language of emotions
Target group	Ideal for 12–30 people (divided into small teams of 4 to 5)
Duration	45 - 50 min.
Venue	Large and safe space indoors.
Requirements	Projector or screen, central speakers, participants' smartphones (BYOD), and access to a music streaming platform (Spotify, YouTube).
User friendly digital tools used	Smartphone
Suggested resources	<ul style="list-style-type: none"> • Keep it Fictional but Realistic: Ensure the simulation topic mirrors real project challenges (budgets, schedules, target groups) but remains entirely detached from the actual personal lives of the participants to prevent emotional triggers. • Watch out for Loud Personalities: If one or two participants dominate the negotiation phase, the trainer should step in as an "external auditor" and introduce a rule modification (e.g., "For the next 3 minutes, only the chosen ambassadors can speak").

	<ul style="list-style-type: none"> • Reward the Process, Not just the Outcome: Even if the teams fail to sign a treaty before the time runs out, the activity is still a major success. A failed negotiation often provides the richest material for the debriefing session. • Enforce the "Separate People from the Problem" Rule: Remind the group constantly that they are fighting the crisis parameters, not the other participants.
Handouts	<p>Safety and Inclusion Tips:</p> <ul style="list-style-type: none"> ✓ Ensure a safe space ✓ Verify that no one feels uncomfortable ✓ Allow anyone to participate as an observer if they need to

CONTENT / DESCRIPTION OF THE ACTIVITY

In this activity, emotions are explored objectively through the shared experience of listening to global, instrumental music tracks (without lyrics) curated by the trainer. What the Trainer Does: The trainer acts as the Curator and DJ. They prepare a digital playlist of 3–4 short, contrasting instrumental tracks from different cultures and eras (e.g., a high-energy West African drum rhythm, a melancholic Japanese Shakuhachi flute piece, or a dramatic orchestral crescendo). The trainer plays the tracks, manages the digital whiteboard links, and guides the group through a collective comparison. What the Participants Do: Participants sit with their subgroups as "art critics" in a sound gallery. For each track played, they listen in silence and then work together to pin down the emotions they felt, using digital sticky notes to create a visual "emotional map" of the song. They do not have to explain why they personally feel that way; they simply collaborate to describe the music's emotional landscape.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
The Briefing & Alignment	10 min.	Projects the crisis scenario on the main screen and shares the digital role cards with each team.	Teams read their hidden constraints, brainstorm their arguments, and decide what points they are willing to compromise on and which ones are non-negotiable.	A shared Google Doc or Padlet link containing the role profiles. High-speed Wi-Fi is needed so teams can read their private briefings simultaneously.

The Treaty Negotiation	25 min.	Starts the master countdown timer and acts as a neutral observer	Teams open negotiation channels. They send ambassadors to other tables, debate options, practice active listening, and try to find a collaborative "win-win" solution that balances everyone's needs. They must write their final decisions into a shared digital document.	A central visual countdown timer (like Pomofocus or Canva Timer). A single, shared Google Doc accessible to all teams where the final clauses of the treaty must be compiled live.
The Signing & Verification	5 min.	Locks the shared document and projects the final treaty on the big screen.	Every team reviews the shared text to verify if their core interests were respected and "signs" it digitally.	Projector or main screen displaying the final live document for the entire room.
Debriefing and Reflection	10 min.	<p>Gathers everyone into a single circle to debrief the mechanics of the conflict:</p> <ul style="list-style-type: none"> - At the beginning, did you view the other teams as "enemies" to defeat or as partners with a problem to solve? How did that mindset affect your initial communication? - What specific strategy helped break a deadlock when two teams wanted completely opposite things? (e.g., finding a third creative alternative, trading resources). - In real-world Erasmus+ projects or youth work, why is sweeping a conflict under the rug dangerous, and how can we use structured negotiation to solve problems early? 	Reflect and ask the questions	Be active and reflective

Activity 14 – Nonverbal Communication

Activity title: <i>“Nonverbal Communication – Cultural Gestures Lab”</i>	
Abstract	This experiential activity explores the power and boundaries of non-verbal communication within intercultural settings. Participants are challenged to design and perform a complex narrative—covering themes such as conflict resolution, inclusion, and teamwork—relying exclusively on body language, facial expressions, and movement. By bypassing verbal communication, the exercise enhances intercultural empathy, fosters creative collaboration, and sharpens non-verbal awareness, providing youth workers and Erasmus+ participants with practical insights into overcoming language barriers in diverse group dynamics.
Aims / Objectives	<ul style="list-style-type: none"> • Recognize cultural differences in non-verbal communication. • Prevent intercultural misunderstandings. • Foster curiosity and respect.
Topics / Skills covered	Nonverbal communication
Target group	Whole group or subgroups. Ages: 18 - 90
Duration	From 40 min. to 60 min.
Venue	Indoor or outdoor
Requirements	<p>A Visual Timer: Use a digital countdown timer projected on the main room screen during the preparation phases to keep groups on track.</p> <p>The "Plan B" Rule: Always have an analog alternative ready (e.g., markers and flipcharts). If a tool takes more than 3 minutes to set up or troubleshoot, drop it and switch to the physical option to maintain the group's energy.</p>
User friendly digital tools used	<ul style="list-style-type: none"> • For the Gestures Activity (Warm-up): Participants can use interactive tools like Mentimeter or Padlet to anonymously post words or guess the meanings of the gestures being shown in real-time. • For Silent Storytelling: Groups can use digital tools like Canva or Storyboard That during the preparation phase to visually draft their story layout before acting it out.

- For the Debriefing: Instead of a traditional spoken circle, you can use Slido or Jamboard to collect reflections, open-ended answers, and key learning points from the participants, making it easier to capture data for the final evaluation or Youthpass certificates.

CONTENT / DESCRIPTION OF THE ACTIVITY

This training module focuses on enhancing intercultural non-verbal communication through two sequential, highly interactive exercises. The first activity, dedicated to cultural gestures, invites participants to independently select a common gesture from their own culture and present it silently to the group, who then attempts to interpret its meaning before engaging in a broader discussion about cross-cultural misunderstandings, eye contact, and personal space. Building on this non-verbal awareness, the second activity, "Silent Storytelling," divides participants into small teams and challenges them to collaboratively design and perform a complete narrative—exploring topics such as conflict resolution or inclusion—using absolutely no spoken or written words. By integrating user-friendly digital tools like interactive polling for guessing gestures, collaborative boards for storyboarding, and digital countdown timers, the overall session seamlessly guides participants through an experiential learning process that boosts teamwork, creative empathy, and deep reflection on communication barriers within diverse environments.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Activation	10 min.	Explain clearly the rules and the activity in general	Each participant thinks of: <ul style="list-style-type: none"> - A common gesture in their culture - Its meaning - The context in which it is used 	Introspection Space: A comfortable seating arrangement where participants can think quietly without distractions. Optional Digital Tool: A shared digital board (like Padlet or Miro) if you want participants to privately type notes or keywords about their chosen gesture before presenting.

Presentation of Gestures	20 min.	Checking time and taking notes for the final questions	<p>One by one, participants show the gesture without speaking.</p> <p>The group:</p> <ul style="list-style-type: none"> - Tries to interpret its meaning - Shares if something similar or different exists in their culture 	<p>Clear Line of Sight: A complete, open circle formation so every participant can easily see the body language, hand movements, and facial expressions of the person presenting.</p> <p>Main Screen/Projector: Connected to the facilitator's laptop to display the live guessing platform.</p> <p>BYOD & Wi-Fi: Active smartphones for all participants and stable Wi-Fi to access the polling tool (like Mentimeter) to submit their anonymous interpretations in real-time.</p>
Intercultural Analysis	10-15 min.	Make the right questions and listen attentively	<p>Examples are discussed regarding:</p> <ul style="list-style-type: none"> - Gestures that change meaning across cultures - Gestures that are offensive in some countries - The use of eye contact and personal space 	<p>Comfortable Discussion Layout: A circle or semi-circle setup that encourages open dialogue, active listening, and eye contact.</p> <p>Visual Aid: The projector displaying the accumulated word clouds or poll results from the previous phase to serve as a visual anchor for the discussion.</p> <p>Timekeeper: A visible digital countdown timer to ensure the open debate stays on track and finishes within the allocated schedule.</p>
Debriefing	5 min.	<p>Ask the participants:</p> <ul style="list-style-type: none"> - Which gesture surprised you the most? - Have you ever had a cultural misunderstanding? - How can we become more aware? 	Reflect and answer the questions of the trainer	n/a

Activity 15 – Pomodoro Technique (Practical Application)

Activity title: *"Time Sprint - Applying the Pomodoro Technique to Project Tasks"*

Abstract	This practical session introduces participants to the Pomodoro Technique as a structured method for overcoming procrastination and maximizing deep focus during Erasmus+ project development. Moving from individual task breaking to a live collective "Time Sprint," participants learn to divide complex goals—such as preparing an EU presentation—into highly focused, 25-minute intervals separated by strategic short breaks. By incorporating digital visual timers, distraction-blocking applications, and collaborative progress tracking, the activity instills a culture of sustainable productivity. The final debriefing helps youth workers and participants reflect on attention spans, stress reduction, and the power of ritualized rest to maintain high energy levels in fast-paced environments.
Aims / Objectives	<ul style="list-style-type: none"> • Train deep focus by systematically eliminating internal and external digital distractions during set time blocks. • Master task-deconstruction by breaking down massive, overwhelming project goals into bite-sized, actionable segments. • Cultivate sustainable working habits by experiencing the physiological and mental benefits of scheduled, guilt-free rest.
Topics / Skills covered	Structured method for overcoming procrastination and maximizing deep focus.
Target group	Ideal for any group size (8–30 people), working individually but synchronized as a collective room.
Duration	60 min.
Venue	Large and safe space indoors.
Requirements	Projector or large screen, participants' smartphones or laptops (BYOD), scrap paper, or digital sticky notes.
User friendly digital tools used	Clock for the time limits for example.
Suggested resources	"No Logins" Rule: Ensure that any timer or tracking tool displayed on the screen requires zero registration from the group.

	Analog Backup Plan: If the projector fails or the internet disconnects, the facilitator must use a physical stopwatch or a smartphone alarm, shouting out milestones (e.g., "5 minutes left!") and using a physical whiteboard to cross off the intervals manually.
Handouts	Safety and Inclusion Tips: ✓ Ensure a safe space ✓ Verify that no one feels uncomfortable ✓ Allow anyone to participate as an observer if they need to

CONTENT / DESCRIPTION OF THE ACTIVITY

During the Activation and Deconstruction Phase, the facilitator introduces a real or simulated project mission (e.g., "Prepare a presentation about the European Union"). Participants must break this large goal down into three distinct, sequential 25-minute milestones. For instance: Pomodoro 1: Researching specific facts and sourcing data, Pomodoro 2: Structuring the narrative and organizing slide outlines, Pomodoro 3: Designing visuals and refining the layout. During the Live Sprint: Focus & Rest Cycles, the room executes a live, synchronized simulation of a complete Pomodoro cycle consisting of: Sprint 1 (25 min): Total silence. Participants work strictly on their first sub-task with maximum concentration; Short Break (5 min): Complete disconnection. Participants stand up, stretch, or drink water—no work-related screens allowed; Sprint 2 (5 min snippet): A fast-paced demonstration to practice returning to deep focus immediately after a rest period. During the Completion and Progress Tracking Phase (10 min) the participants mark their completed blocks on a shared tracker. The facilitator emphasizes that checking off a completed "Pomodoro interval" provides a psychological sense of accomplishment that triggers motivation and keeps momentum high.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Activation and Deconstruction	15 min.	Introduces a real or simulated project mission (e.g., "Prepare a presentation about the European Union").	Must break this large goal down into three distinct, sequential 25-minute milestones. For instance: - Pomodoro 1: Researching specific facts and sourcing data.	A quiet environment where participants can think individually without group crosstalk.

			<ul style="list-style-type: none"> - Pomodoro 2: Structuring the narrative and organizing slide outlines. - Pomodoro 3: Designing visuals and refining the layout. 	
The Live Sprint: Focus & Rest Cycles	35 min.	<ul style="list-style-type: none"> - Checking time. - Do not intervene, only observe. - Encourage participants to activate Forest or Focus To-Do apps on their personal devices to visually gamify their concentration. 	<p>The group:</p> <ul style="list-style-type: none"> - Sprint 1 (25 min): Total silence. Participants work strictly on their first sub-task with maximum concentration. - Short Break (5 min): Complete disconnection. Participants stand up, stretch, or drink water—no work-related screens allowed. - Sprint 2 (5 min snippet): A fast-paced demonstration to practice returning to deep focus immediately after a rest period. 	<ul style="list-style-type: none"> - Strict agreement on a "No Interruption" policy. Notifications must be muted, and phones placed face down unless used as a tracker. - A large, shared visual countdown timer projected on the main screen using websites like Pomofocus.io or a customizable Canva Timer video.
Completion and Progress Tracking	10 min.	Emphasizes that checking off a completed "Pomodoro interval" provides a psychological sense of accomplishment that triggers motivation and keeps momentum high.	Mark their completed blocks on a shared tracker.	<ul style="list-style-type: none"> - A central projector displaying a shared spreadsheet or collaborative wall. - A quick Padlet or a Mentimeter poll where everyone instantly inputs how many tasks they successfully advanced during the deep focus window.



Debriefing and Reflection	10 min.	<p>Gathers the group back into a circle to analyze their experience with the sprint:</p> <ul style="list-style-type: none">- How did it feel to work under a strict, visible countdown timer? Did it increase your anxiety at first, or did it help you anchor your focus?- What was the hardest distraction to avoid during the 25-minute sprint, and how can you proactively shield yourself from it in real youth work?- How did you utilize the 5-minute break? <p>Why is stepping entirely away from the work task vital for maintaining long-term creativity and avoiding mental fatigue?</p>	Reflect and ask the questions	Be active and reflective
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Activity 16 – Facilitating Debates and Discussions

Activity title: *“Digital Agora: Gamified Debates for Gen Z & Alpha”*

Abstract	This activity is designed to transform traditional, often intimidating debate formats into an interactive, gamified, and blended learning experience that resonates with contemporary youth. It addresses the challenge of disengagement, polarization, and fear of public speaking among young people by introducing anonymous digital brainstorming paired with structured, rapid-fire physical role-playing. By gamifying the discussion, this activity lowers the barrier to entry, encourages perspective-taking, and helps youth workers foster critical thinking and active citizenship in everyday practice.
Aims / Objectives	<ul style="list-style-type: none"> • To develop critical thinking, active listening, and media literacy skills among youth. • To foster inclusive and respectful dialogue on complex topics using non-formal education and gamification. • To equip youth workers with dynamic tools to facilitate high-engagement debates among Generation Z and Generation Alpha. • To encourage perspective-taking by asking participants to defend viewpoints different from their own.
Topics / Skills covered	<ul style="list-style-type: none"> • Skills: Public speaking, critical thinking, active listening, collaboration, emotional regulation, and digital literacy. • Topics: Democratic participation, constructive debate, conflict resolution, and digital citizenship.
Target group	<ul style="list-style-type: none"> • Target: Generation Z and Generation Alpha (Youth aged 10–25). • Number of participants: Minimum: 12 Maximum: 30.
Duration	90 minutes (1.5 hours).
Venue	A spacious, indoor room with movable chairs, plenty of wall space, and a stable internet connection.
Requirements	<ul style="list-style-type: none"> • A projector or smart TV. • Smartphones / tablets (brought by participants or provided by the venue). • Large flipchart papers and colored markers. • Colored sticky notes (Green, Red, Yellow). • A digital timer or bell.

User friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter / Slido: Used for anonymous live-polling, interactive word clouds, and gathering initial, unfiltered perspectives. • Padlet: Used as a digital repository for argument mapping during the brainstorming phase.
Suggested resources	<ul style="list-style-type: none"> • <i>The Art of Powerful Questions</i> by Eric E. Vogt, Juanita Brown, and David Isaacs. • SALTO-YOUTH "Communicate at your Best" Toolbox (toolbox.salto-youth.net/1828). • "Digital Tools for Youth Workers" handbook (toolbox.salto-youth.net/3856).
Handouts	<ul style="list-style-type: none"> • Handout 1: The Debate Scenario Cards. Ready-to-use dilemma cards on topics like "Should AI replace school teachers?", "Social media access should be restricted for under-16s", etc. • Handout 2: The Compassionate Debater Cheat-Sheet. A 1-page guide featuring sentence starters for constructive disagreement, e.g., "I understand your point about X, however, have we considered Y?".

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Digital Icebreaker: "The Temperature Check".</p> <p>The trainer welcomes participants and displays a QR code on the screen leading to a live Mentimeter poll. The poll presents a controversial but lighthearted statement (e.g., "Pineapple belongs on pizza" or "Video games are a sport"). Participants vote anonymously and see the real-time results shift on the screen. The trainer asks a few participants to briefly explain why they voted the way they did, setting a relaxed, low-stakes tone for sharing opinions.</p>	10 min.	Set up the digital tool, project the QR code, introduce the rules of safe expression, and lightheartedly prompt participants to share their thoughts based on the live data.	Use their smartphones to scan the QR code, vote honestly, observe the collective group opinions on the screen, and voluntarily share brief justifications.	Projector / Smart TV, Mentimeter link active, participants' smartphones.

<p>Introduction & The Rules of Engagement.</p> <p>The trainer introduces the main topic: how to debate constructively. Instead of lecturing, the trainer presents the "Compassionate Debater Cheat-Sheet".</p> <p>The trainer explains that today's debate is a game where points are scored not by "winning," but by demonstrating active listening, integrating others' points, and reframing arguments respectfully.</p>	10 min.	<p>Explain the objectives of the workshop, distribute Handout 2, clarify that roles/points of view will be randomly assigned, and introduce the gamified scoring system (e.g., bonus points for using constructive sentence starters).</p>	<p>Listen to the framework, ask clarifying questions, and review the distributed cheat-sheet.</p>	<p>Handout 2 (Cheat-Sheet) for all participants.</p>
<p>The Silent Storming (Blended Brainstorming).</p> <p>The trainer reveals the main serious topic of the day via a Scenario Card (e.g., "AI in Education"). The trainer divides the room into 3 teams (Team Pro, Team Con, and Team Judges) but keeps assignments secret for a moment. First, everyone accesses a shared Padlet board. For 5 minutes, they must post arguments both for and against the statement anonymously. This allows quieter youth to contribute without social pressure.</p>	15 min.	<p>Divide the group into three teams. Provide the Padlet link / QR code. Monitor the incoming digital posts to ensure language remains respectful.</p>	<p>Access Padlet. Anonymously contribute at least two arguments for ("Pro") and two against ("Con") the statement on the digital board, reading peers' inputs simultaneously.</p>	<p>Handout 1 (Scenario Cards), Padlet link, smartphones / tablets.</p>

<p>The Role Swap Debate (Main Gamified Activity). Teams are officially given their roles: Team A must defend "Pro", Team B must defend "Con" (regardless of their personal beliefs), and Team C acts as the "Gamification Judges".</p> <p>The debate runs in rounds using a speed-dating style or fishbowl circle.</p> <ul style="list-style-type: none"> - Round 1 (4 mins): Team A presents. - Round 2 (4 mins): Team B responds. - Mid-way Twist (3 mins): The trainer rings a bell and commands "SWITCH!". Team A and Team B must instantly swap roles and continue the debate, now defending the opposite side using the arguments mapped on the Padlet board. 	30 min.	Act as the timekeeper and referee. Introduce the "SWITCH!" twist midway to challenge cognitive flexibility and break down rigid biases. Guide the Judges on how to allocate points based on the cheat-sheet criteria.	Engage actively in the debate. Speak on behalf of the assigned side, listen intently to opponents, flip perspectives instantly when the bell rings, and utilize the digital Padlet board for backup arguments. Judges tally points.	Timer / Bell, Padlet board projected on screen for reference, point-scoring sheets for Judges.
<p>The Judges' Verdict & Reflection. The Judge team tallies the points. Rather than declaring a logical "winner," they award badges: "Most Empathetic Listener," "Best Perspective Switcher," and "Most Creative Argument." The trainer then leads a debriefing circle focusing on how it felt to switch sides and how digital tools helped or hindered their expression.</p>	15 min.	Facilitate the feedback loop. Shift the focus from "winning an argument" to "understanding a perspective". Ask debriefing questions: <i>How did it feel to defend a side you disagree with? How did anonymity in the beginning help you?</i>	(Judges) Present the awards with justifications. (All) Participate in the circle discussion, reflecting openly on their emotional responses, cognitive biases, and the utility of the digital scaffolding.	Award badges / certificates (can be physical stickers or digital Canva graphics).
<p>Evaluation & Closing. The trainer launches a final Slido / Mentimeter poll consisting of a digital target/scale to evaluate the workshop (e.g., <i>Rate your comfort in debating now 1-5, What is one skill you take home?</i>). The trainer wraps up by thanking the participants and highlighting how youth workers can replicate this digital / physical hybrid model.</p>	10 min.	Display the closing digital evaluation. Provide final encouraging remarks. Save the digital data for youth work reporting.	Complete the brief digital evaluation on their phones. Say goodbye to peers.	Smartphone / Tablets, closing Mentimeter evaluation link.

Handout 1 "The Debate Scenario Cards"

Cut along the dotted lines to create individual scenario cards for your workshop groups.

CARD 1: THE AI CLASSROOM

Scenario: A tech company has developed a highly advanced AI tutor capable of teaching any school subject, grading essays perfectly, and adapting to every student's learning speed. The school board wants to replace 50% of human teachers with these AI systems to save money and boost grades.

 **Debate Statement:** "AI tutors should replace human teachers in high schools."

CARD 2: THE DIGITAL CURFEW

Scenario: To combat sleep deprivation and mental health issues, a new law is proposed that automatically locks all social media accounts belonging to individuals under the age of 16 between 10:00 PM and 6:00 AM.

 **Debate Statement:** "Social media access should be restricted for under-16s."

CARD 3: THE ESPORTS REVOLUTION

Scenario: A major international sports committee is deciding whether competitive video gaming (eSports) should be officially included in the Olympic Games, receiving the exact same funding, medals, and status as traditional athletics.

 **Debate Statement:** "eSports belong in the Olympic Games alongside athletics."

Handout 2: The Compassionate Debater Cheat-Sheet

Keep this sheet in front of you during the debate. Use these phrases to score points!

✿ Rule #1: Validate Before You Counter

Before you state your argument, you must prove you actually listened to the other side.

- **Score 5 points** every time you use one of the phrasing tools below.

✂ The Phrasing Toolkit

1. Acknowledging and Reframing

- *"I hear your point about [X], and I understand why that matters. However, have we considered..."*
- *"You make a fair point regarding [X]. From our side, the challenge looks a bit different because..."*

2. The Perspective Shift (Crucial for the "SWITCH!" round)

- *"Looking at this from the perspective of [Insert Stakeholder, e.g., parents/students/teachers], the situation changes because..."*
- *"While [X] seems like a major benefit initially, the long-term impact might actually be..."*

3. Respectful Disagreement

- *"I see where you are coming from, but the data/argument from the Padlet board suggests that..."*
- *"That is an interesting angle, but it overlooks the core issue of..."*

 The Gamification Judge's Scorecard

For the use of Team C (Judges) only.

Team	Uses a Sentence Starter (+5 pts)	Actively Listened to Opponent (+5 pts)	Smooth Perspective Switch (+10 pts)	Total Points
Team A				
Team B				

- **Pro Tip for Judges:** Look for the team that bridges the gap between opposing ideas rather than the team that shouts the loudest!

Activity 17 – Group Work & Understanding Team Roles

Activity title: *“Decoding the Team DNA: Discovering Belbin Roles through Gamification”*

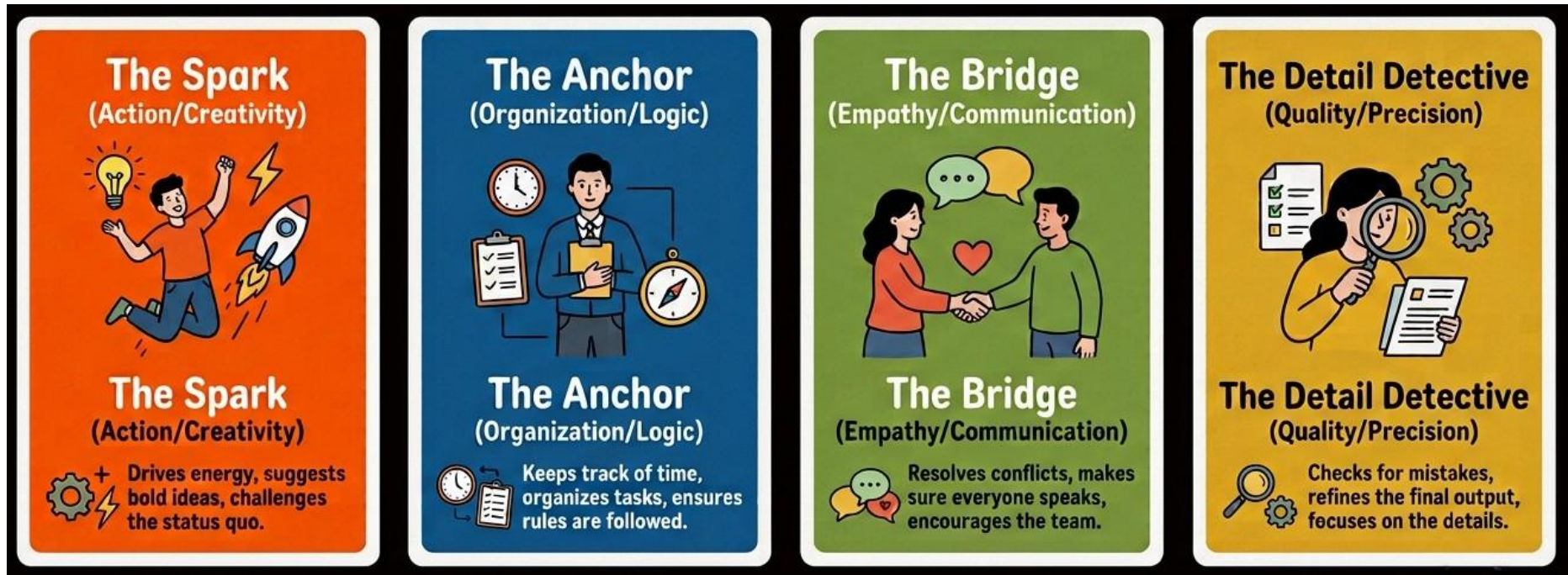
Abstract	This activity is designed to help young people understand that a successful team requires diverse skills and perspectives, moving away from the pressure of "everyone having to do everything". Set in a collaborative, gamified context, participants will experience different team roles firsthand to understand their natural tendencies and how to value others' strengths. It is particularly useful for newly formed youth groups, school projects, or youth organizations dealing with conflicts or a lack of engagement in group tasks. By blending a digital escape-room-style challenge with active reflection, this activity translates complex team dynamics into an accessible, practical experience.
Aims / Objectives	<ul style="list-style-type: none"> • To introduce the concept of team roles (inspired by the Belbin model) in a youth-friendly, non-academic language. • To foster self-awareness regarding personal strengths and contribution styles within a group. • To enhance mutual trust, empathy, and inclusive communication among Gen Z and Gen Alpha participants. • To provide youth workers with a scalable framework to optimize team performance and minimize collaborative friction.
Topics / Skills covered	<ul style="list-style-type: none"> • Teamwork and collaboration • Self-reflection and emotional intelligence • Strategic communication and active listening • Problem-solving under time constraints • Digital literacy and digital collaboration
Target group	<ul style="list-style-type: none"> • Age: 13–25 years old (Generation Z and Generation Alpha). • Group size: Minimum 8 – Maximum 24 participants (divided into smaller teams of 4–6 people).
Duration	Approximately 90 minutes (1.5 hours).
Venue	<ul style="list-style-type: none"> • A large indoor room with movable chairs and tables to allow team breakouts. • A reliable Wi-Fi connection and a main screen/projector for the trainer.

Requirements	<ul style="list-style-type: none"> • Flipchart paper and markers for each team. • Printed "Role Cards" (see Handouts). • Smartphones, tablets, or laptops (at least one per team). • A countdown timer displayed on the main screen.
User friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter / Kahoot: Used for the initial interactive icebreaker and final live-polling evaluation. • Miro / Padlet / Genially: A pre-configured digital "Escape Room" or interactive dashboard where teams must solve puzzles together using their specific role constraints.
Suggested resources	<ul style="list-style-type: none"> • Belbin Team Roles Overview: www.belbin.com (Adapted for youth work). • Salto-Youth Toolbox: Excellent non-formal education resources for group dynamics (www.salto-youth.net/tools/toolbox).
Handouts	<p>Handout 1: "The Team Archetypes" Role Cards. 4 simplified profiles printed on colorful cards:</p> <ol style="list-style-type: none"> 1. The Spark (Action/Creativity): Drives energy, suggests bold ideas, challenges the status quo. 2. The Anchor (Organization/Logic): Keeps track of time, organizes tasks, ensures rules are followed. 3. The Bridge (Empathy/Communication): Resolves conflicts, makes sure everyone speaks, encourages the team. 4. The Detail Detective (Quality/Precision): Checks for mistakes, refines the final output, focuses on the details. <p>Handout 2: Digital Mission Brief. A QR code linking to the online puzzle/dashboard (Miro/Padlet) containing 4 riddles that require different thinking styles to solve.</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Digital Warm-Up & Intro. The trainer welcomes the youth and opens a live Mentimeter poll asking: "What is the hardest part about working in a group?" Answers appear as a word cloud. The trainer briefly introduces the workshop's goal: discovering our "Team DNA" through a game.	15 min.	Sets up the tech, facilitates the digital icebreaker, and briefly explains how no single person can build a project alone.	Connect via smartphones, submit answers to the poll, and engage in the introductory reflection.	Projector, Mentimeter link, smartphones.
Role Assignment & The Constraint Challenge Participants are divided into balanced teams of 4-6. Each person randomly draws a "Role Card" (Handout A). They must strictly role-play this profile for the next phase. The trainer explains the digital mission: they have 30 minutes to crack an online puzzle.	15 min.	Distributes the Role Cards, explains the rules of the gamified challenge, and ensures everyone understands their specific role constraints.	Form teams, read their assigned Role Card, and prepare to embody that specific perspective within the group.	Printed Role Cards (Handout A), tables and chairs arranged in clusters.
Main Activity: The Digital Escape Mission Teams scan the QR code to enter the interactive digital space (Miro/Padlet). They face 4 distinct challenges (e.g., a logic puzzle, a creative slogan creation, a precise data check). To succeed, they must let the participant with the matching "Role Card" lead that specific puzzle.	30 min.	Acts as a passive observer/game master. Intervenes only if a team is completely stuck or if someone is breaking their role constraints. Monitors the global countdown.	Collaborate actively while respecting their assigned roles. They must use their smartphones/tablets to solve the digital challenges together.	Laptops / Tablets / Smartphones, Wi-Fi, Digital Mission Brief (Handout B).

Group Debriefing & Reflection The game ends. Teams sit in a circle. The trainer guides a debriefing session using the Experiential Learning Cycle: <ol style="list-style-type: none"> 1. <i>What happened?</i> (Was it easy or hard to stick to the role?) 2. <i>So what?</i> (How did it feel when the 'Anchor' or the 'Spark' took the lead?) 3. <i>Now what?</i> (How can we use this in real life?) 	20 min.	Facilitates the circle discussion using open-ended questions. Ensures Gen Z/Alpha participants feel safe sharing frustration or success.	Reflect on the experience, share personal insights about their behavior during the game, and listen to peers.	Flipchart paper and markers to write down key takeaways.
Evaluation & Checkout Participants scan a final Kahoot / Mentimeter QR code to leave an anonymous, gamified feedback rate on the workshop (e.g., "Today I discovered my strength is..."). The trainer wraps up with an inclusive closing message.	10 min.	Launches the evaluation tool, thanks the participants, and highlights how diversity makes youth groups stronger.	Complete the digital evaluation on their phones, share a final one-word feedback out loud.	Smartphones, Final Mentimeter quiz.

Handout 1: "The Team Archetypes" Role Cards



Activity 18 – Icebreakers & Energizers for Group Integration

Activity title: *“Pixel & Pulse: Hybrid High-Energy Connections ”*

Abstract	This activity is designed to bridge the gap between digital-native tendencies and the need for deep, authentic face-to-face connection among modern youth. In youth work, getting Generation Z and Generation Alpha to fully engage right from the start can be challenging due to screen-reliance and short attention spans. This workshop leverages gamification and a hybrid blend of online and offline elements to quickly lower social anxiety and break the ice. By utilizing tools they are natively comfortable with, it transforms passive listeners into an active, self-organizing community ready for collaborative learning.
Aims / Objectives	<ul style="list-style-type: none"> • To dismantle initial social barriers and reduce peer-to-peer anxiety using gamified elements. • To foster high-energy group integration and a sense of shared belonging within a short timeframe. • To encourage inclusive, active participation, ensuring both introverted and extroverted youth feel empowered to contribute.
Topics / Skills covered	<ul style="list-style-type: none"> • Team cohesion and active listening • Digital literacy and collaborative agility • Non-verbal communication and emotional intelligence
Target group	<ul style="list-style-type: none"> • Age: 10–25 years old (Generation Z and Generation Alpha) • Group size: 12 to 30 participants
Duration	90 minutes (1.5 hours)
Venue	A spacious, open indoor room with movable chairs, a projector / smart screen, and reliable Wi-Fi access.
Requirements	<ul style="list-style-type: none"> • A smartphone or tablet per participant (or shared in pairs if needed) • Mentimeter or Slido presenter account • 1 set of colored sticky notes (4 different colors) and markers for each participant • A Bluetooth speaker for background "energy" music • Painter's tape (to create lines or grids on the floor)

User friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter (for live interactive polling and word clouds) • Spotify / YouTube Music (for atmospheric, gamified audio cues)
Suggested resources	<ul style="list-style-type: none"> • <i>SALTO-YOUTH Toolbox</i> (www.salto-youth.net/tools/toolbox/): A massive repository of non-formal education methods, energizers, and youth-work strategies. • <i>Gamification in Youth Work</i> (ec.europa.eu/programmes/erasmus-plus/project-result-content/bf7becf3-e203-4b43-8d35-3d678f6f495a/GamifyEU_publication_-_gamification_in_non-formal_education_and_youth_work.pdf): Guidebook focusing on how to integrate game mechanics into non-formal educational settings.
Handouts	<p>Handout 1: The "Digital-Analog Fusion" Cheat Sheet.</p> <p>A 1-page visual guide for the youth worker containing QR codes for the Mentimeter lobby, a curated 3-track playlist (High Energy, Focus, Reflection), and a 5-point checklist for inclusive facilitation.</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Arrival & The Digital Temperature Check. As youth enter, upbeat lo-fi music plays. A large QR code is projected on the screen.</p> <p>Participants scan it to access a live Mentimeter poll asking: "If your energy right now was a meme, which one would it be?" and "What is one thing you need today to feel included?" Results populate live on screen as a dynamic word cloud.</p>	15 min.	Welcomes participants warmly at the door. Directs them to the QR code. Once everyone is seated, highlights the trends on the screen with humor and zero judgment, validating their current energy levels.	Scan the QR code, submit their anonymous responses, look at the screen to see peer answers, and settle into the space.	The "Digital-Analog Fusion" Cheat Sheet (Handout A), Projector, Mentimeter link, smartphones, Bluetooth speaker.

<p>Offline Grid-Lock (The Human Matrix). The digital screen is turned off. The trainer uses lines taped on the floor to divide the room into four quadrants. The trainer calls out various inclusive binary or multiple-choice questions (e.g., "<i>Are you an early bird or a night owl?</i>", "<i>Do you prefer texting or voice notes?</i>", "<i>Do you process thoughts silently or out loud?</i>"). Participants must physically move to the designated quadrant that represents them.</p>	20 min.	Facilitates the game dynamically like a game-show host. Changes the pace of questions based on group energy. Briefly asks 1-2 participants in different quadrants <i>why</i> they chose their spot, prompting quick micro-interactions.	Listen to the prompts, move quickly and safely to the corresponding quadrant, and observe who shares similar preferences or contrasting styles.	Painter's tape pre-marked on the floor.
<p>The Gamified Sticky-Note Quest</p> <p>Every participant receives 3 colored sticky notes. They are given 3 rapid-fire challenges to write down anonymously:</p> <ol style="list-style-type: none"> 1. <i>Blue Note:</i> A hidden talent or weird skill. 2. <i>Yellow Note:</i> A major pet peeve. 3. <i>Pink Note:</i> A goal for the future. They must then get up and stick their notes on the walls. The trainer mixes them up. <p>Participants are then paired up randomly and given 5 minutes to find one note from each color that <i>doesn't</i> belong to them, guess who it belongs to by mingling, and return it to the rightful owner.</p>	30 min.	Distributes materials. Keeps time using a countdown visual or music. Floats around the room to support anyone struggling to find a match or feeling left out, ensuring an inclusive atmosphere.	Write down responses honestly, place notes on the wall, and actively mingle with peers to find the owners of the selected notes through friendly conversation.	Colored sticky notes, markers, countdown timer on screen.
<p>Creative Synergy Reflection & Debrief. The group forms a circle on the floor or in chairs. The trainer leads a structured debrief using non-formal education reflection loops (What? So What? Now What?) A final Mentimeter poll is launched where participants submit one word describing how their feeling about the group has changed from the start of the workshop to now.</p>	20 min.	Guides the reflection using open-ended questions. Ensures a safe space where there are no wrong answers. Closes the workshop by showing the final digital word cloud, contrasting it with the opening "temperature check."	Sit in the circle, share insights if comfortable, listen actively to peers, and submit their final word on the digital tool.	Projector, Mentimeter, chairs arranged in a circle.

Activity 19 – Intercultural Communication

Activity title: *“The Culture Crash: Decoding Hidden Rules Through Gamified Simulation”*

Abstract	This workshop addresses the invisible barriers, stereotypes, and misunderstandings that often arise when individuals from diverse backgrounds interact. Set in a gamified context where teams are assigned fictional "cultural profiles" with distinct behavioral rules, participants must collaborate on a high-stakes digital project without explicitly sharing their cultural guidelines. This simulation exposes how quickly assumptions are made and how non-verbal or behavioral codes can alter team dynamics. It is highly useful for international youth exchanges, diverse youth centers, and local projects aiming to foster global citizenship, empathy, and active listening among digital-native generations.
Aims / Objectives	<ul style="list-style-type: none">• To develop an awareness of how culture implicitly shapes communication styles, body language, and values.• To identify and deconstruct stereotypes and ethnocentric biases in real-time.• To practice active listening, patience, and non-verbal decoding strategies under collaborative pressure.• To equip youth workers with a digital-meets-offline framework to facilitate difficult conversations about inclusion and cultural diversity.
Topics / Skills covered	<ul style="list-style-type: none">• Intercultural competence and sensitivity• Active listening and observation• Non-verbal communication and behavioral adaptability• Conflict resolution and mediation• Empathy and collaborative problem-solving
Target group	<ul style="list-style-type: none">• Age: 13–25 years old (Generation Z and Generation Alpha).• Group size: Minimum 12 – Maximum 24 participants (split into 3 balanced groups).
Duration	Approximately 90 minutes (1.5 hours).
Venue	A large indoor workspace with enough room to allow three groups to isolate themselves during the preparation phase, and a central area for the joint activity.

Requirements	<ul style="list-style-type: none"> • Printed "Cultural Blueprint Cards" (see Handouts). • Smartphones or tablets with internet access (at least one per participant or one per pair). • Projector or large screen for displaying interactive slides and timers. • Colored stickers (Red, Green, Blue) to divide groups
User friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter: Used for the anonymous initial stereotype check and the final reflective poll. • Miro / Padlet: A digital collaborative canvas representing a "Shared Space Station" where the groups must build a colony together using text, icons, and shapes while adhering to their physical cultural behaviors.
Suggested resources	<ul style="list-style-type: none"> • <i>The Cultural Intelligence Center</i> (www.culturalq.com): Frameworks for understanding cultural capabilities. • <i>SALTO-YOUTH Cultural Diversity Resource Center</i> (www.salto-youth.net/rc/inclusion/): Toolkits on intercultural learning in youth work. • <i>The Iceberg Model of Culture</i> (thecorecollaborative.com/beyond-the-surface-exploring-the-iceberg-of-culture/): Theoretical framework easily adaptable for non-formal educational games.
Handouts	<ul style="list-style-type: none"> • Handout 1: The Fictional Cultural Blueprints. <ul style="list-style-type: none"> ◦ Culture Alpha (The Hyper-Connectors): They always use intense eye contact, must wave enthusiastically before typing on the digital canvas, highly value emotional emojis, and dislike direct commands. ◦ Culture Beta (The Minimalists): They never use emojis or capital letters on the canvas, avoid direct eye contact in the room, speak softly, and only focus on logic and data. They consider enthusiastic waves rude. ◦ Culture Gamma (The Ritualists): They must consult each other in a huddle before making any move on the board, value hierarchy (the youngest person must type everything), and always start a digital message with a polite greeting. • Handout 2: The Intercultural Reflection Grid. A digital or physical form with three questions: <ol style="list-style-type: none"> 1. What did we assume about them? 2. What was their actual rule? 3. How did we adapt?

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
The Digital Iceberg (Icebreaker). The trainer launches a Mentimeter poll with a prompt: "What defines a culture?" Words appear on screen. The trainer introduces the "Cultural Iceberg concept": visible things (food, dress) vs. invisible things (values, concept of time, rules of politeness). Gen Z/Alpha relate this to internet subcultures or memes.	15 min.	Sets up the Mentimeter, frames culture as a set of hidden software rules we run in our heads, and sets a safe space for the game.	Connect via smartphones, submit ideas, and analyze how much of culture is "invisible" beneath the surface.	Smartphones, Projector, Mentimeter template.
The Cultural Secret Briefing. Participants are divided into 3 groups (Alpha, Beta, Gamma) via colored stickers. Each group moves to a different corner of the room. The trainer hands them their "Cultural Blueprint Card" (Handout A). They must read it silently, internalize the rules, and practice communicating among themselves using only those traits.	15 min.	Distributes the secret blueprints, coaches each group privately to make sure they understand their rules, and emphasizes: <i>"Do not reveal your rules to other teams!"</i>	Read their assigned cultural profile, practice the non-verbal and communication restrictions within their safe group, and adopt the persona.	Printed "Cultural Blueprint Cards" (Handout A), separate corners of the room.
The Main Game: Building the Digital Colony. Teams are brought together in the center. They open a shared Miro / Padlet board. The mission: They have 25 minutes to co-design an ideal green city on the canvas. They must talk to each other in the room but must strictly behave according to their cultural rules while designing digitally.	25 min.	Launches the countdown timer. Acts as the Game Master, observing interactions, noting down friction, misunderstandings, or moments of cultural adaptation without interfering.	Collaborate in the physical room while co-creating on the digital canvas. They try to accomplish the mission while wrestling with conflicting cultural behaviors.	Smartphones / Tablets, Shared Miro / Padlet canvas link, Master Countdown Timer.

<p>The Culture Reveal & Debriefing.</p> <p>The building time ends. Before revealing the rules, the trainer asks each team to guess the other teams' rules using the Reflection Grid. Then, each team reads their actual blueprint card aloud. A facilitated discussion follows on stereotypes, assumptions, and frustration.</p>	25 min.	Guides the reflection using the ERA Model (Experience, Reflection, Action). Asks: <i>How did it feel when they ignored your emojis? Did you think they were being rude? How does this happen in real life?</i>	Fill out the reflection grid, share their assumptions, reveal their actual rules, and discuss how communication gaps create false stereotypes.	Handout B (Intercultural Reflection Grid), Flipchart for drawing conclusions.
<p>Action Point Checklist & Evaluation.</p> <p>Participants complete a final checkout poll on Mentimeter: "One practical strategy I will use next time I meet someone with a different communication style is..." The trainer summarizes the takeaway: Intercultural communication is not about changing your identity, but widening your lens.</p>	10 min.	Summarizes key takeaways, connects the game to real-world migration, diverse workspaces, and digital global communities, and closes the session.	Complete the digital checkout poll, read peers' responses on the screen, and take a mental note of their personal intercultural strategy.	Mentimeter checkout link, Projector.

Handout 1: The Fictional Cultural Blueprints

A

CULTURE ALPHA


CULTURE ALPHA
(THE HYPER-CONNECTORS)

-  **Intense Eye Contact**
-  **MUST WAVE ENTHUSIASTICALLY Before Typing**
-  **Highly Value EMOTIONAL EMOJIS**
-  **Dislike Direct Commands**

B

CULTURE BETA


CULTURE BETA
(THE MINIMALISTS)

-  **Never use emojis or capital letters**
-  **Avoid direct eye contact in the room**
-  **Speak softly**
-  **Only focus on logic and data**
-  **Consider enthusiastic waves rude**

Г

CULTURE GAMMA


CULTURE GAMMA
(THE RITUALISTS)

-  **Must consult in a huddle before any move**
-  **Value Hierarchy (Youngest must type everything)**
-  **Always start with a polite greeting**

Activity 20 – Inventing New Products or Services

Activity title: *“The Innovation Incubator: Pitching Tomorrow's Solutions”*

Abstract	This activity transforms young participants into forward-thinking innovators tasked with identifying real or imagined contemporary problems and designing functional or fictional solutions. Traditional education often presents entrepreneurship as rigid and exclusively profit-driven, which can alienate or disengage younger cohorts. This workshop leverages gamification and design thinking to show that innovation starts with empathy and playful problem-solving. It is highly useful for youth workers aiming to instill an entrepreneurial mindset, foster collaborative creativity, and channel the social consciousness of Generation Z and Generation Alpha into actionable concepts.
Aims / Objectives	<ul style="list-style-type: none"> • To demystify the entrepreneurial process using non-formal education and design thinking methods. • To cultivate an innovative mindset by encouraging creative risk-taking and rapid prototyping. • To promote collaborative teamwork and active presentation skills among diverse youth groups. • To empower young people to see themselves as proactive change-makers addressing environmental, social, or futuristic challenges.
Topics / Skills covered	<ul style="list-style-type: none"> • Skills: Ideation, pitch presentation, active listening, digital canvas navigation, rapid prototyping, empathy mapping. • Topics: Social entrepreneurship, design thinking, innovation, gamified business development.
Target group	<ul style="list-style-type: none"> • Age group: Generation Z and Generation Alpha (ages 12–22). • Group size: Minimum 9 / Maximum 25 participants (split into small incubator teams of 3–5).
Duration	120 minutes (2 hours).
Venue	An indoor workspace featuring versatile seating arrangements, ample floor space for moving around, wall space for posting designs, and a solid internet infrastructure.

Requirements	<ul style="list-style-type: none"> • Projector, screen, and sound system for the trainer's main station. • Smartphones, tablets, or laptops (at least one device per innovation team). • Physical prototyping materials: Colored construction paper, pipe cleaners, building blocks or LEGOs, scissors, tape, and markers. • A physical or digital countdown timer.
User friendly digital tools used	<ul style="list-style-type: none"> • Padlet or Miro for collaborative digital brainstorming and visual sticky-note mapping. • Canva for rapid creation of mock-up logos, landing pages, or product presentation slides.
Suggested resources	<ul style="list-style-type: none"> • <i>Design Thinking for Educators</i> toolkit (page.ideo.com/design-thinking-edu-toolkit): IDEO framework for youth-centered creation). • <i>Methodological Handbook on Non-Formal Youth Entrepreneurship Education</i> (toolbox.salto-youth.net/4215) designed to provide youth workers with practical tools and strategies for developing entrepreneurship skills among young people through non-formal education methods. • Canva for Education design templates (www.canva.com/education/teachers/).
Handouts	<ul style="list-style-type: none"> • Handout 1: "The Problem Matrix & Pitch Formula". A physical template where teams clarify the problem, their solution, target audience, and structure their 60-second 'Shark Tank' style presentation. • Handout 2: "Incubator Capital". Fictional token sheets or QR-code ledger sheets used by participants during the final expo phase to invest in rival ideas.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Energizer & Prompt Drop ("The Worst Product Ever"). The trainer kicks off the session with an interactive warm-up. Teams are formed instantly by drawing random prompt cards. Each team is given two completely unrelated objects (e.g., "A soggy umbrella" and "A solar-powered flashlight") and has 5 minutes to pitch it as a revolutionary product to the room.	15 min.	Explains the fast-paced nature of the energizer. Models an enthusiastic, high-energy pitch to break down self-consciousness and establish a playful atmosphere.	Form immediate teams, think rapidly on their feet, combine absurd objects, and present a funny 30-second sales pitch to their peers.	Random object prompt cards, digital timer.
Problem Identification & Empathy Mapping (Miro / Padlet). Teams choose a real-world or imaginary problem from a digital wall populated with global challenges (e.g., digital fatigue, climate anxiety, or fictional space-colony issues). They fill out a digital empathy map detailing who experiences the problem and why current alternatives fail.	25 min.	Sets up the pre-populated Miro / Padlet dashboard. Circles the room, prompting teams to narrow down massive abstract issues into concise user-centric problems.	Browse the digital challenge board, select a problem, and collaborate via their devices to complete the digital empathy layout.	Devices with internet access, shared Miro or Padlet link, projector.
Rapid Prototyping: Physical Meets Digital. Teams use the "The Problem Matrix" handout to outline their service or product functionality. They then split tasks: one person uses physical craft items (blocks, paper) to build a physical mockup, while others use Canva to quickly generate a visual logo or a promo graphic.	40 min.	Distributes the physical crafting kits and Handout 1. Reminds teams that a prototype doesn't need to work—it just needs to show the core idea visually and interactively.	Co-create the solution. Dynamically delegate roles between physical crafters and digital app/graphic designers to bring their innovation to life.	Handout 1 (The Problem Matrix), assorted craft supplies (LEGOs, paper, markers), Canva software access.

<p>The Innovators' Expo & Crowdfunding Pitch. The room transforms into an entrepreneurial expo. Teams set up their physical mockups and digital screens. Half the team stays to pitch their 60-second solution while the other half roams the room acting as investors, using their "Incubator Capital" tokens to back the best ideas. Roles reverse halfway through.</p>	25 min.	Rings a bell to signify the halfway swap. Acts as the head of the "Incubator Board", maintaining high energy and overseeing the investment round.	Pitch their product concisely to visiting investors, ask strategic questions when visiting other booths, and distribute investment tokens based on project viability.	Handout 2 (Incubator Capital Tokens), display space on tables, prototype models.
<p>Gamified Debriefing & Reflection ("The Capital Count"). The tokens are tallied up, not to award a sole winner, but to analyze what elements made certain ideas stand out. The trainer guides an interactive evaluation on how design thinking can be applied to real life and community issues.</p>	15 min.	Facilitates the final reflection. Bridges the gap between the fictional game mechanics and real-world civic or market entrepreneurship.	Tally tokens received, share feedback on what they found most challenging, and identify how they can use design thinking for school or local youth initiatives.	Flipchart to track main takeaways, token count board.

Handout 1: “The Problem Matrix & Pitch Formula”

Incubator Team Name: _____

Project Codename: _____

💡 **Innovation Rule:** Don't fall in love with your solution; fall in love with the problem. Use this matrix to map your design thinking process before building your prototype.

Part 1: The Problem Matrix

Fill out these four blocks based on your Miro/Padlet brainstorming session:

1. What is the Problem? (Keep it specific!)	2. Who suffers from it? (Gen Z, Alpha, pets, future humans?)
3. Why do current fixes fail? (<i>Too expensive, boring, non-digital?</i>)	4. What is your Magic Solution? (<i>App, physical product, service?</i>)



✦ Part 2: The 60-Second Rocket Pitch Formula

Use this fill-in-the-blank template to script your elevator pitch for the Expo phase. Make it catchy!

- **The Hook:** "Did you know that [Insert shocking stat, funny question, or common frustration]?"
- **The Problem:** "Every single day, millions of people struggle with [Insert your problem from Block 1]."
- **The Reveal:** "That's why we created [Insert Project Codename], the world's first [Insert your solution type from Block 4]."
- **The Value:** "Unlike current options, our project changes the game by [Insert your answer from Block 3]."
- **The Call to Action:** "Invest your capital in us today and help us [Insert the big goal or positive impact]!"

Handout 2: "Incubator Capital"



INCUBATOR CAPITAL
1 MILLION IDEAS TOKEN

Valid for investment in Tomorrow's Tech Expo.

Investor Team: _____



INCUBATOR CAPITAL
1 MILLION IDEAS TOKEN

Valid for investment in Tomorrow's Tech Expo.

Investor Team: _____



INCUBATOR CAPITAL
1 MILLION IDEAS TOKEN

Valid for investment in Tomorrow's Tech Expo.

Investor Team: _____



INCUBATOR CAPITAL
1 MILLION IDEAS TOKEN

Valid for investment in Tomorrow's Tech Expo.

Investor Team: _____



INCUBATOR CAPITAL
1 MILLION IDEAS TOKEN

Valid for investment in Tomorrow's Tech Expo.

Investor Team: _____



INCUBATOR CAPITAL
1 MILLION IDEAS TOKEN

Valid for investment in Tomorrow's Tech Expo.

Investor Team: _____

Activity 21 – Making Your Own Quiz or Puzzle

Activity title: *“Puzzle Masters: Design Your Own Interactive Quiz Challenge”*

Abstract	This activity introduces young people to the mechanics of game design by empowering them to create their own digital quizzes and puzzles. Often, Gen Z and Gen Alpha consume interactive content passively without understanding the logic behind engagement and user experience. This workshop addresses this gap by shifting their roles from consumers to creators, teaching them how to structure information playfully. It is highly useful for youth workers who want to develop critical thinking, digital storytelling, and peer-to-peer learning within youth centers or non-formal education settings.
Aims / Objectives	<ul style="list-style-type: none"> • To foster creativity and logic through the step-by-step creation of original puzzles and quizzes. • To enhance digital literacy by introducing accessible, no-code interactive tools. • To support teamwork and peer evaluation using gamification and non-formal education principles. • To boost active participation among Generation Z and Generation Alpha by letting them design content centered around their own interests.
Topics / Skills covered	<ul style="list-style-type: none"> • Skills: Game design logic, digital content creation, collaborative teamwork, logic and problem-solving, constructive feedback. • Topics: Non-formal education, gamification, interactive learning, user experience (UX) basics.
Target group	<ul style="list-style-type: none"> • Age group: Generation Z and Generation Alpha (ages 10–22). • Group size: Minimum 6 / Maximum 24 participants (working in small teams of 3–4).
Duration	90 minutes (1.5 hours).
Venue	A flexible indoor space featuring movable tables, chairs, and adequate wall space or whiteboards for brainstorming. A stable Wi-Fi connection is required.

Requirements	<ul style="list-style-type: none"> • Laptops, tablets, or smartphones (at least one device per team of 3-4). • Projector and screen for the trainer. • Physical materials: Sticky notes (different colors), markers, blank A4 paper, and masking tape. • A digital timer visible to the room.
User friendly digital tools used	<ul style="list-style-type: none"> • Kahoot! or Wayground for rapid quiz building and instant multiplayer gamification. • Genially or Flippity (as an alternative for creating digital escape rooms or customized puzzle boards).
Suggested resources	<ul style="list-style-type: none"> • <i>The Gamification of Learning and Instruction</i> by Karl M. Kapp: Resource for non-formal game mechanics. • Kahoot! Certified for Educators portal (kahoot.com/certified/): Free guides on designing impactful questions. • Genially Academy (academy.genially.com): Quick video templates for escape rooms and quiz games.
Handouts	<ul style="list-style-type: none"> • Handout 1: "The Quiz Blueprint". A physical worksheet featuring a storyboard layout where teams map out their 5 questions, correct/incorrect answers, and any puzzle hints before going digital. • Handout 2: "The Playtester Review Card". A small feedback sheet used during the playtesting phase for teams to rate each other's games on Clarity, Fun, and Difficulty.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Introduction & Reverse Icebreaker ("The Broken Trivia").</p> <p>The trainer welcomes everyone and launches a brief, intentionally poorly-designed 3-question live quiz on the projector. Questions are either impossibly hard or visually confusing. The trainer asks the youth: "<i>What made this game frustrating to play?</i>" This flips the perspective to user experience.</p>	15 min.	Sets up the bad quiz to trigger critical thinking. Explains the objectives and introduces the concept that a good puzzle balances challenge with fun.	Play the mini-quiz on their devices, analyze the design flaws, and call out what makes a digital quiz engaging versus boring.	Projector, smartphone / tablet per participant, live Kahoot! / Wayground link.

Offline Storyboarding ("The Quiz Blueprint"). Participants split into teams of 3-4. Instead of jumping straight to devices, they must design their quiz concept offline. They choose a theme (e.g., Pop Culture, Gaming, Eco-Facts) and write out 5 questions, utilizing colored sticky notes to map out branching paths or multiple-choice options	25 min.	Distributes the physical materials and Handout 1. Circles the room to ensure groups are keeping their questions inclusive, clear, and logically structured.	Brainstorm themes collectively. Negotiate roles within the team (Writer, Tech builder, Asset finder) and map out their quiz structure physically.	Handout 1 (The Quiz Blueprint), sticky notes, markers, blank paper.
Digital Construction Phase. Teams transition from their paper storyboards to the chosen online platform (e.g., Kahoot! or Flippity). They input their questions, set timer limits, upload memes / images to accompany the choices, and configure the game mechanics.	25 min.	Provides a quick 2-minute technical showcase of the chosen platform interface. Offers technical assistance and acts as a timekeeper.	Input their mapped-out content into the digital tool. Search for copyright-free images / GIFs to enhance visual engagement and test their game flow locally.	Laptops or tablets, internet access, digital tool accounts (free tiers).
Peer Playtesting & Arcade Swap. Every team generates a PIN or QR code for their game and leaves it on their table. Teams rotate to another station to play and test their peers' quiz / puzzle. They fill out a physical feedback card assessing the gameplay	15 min.	Initiates the rotation signal every 5 minutes. Reminds participants to focus on constructive, non-formal feedback rather than just criticizing errors.	Rotate to different tables, play the games created by other teams, and fill out the review cards honestly and constructively.	Handout 2 (Playtester Review Cards), devices ready with game pins.
Reflection & Gamified Evaluation ("The Leaderboard Debrief"). The group gathers back in a circle. Instead of a dry discussion, the trainer uses a 3-tier physical "Leaderboard" on the wall. Teams post what they learned about <i>Design</i> , <i>Collaboration</i> , and <i>Tech</i> on the corresponding tier, followed by a brief group wrap-up.	10 min.	Guides the final discussion focusing on transferable skills (logic, empathy for the player). Validates the creative output of all teams.	Reflect on the feedback received from peers, place their final takeaways on the physical leaderboard wall, and share oral highlights.	Wall space or whiteboard, markers, sticky notes.

Handout 1: "The Quiz Blueprint"

THE QUIZ BLUEPRINT

Team Name: _____

Theme: _____

 **Design Rule for Gen Z & Alpha Creators:** A great puzzle or quiz isn't just hard—it's fair and visually engaging. Use this blueprint to lock down your logic before you touch the keyboard.

Section A: Game Setup

- **Target Audience Vibe:** (e.g., Chill, Fast & Furious, Meme-Heavy, Brain-Melter)
- **Visual Style/Color Palette:** _____

Section B: Storyboard Matrix

Use the blocks below to write out your 5 questions. Tip: Use different colored sticky notes on top of this sheet if you want to swap things around easily.

Q#	Question Text	Answer Options (Mark the Correct one with a Checkmark ✓)	Media Idea (What GIF, Meme, or Image will go here?)	Time Limit (10s / 20s / 30s)
1		A) _____ B) _____ C) _____ D) _____		
2		A) _____ B) _____ C) _____ D) _____		
3		A) _____ B) _____ C) _____ D) _____		
4		A) _____ B) _____ C) _____ D) _____		
5	<i>(The Boss Level)</i>	A) _____ B) _____ C) _____ D) _____		

Handout 2: "The Playtester Review Card"

Print 4 of these per A4 sheet. Cut along the dotted line and hand them out to groups during rotation.

PLAYTEST REPORT CARD

Game Created By Team: _____

Tested By Team: _____

Score each category from **1 to 5 Stars** ( = Low,     = High)

- **1. Clarity (Were the instructions/questions easy to understand?):** [    ]
- **2. Fun & Flow (Did it keep you hooked? Were the images/memes good?):** [    ]
- **3. Difficulty Balance (Was it a fair challenge or just frustrating?):** [    ]

 **One thing we LOVED about your game:** _____

 **One PRO-TIP to make it even better before launch:** _____

Activity 22 – Music Improvisation (with Online Tools)

Activity title: *“Digital Jam: Collaborative Improvisation and Gamified Soundscapes”*

Abstract	This activity is designed to lower the barrier to musical expression by utilizing intuitive, gamified online loops and creation tools alongside physical interaction. Many young people feel intimidated by traditional musical instruments or formal theory, creating a barrier to creative expression. This workshop solves that problem by using collaborative digital platforms that allow anyone, regardless of musical background, to immediately start creating cohesive soundscapes. It is highly useful for youth centers looking to build teamwork, foster digital literacy, and encourage self-expression through inclusive, non-formal music-making.
Aims / Objectives	<ul style="list-style-type: none"> • To democratize music-making and improvisation through user-friendly digital tools. • To foster collaboration, communication, and mutual respect among participants of Generation Z and Alpha. • To boost creative confidence by eliminating the fear of "playing the wrong note" using gamified audio interfaces. • To promote active participation and co-creation in a shared digital-physical environment.
Topics / Skills covered	<ul style="list-style-type: none"> • Skills: Digital literacy, active listening, teamwork, creative risk-taking, collaborative improvisation, and rhythm coordination. • Topics: Non-formal music education, gamification in art, digital audio collaboration, and inclusive youth participation.
Target group	<ul style="list-style-type: none"> • Age group: Generation Z and Generation Alpha (ideally ages 11–24). • Group size: Minimum 8 / Maximum 20 participants (ideally split into smaller groups of 4–5).
Duration	Total duration: 120 minutes (2 hours).
Venue	A spacious indoor room (youth center hall, classroom, or multimedia lab) with movable chairs and tables to facilitate group work. Reliable Wi-Fi connectivity is mandatory.

Requirements	<ul style="list-style-type: none"> • Stable internet connection (Wi-Fi). • Participants' smartphones, tablets, or laptops (BYOD - Bring Your Own Device; youth workers should have 2-3 spare tablets if possible). • A master projector and sound system (speakers) connected to the trainer's laptop. • Physical props: 4-5 basic percussion elements (shakers, tambourines, or even desktop surfaces to tap on). • Flipchart and markers for the reflection phase.
User friendly digital tools used	<ul style="list-style-type: none"> • Incredibox (Web/App): A gamified beatbox/loop tool perfect for instant, high-quality loop layering and arrangement. • BandLab or Chrome Music Lab (Song Maker): Free, accessible web tools allowing multiple users to sequence rhythms and melody lines in real time without prior theory knowledge.
Suggested resources	<ul style="list-style-type: none"> • <i>Incredibox for schools</i> (www.incredibox.com/schools): resources and schools guidelines. • <i>Chrome Music Lab</i> (musiclab.chromeexperiments.com/Experiments): experiments page for hands-on wave and rhythm exploration.
Handouts	<p>Handout 1: "The Jam Challenge Cards". Printable cards given to groups containing constraints, e.g., "<i>Card A: Create a track that feels like a rainy cyberpunk city. Use exactly 2 vocal loops and 1 physical shaker</i>".</p> <p>Handout 2: Quick QR-Code Sheet. A printed paper with QR codes pointing directly to the specific Incredibox versions or shared BandLab rooms to avoid setup delays.</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Welcome & Sound-Check Icebreaker ("The Human Loop").</p> <p>The trainer welcomes the youth and introduces the concept of improvisation. Instead of talking, the group forms a circle. The trainer starts a simple vocal loop or clap. Each participant must add their own sound or rhythm when pointed to, creating a layering effect. No sound is "wrong."</p>	15 min.	Acts as the conductor, establishing a safe space where making silly or abstract sounds is encouraged. Ensures a steady tempo and transitions smoothly into explaining the workshop's goal.	Step into the circle, listen actively to the rhythm established by peers, and confidently inject their own sound or physical movement when it's their turn.	No digital tools needed. A spacious floor area.

Tool Discovery & Gamified Practice (Incredibox Exploration). Participants scan the QR code to open Incredibox. The trainer demonstrates via the main projector how dragging animated outfits onto characters creates layers (beats, effects, melodies, voices). Participants are given 10 minutes of solo "sandbox play" to discover how sounds fit together harmoniously.	20 min.	Projects their screen to show a 3-minute live tutorial. Circulates around the room to assist anyone facing technical glitches. Encourages participants to discover secret animation bonuses in the app.	Open the app on their individual devices, put on headphones (or work in quiet sub-corners), experiment with different musical combinations, and discover the gamified elements.	Smartphones / tablets, headphones, Projector, Master sound system, Handout 2 (QR Sheet).
The Collaborative Jam Challenge (Main Task). Participants are divided into mixed groups of 4-5. Each group draws a "Jam Challenge Card" determining their musical genre/vibe. They must assign roles: 2 members handle online loops, 1 manages live digital effects, and 1-2 utilize physical percussion (shakers, table-tapping) to create a hybrid digital-physical live arrangement.	45 min.	Facilitates group division, distributes the Challenge Cards, and acts as a "creative consultant" floating between groups. Challenges teams to ensure everyone's inputs—digital or physical—are heard.	Collaborate within their assigned teams. Negotiate creative differences, test combinations of digital beats with physical percussion, and practice a cohesive 2-minute live "improvisation arrangement."	Handout 1 (Challenge Cards), Digital devices, basic physical percussion props (shakers, bells).
Live Group Performances & Digital Showcase. Each group hooks up their main digital device to the venue's master speakers. They perform their 2-minute improvised arrangement live for the rest of the youth workshop. The audience is encouraged to move, dance, or react using positive emojis if text channels are open.	25 min.	Manages the audio connection switches to the master sound system. Introduces each group with hype to build confidence, managing the transition between acts.	Perform their group's musical piece. When acting as the audience, show active support, cheer, and note down what digital-physical elements caught their attention.	Master sound system, AUX cable or Bluetooth receiver connected to speakers, Projector.
Gamified Debriefing & Reflection ("The Audio Wave"). To evaluate the session in a youth-friendly manner, the trainer draws a timeline on the flipchart. Participants place post-it notes shaped like soundwaves indicating their highs (moments of creative flow) and lows (frustrations with tools / team). A discussion follows about digital co-creation.	15 min.	Leads the reflection using open-ended questions: <i>How did it feel to improvise without instruments? How did you balance digital tools with human interaction?</i> Summarizes takeaways.	Write or draw their feedback on post-its, place them on the visual timeline, and share verbal feedback about their experience working as an instant digital band.	Flipchart, colorful markers, custom-cut soundwave post-it notes.

Activity 23 – Negotiation

Activity title: *“Win-Win Arcade: The Art of Inclusive Negotiation”*

Abstract	This workshop is a gamified, blended-learning simulation designed to teach the fundamentals of interest-based negotiation to young people. Traditional negotiation training can feel overly corporate or intimidating, often leading to a competitive "win-lose" mindset that alienates younger generations. This activity solves that issue by placing participants in a futuristic, low-stakes simulation where progress requires collaboration, active listening, and creative compromise. By combining anonymous digital brainstorming with fast-paced face-to-face role-play, youth workers can easily implement this scenario to help Generation Z and Generation Alpha build essential life skills, navigate conflict, and discover the power of win-win solutions.
Aims / Objectives	<ul style="list-style-type: none"> • To understand the difference between position-based negotiation ("what I want") and interest-based negotiation ("why I want it"). • To develop empathy, active listening, and creative problem-solving skills in high-pressure scenarios. • To boost the confidence of Gen Z and Gen Alpha in expressing their needs constructively while respecting the needs of others. • To provide youth workers with an adaptable, interactive, and gamified toolkit template for conflict resolution practice.
Topics / Skills covered	<ul style="list-style-type: none"> • Skills: Collaborative negotiation, emotional intelligence, strategic communication, consensus-building, and digital collaboration. • Topics: Conflict resolution, non-violent communication, community mediation, and cooperative gamification.
Target group	<ul style="list-style-type: none"> • Target: Generation Z and Generation Alpha (Youth aged 11–25). • Number of participants: Minimum: 12 Maximum: 28 (Best divided into pairs or small groups of 4).
Duration	120 minutes (2 hours).
Venue	A flexible indoor youth space or classroom with movable furniture to allow for separate team huddles and face-to-face pairing.

Requirements	<ul style="list-style-type: none"> • Projector, smart TV, or large screen. • Stable Wi-Fi connection and participants' mobile devices. • Flipchart stands, markers, and colored tape to mark "Negotiation Zones" on the floor. • Play money, plastic tokens, or digital point trackers to serve as "Resource Points".
User friendly digital tools used	<ul style="list-style-type: none"> • Miro / Padlet: Used as a live digital "Trade Board" where teams can map out assets, secret needs, and post trade offers anonymously before negotiating face-to-face. • Kahoot! / Wayground: Used during the warm-up phase to break the ice and dispel common myths about negotiation through a fast-paced game.
Suggested resources	<ul style="list-style-type: none"> • <i>Getting to Yes: Negotiating Agreement Without Giving In</i> by Roger Fisher and William Ury. • The Harvard Negotiation Project – Educational Resources for Youth (www.pon.harvard.edu/store/).
Handouts	<ul style="list-style-type: none"> • Handout 1: The Sci-Fi Colony Crisis Role Cards. Detailed breakdowns of the asymmetric resources, hidden motivations, and win conditions for the teams. • Handout 2: The Negotiation Canvas & Strategy Sheet. A visual guide to help youth map positions vs. interests and track shared goals.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Digital Warm-Up: "The Negotiation Myth-Buster". Participants scan a QR code to join a live Kahoot! quiz. The quiz features quick, funny scenarios testing negotiation styles (e.g., "The loudest person wins: True or False?"). The trainer uses the leaderboard momentum to explain that today's workshop turns negotiation into a strategic multiplayer game where the best outcome creates value rather than stealing it.	15 min.	Facilitate the digital quiz, explain the scoring rules, and use the quiz results to introduce the core difference between aggressive bargaining and win-win negotiation.	Connect via their smartphones, participate in the competitive quiz, and engage in the brief introductory discussion.	Projector, Kahoot! quiz link, smartphones

<p>The Concept: Positions vs. Interests. The trainer uses a classic interactive story: Two people are fighting over one orange. They decide to split it 50/50. One eats the inside and throws away the peel; the other uses only the peel for baking and throws away the fruit. If they had asked why they wanted it (Interests) instead of what they wanted (Positions), they both would have gotten 100%. The trainer presents the "Negotiation Canvas".</p>	15 min.	Deliver the short visual explanation. Distribute Handout 2 (Negotiation Canvas) and guide the participants through recognizing underlying needs (e.g., respect, safety, resources).	Listen actively, analyze the orange metaphor, and look over the visual strategy canvas in preparation for the simulation.	Handout 2 (Negotiation Canvas), whiteboard, markers.
<p>Briefing the "Sci-Fi Colony" Simulation. The room is split into two factions surviving on a newly discovered planet: Team A ("The Solar Engineers") control all the power grids but lack water. Team B ("The Hydro-Farmers") control the water supply but have no energy. A shared solar storm is coming, and they must strike a deal to share resources within a tight deadline, or both teams lose their points.</p>	15 min.	Assign roles using Handout 1. Clearly explain the gamified point systems: each faction has secret goals that award bonus points if successfully negotiated without hurting the other team.	Read their faction sheets in secret, huddle with their respective team members, and start formulating a team strategy on the digital canvas.	Handout 1 (Role Cards), secret team briefing sheets.
<p>The Digital Trade Board (Asynchronous Negotiation). Before meeting face-to-face, teams use a shared Miro or Padlet board. They post what resources they are willing to offer and what they desperately need. This allows tech-native Gen Z/Alpha participants to sort their arguments visually, cool down impulsive reactions, and systematically map out complementary trades without face-to-face confrontation.</p>	20 min.	Monitor the digital board. Act as an "AI Game Master," dropping hints or warning messages on the screen if teams are being too stubborn or unrealistic.	Work as a team to post requests, analyze the opposing faction's digital demands, and fill out their Negotiation Canvas based on the shared board state.	Miro / Padlet access, smartphones or tablets, projector screen showing live updates.

<p>The Face-to-Face Arcade (Live Negotiation Rounds). Teams send negotiators to the physical "Negotiation Zones" marked on the floor. The live negotiation happens in three rapid-fire 5-minute rounds. Between rounds, negotiators return to their base camps to update their teams and adjust strategies. To keep engagement high, the trainer can introduce random environmental card events (e.g., "A water pipe burst! Water is now twice as valuable for the next 3 minutes").</p>	30 min.	Act as timekeeper. Ring a buzzer to mark rounds. Introduce the environmental "Twist Cards" to force participants to adapt their strategies dynamically and think on their feet.	Negotiators debate in the center circle using interest-based tactics. Back-room team members calculate point adjustments and send sticky-note instructions to their active negotiators.	Timer, buzzer, physical tokens / point trackers, Twist Cards.
<p>The Evaluation Circle & Debriefing. The trainer reveals the final scores. Teams calculate if they achieved a stable treaty or if both colonies failed. The trainer leads a structured debriefing circle: <i>Did you figure out the other team's secret need? How did the digital board change how you planned your approach? How can you use this when resolving arguments with friends or parents?</i></p>	15 min.	Tabulate the final scores and hand out gamified certificates. Guide the reflection away from personal rivalries and toward the specific communication strategies that unlocked mutual gains.	Share their experiences, reflect on emotional triggers during the live rounds, and identify real-life applications for interest-based negotiation.	Flipchart for tracking scores, participant feedback circles.
<p>Digital Exit Ticket. Participants complete a quick 3-question digital evaluation via a Mentimeter target board or Google Form to assess their confidence boost, engagement level, and key takeaways from the session.</p>	10 min.	Launch the digital feedback link, thank the youth for their energy, and close the session.	Complete the quick mobile assessment form before leaving the room.	QR code displayed on screen, smartphones.

Handout 1: The Sci-Fi Colony Crisis Role Cards

Youth workers can print this sheet and cut along the dotted lines to distribute secret roles to each team.

✦ FACTION TEAM A: "THE SOLAR ENGINEERS"

PUBLIC POSITION:

"We own 100% of the Solar Grid Energy Batteries. We demand at least 80% of your water supply in exchange for hooking your domes up to our electricity grids."

SECRET INTEREST:

Our primary generator engines are dangerously overheating. We don't actually need drinking water right now, but we desperately need at least 30% of the raw water supply immediately to pump through our cooling systems, or our colony faces a total blackout within 20 minutes.

GAMIFIED WIN CONDITIONS:

- Secure at least 35% of the water supply.
- Retain at least 50% of your total energy output for your own grid.

FACTION TEAM B: "THE HYDRO-FARMERS"

PUBLIC POSITION:

"We control 100% of the Great Aquifer water reserve. We demand 90% of your power output for free, or we will completely lock the digital water valves."

SECRET INTEREST:

The upcoming solar storm brings freezing temperatures that will kill our bio-crops. We have plenty of water to spare, but we need a constant, low-voltage stream of electricity to keep our heat lamps running. High-voltage bursts will blow our fuses.

GAMIFIED WIN CONDITIONS:

- Secure a guaranteed, continuous low-voltage power supply line.
- Retain at least 40% of your total water supply for crop irrigation.

Handout 2: The Negotiation Canvas & Strategy Sheet

Keep this worksheet on your team table to map your data before posting on the Miro/Padlet board or sending a negotiator into the live zone.

📌 MISSION CONTROL: NEGOTIATION CANVAS 📌

STEP 1: LOG OUR DATA

- OUR OFFICIAL POSITION:

What are we planning to say we want out loud to the other team?

- OUR REAL HIDDEN INTEREST:

Why do we actually need it? What is our core fear or priority in this round?

STEP 2: MAP THE OPPOSITION

- THEIR VISIBLE POSITION:

What are they demanding on the digital trade board or in the circle?

- THEIR SUSPECTED INTERESTS:

Look past their demands. What do they actually need to survive the solar storm?



STEP 3: DESIGN THE WIN-WIN BRIDGE

- THE CHEAP ASSET TRADE:

What resource do we have in abundance that is cheap for us to give away, but holds massive strategic value for them?

- THE PROPOSED COMBINED OFFER:

Draft a 1-sentence offer that satisfies our interest AND solves their hidden problem

"We will give you _____ IF you can provide us with _____."

Activity 24 – Running Effective Meetings

Activity title: *“The Meeting Makeover: Gamified Strategies for Productive Collaborations”*

Abstract	This activity targets the common issue of unproductive, chaotic, or boring meetings within youth groups, student councils, and young organizations. By using non-formal education and gamification, participants experience both a "disastrous meeting" simulation and a collaborative "makeover" challenge. It helps young people realize how proper preparation, clear roles, and interactive tools can transform boring data-dump sessions into fast, engaging, and action-oriented meetups. In practice, this activity equips youth workers with an immediate toolkit to help Gen Z and Gen Alpha structure their future project meetups with higher engagement and less fatigue.
Aims / Objectives	<ul style="list-style-type: none"> • To understand the core components of an effective meeting (agenda, roles, time-boxing, action points). • To practice setting up dynamic agendas tailored to short attention spans. • To learn how to manage common meeting disruptions and encourage inclusive contribution using digital and offline tools. • To empower youth workers to guide young leaders in facilitating democratic and engaging team meetings.
Topics / Skills covered	<ul style="list-style-type: none"> • Time management and scheduling • Facilitation and leadership skills • Constructive communication and conflict resolution • Goal setting and action mapping • Inclusive decision-making techniques
Target group	<ul style="list-style-type: none"> • Age: 14–25 years old (Generation Z and Generation Alpha). • Group size: Minimum 6 – Maximum 20 participants.
Duration	60 minutes (1 hour).
Venue	A flexible workshop room with movable tables, chairs, and wall space for sticking notes.

Requirements	<ul style="list-style-type: none"> • A large countdown timer visible on a projector or smartphone. • Post-it notes (different colors), sharpies, and blue-tack. • "Meeting Character Cards" and "Agenda Templates" (see Handouts). • A shared digital board or interactive presentation screen.
User friendly digital tools used	<p>Slido / Poll Everywhere: Used for instant anonymous voting, brainstorming agenda topics, and pulse-checking the group's engagement.</p> <p>Padlet / Canva Whiteboards: A digital parking lot and action-point matrix where participants can visually sort ideas in real-time.</p>
Suggested resources	<ul style="list-style-type: none"> • <i>The Art of Gathering</i> by Priya Parker (adapted principles for youth work). • <i>SessionLab Library</i> (www.sessionlab.com/library): Free facilitation templates for active meetings and decision-making workshops.
Handouts	<p>Handout 1: "The Meeting Saboteurs" Role Cards. Cards that describe common behaviors in badly run meetings:</p> <ul style="list-style-type: none"> • <i>The Monopolizer</i>: Talks constantly, goes off-topic, eats up all the time. • <i>The Ghost</i>: Sits quietly, checks their phone, doesn't contribute unless forced. • <i>The Naysayer</i>: Finds a problem with every solution but offers no alternatives. • <i>The Rabbit-Hole Chaser</i>: Gets stuck on minor details, derailing the main goal. <p>Handout 2: The 4-Step Meeting Framework Cheat-Sheet. A quick physical card given at the end, summarizing: 1. Purpose (Why?), 2. Timing (Time-boxing), 3. Interaction (Digital/Visual tools), 4. Commitments (Who does What by When?).</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Icebreaker: "The Meeting from Hell". The trainer kicks off without context, running an intentionally terrible 5-minute meeting. The trainer reads a long text, strictly cuts off anyone speaking, and ignores the time. Right after, a Slido poll asks: "How did that make you feel?" (Results will show words like: bored, annoyed, confused).	10 min.	Roleplays a terrible, authoritarian meeting chairperson. Immediately transitions to a friendly tone, debriefs the feelings, and presents the session topic.	Experience the bad simulation, log into Slido via smartphones, and submit keywords about their reactions.	Smartphone, Projector / Screen, Slido quiz link.
The Challenge: Saboteur Simulation. Participants are divided into small groups of 4-5. They are given a simple task: "Plan a 2-minute youth party." However, each player secretly draws a "Meeting Saboteur Card" (Handout A) and must act it out. The meeting becomes chaotic and fails to reach a conclusion within the 5-minute time limit.	15 min.	Distributes the secret Saboteur Cards, keeps strict time, and observes how the youth deal with the difficult behaviors without guidance.	Attempt to hold the meeting while exaggerating their assigned disruptive behaviors, experiencing firsthand why unstructured meetings fail.	Printed "Meeting Saboteur" Role Cards (Handout A), Stopwatches.
The Makeover: Tools & Structure Blueprint. The trainer brings everyone back together and introduces the counter-strategies: <ul style="list-style-type: none"> • Using a visual "Parking Lot" for off-topic ideas. • Assigning clear roles (Timekeeper, Facilitator, Note-taker). • Time-boxing. The trainer introduces the digital board (Padlet / Canva Whiteboards) to show how to track ideas cleanly.	10 min.	Delivers a quick, high-energy pitch on modern meeting structures. Demonstrates how digital boards keep conversations on track and inclusive for introverts.	Listen, ask questions, and share if they have encountered these strategies before in school or youth groups.	Digital board link (Padlet / Canva Whiteboards), Projector.

<p>Practice: The Perfect 10-Minute Meeting. Teams run the party planning meeting again. This time, they must pick a digital facilitator, assign a timekeeper, use the Padlet board to collect ideas silently first (ensuring everyone is included), and fill out an "Action Matrix" (Who, What, When).</p>	15 min.	Circulates between the groups, ensuring they are using the tools correctly, time-boxing their agenda points, and keeping a visual track of decisions.	Apply the new framework. One facilitates, one tracks time, while others use their phones / tablets to input ideas onto the shared digital workspace.	Smartphones / Tablets, Access to the collaborative digital board, Post-it notes.
<p>Reflection & Toolkit Check-out. Each group shares their digital Action Matrix. The trainer leads a final reflection: How did the structure change the energy of the room? How can you use digital tools to include people who are scared to speak up? The trainer hands out the physical Cheat-Sheets.</p>	10 min.	Facilitates the final round of insights, connects the lesson to real youth work practice, and distributes the physical handouts.	Evaluate the difference between the two setups, share feedback on using visual/digital meeting tools, and collect the cheat-sheet.	4-Step Meeting Framework Cheat-Sheet (Handout B).

Handout 1: "The Meeting Saboteurs" Role Cards

THE MONOPOLIZER



Talks constantly, goes off-topic, eats up all the time

THE GHOST



Sits quietly, checks their phone, doesn't contribute unless forced.

THE NAYSAYER



Finds a problem with every solution but offers no alternatives.

THE RABBIT-HOLE CHASER



Gets stuck on minor details, derailing the main goal.

THE 4-STEP MEETING FRAMEWORK CHEAT-SHEET



1. PURPOSE (Why?)

Clearly define the meeting's core reason and intended outcomes. Communicate this purpose before the meeting starts.



2. TIMING (Time-boxing)

Set strict **start and end times** for the entire meeting and assign **realistic time limits** to each agenda item. Stick to the schedule.



3. INTERACTION (Digital/Visual Tools)

Use tools like **shared documents**, **digital whiteboards**, or **visual aids** to keep everyone engaged and capture ideas in real-time.



4. COMMITMENTS (Who does What by When?)

Explicitly record all **action items**, assign an owner to each, and **set clear deadlines**. Review and confirm these before adjourning.



A Quick Reference Guide.

Activity 25 – Youth Project Team Management

Activity title: *“Co-Pilot: Gamified Team Agile Management for Youth Projects”*

Abstract	This activity introduces young people to modern, collaborative project management techniques by simulating a fast-paced project lifecycle. Many youth initiatives experience friction or stall completely due to unclear role distribution, communication breakdowns, and over-complicated management tools. This workshop addresses these challenges by transforming project management into a gamified, visual experience where team organization becomes a strategic multiplayer game. It is highly useful for youth workers looking to equip youth groups, local councils, or student leaders with practical, agile ways to move their ideas from a chaotic brainstorm to an organized, executed reality.
Aims / Objectives	<ul style="list-style-type: none"> • To demystify project coordination using agile frameworks and non-formal education principles. • To train participants in transparent communication, task prioritization, and proactive crisis resolution. • To introduce intuitive, visual digital collaboration tools suited for rapid peer-to-peer delegation. • To maximize the engagement of Generation Z and Alpha by focusing on micro-tasks, psychological safety, and clear feedback loops.
Topics / Skills covered	<ul style="list-style-type: none"> • Skills: Visual task delegation, conflict negotiation, digital workflow synchronization, time management, active listening. • Topics: Agile methodology, non-formal youth team dynamics, digital task tracking, crisis management.
Target group	<ul style="list-style-type: none"> • Age group: Generation Z and Generation Alpha (ages 13–24). • Group size: Minimum 8 / Maximum 20 participants (working in small project squads of 4–5).
Duration	120 minutes (2 hours).
Venue	A large indoor training room or youth center hub with movable tables, wall spaces, and a strong Wi-Fi connection.

Requirements	<ul style="list-style-type: none"> • Laptops, tablets, or smartphones (at least one device per team). • Main projector, screen, and sound speakers for the facilitator. • Physical materials: 4 packs of large multi-colored sticky notes, thick permanent markers, and a physical bell / buzzer. • Digital timer visible to the entire room.
User friendly digital tools used	<ul style="list-style-type: none"> • Trello or Padlet (Kanban layout): Chosen for its intuitive, visual drag-and-drop column system ("To Do", "Doing", "Done") that mirrors gaming quest-logs. • Mentimeter or Slido: Used for quick, anonymous pulse-checks on team morale during the simulation phases.
Suggested resources	<ul style="list-style-type: none"> • <i>Agile Learning: An Innovative Curriculum for Educators</i> (doi.org/10.32388/RQX9T9.3). This paper presents a transformative approach to education, integrating agile methodologies into teaching and learning practices. • Trello Blueprint Guides for Student and Community Organizations (trello.com/templates/education). • Salto-Youth Training Manuals on Group Dynamics and Team Building (www.salto-youth.net/tools/toolbox/tool/teamwork-facilitation-group-dynamics.583/).
Handouts	<ul style="list-style-type: none"> • Handout 1: "The Project Quest Log & Role Matrix". A visual physical guide detailing squad roles—such as Tech Sync, Resource Tracker, and Vibe Manager—along with their assigned mission constraints. • Handout 2: "The Chaos Deck". A printable set of crisis cards introduced mid-way through the workshop to test and gamify team flexibility.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
High-Energy Warm-up ("The Telephone Chain-Link"). Participants line up. The trainer gives a complex multi-step digital project instruction (e.g., " <i>Post a meme about cats, edit the spreadsheet title, and invite 3 friends</i> ") to the first person. It must be whispered down the line. The final person acts out the action. The mismatch highlights how communication decays without visual logs.	15 min.	Initiates the secret message and observes where the communication chain breaks down. De-briefs the group on why physical / verbal instructions alone fail in digital project teams.	Listen intently, attempt to accurately pass the project directives down the line, and reflect on the confusion of unrecorded team workflows.	No digital elements. Comfortable open floor area.
Setting the Visual Board (Offline Mapping). Participants split into "Squads" of 4-5. Each group is given a hypothetical community event to launch (e.g., "A Youth Center Gaming Tournament"). Using Handout 1, they assign team roles. On their physical table, they map out 10 crucial actions using physical sticky notes grouped into "To Do", "In Progress", and "Finished" columns.	25 min.	Distributes Handout 1 and sticky notes. Explains the logic of a visual Kanban board. Emphasizes that individual workloads must be visible to everyone to prevent burnout.	Choose roles from Handout 1, brainstorm the technical/logistical steps required for their event, and write individual micro-tasks on physical sticky notes.	Handout 1 (Role Matrix), sticky notes, markers.
Digitizing the Quest Log (Trello Setup). Teams mirror their physical board setup onto a shared digital platform (Trello / Padlet). They create digital columns, assign color-coded labels to different roles, set deadlines, and attach checklists to their cards.	20 min.	Displays an easy 3-minute tutorial on the screen. Ensures all squad members are successfully invited to their specific digital board and understand the interface.	Appoint their "Tech Sync" to create the online board, input their physical tasks into the digital tool, and assign cards directly to team members.	Laptops / Tablets, internet connection, access to Trello / Padlet.

<p>The Live Simulation & The Chaos Deck (Main Task).</p> <p>The trainer rings a bell to start the project execution simulation. Every 5 minutes, the trainer drops a digital/physical card from "The Chaos Deck" onto each table (e.g., "<i>Your venue flooded—move the event online</i>" or "<i>Your graphic designer lost internet</i>"). Squads must rapidly re-arrange their digital boards to manage the crisis.</p>	45 min.	Acts as the unpredictable external project environment. Drops the "Chaos Cards" dynamically to test the flexibility of the teams' digital frameworks.	React to crises instantly, update their digital boards in real time, negotiate task re-assignments under time pressure, and track their changes live.	Handout 2 (Chaos Deck), digital countdown timer, devices.
<p>Retrospective Pulse Check & Evaluation. Teams launch a final digital Mentimeter poll to rate their team's psychological safety and collaboration experience during the chaos simulation. The trainer collects the data live and guides a reflective discussion on how to bring this structured agility into their real-life youth projects.</p>	15 min.	Launches the live Mentimeter poll. Facilitates a non-judgmental debriefing focusing on internal communication over project failure or success.	Submit anonymous ratings on how well their team collaborated, analyze the group graphs displayed on the projector, and formulate takeaways.	Projector, Mentimeter system link, smartphones.

SQUAD AVATARS



THE TECH SYNC:

Master of the Board.

Responsible for setting up the online workspace and moving digital task cards when a teammate requests it.



THE RESOURCE TRACKER:

Keeper of Constraints.

Tracks deadlines, available supplies, and keeps an eye on the countdown timer.



THE VIBE MANAGER:

Psychological Safety Officer.

Monitors team stress levels, checks that everyone has a fair balance of tasks, and leads quick team handshakes/cheers.



THE DELIVERY SPECIALIST:

Quality Controller.

Reviews completed tasks to ensure they match the project requirements before moving them to the final column.

Activity 26 – Nonviolent Communication (NVC)

Activity title: <i>“The Peace Quest: Mastering Nonviolent Communication through Gamification”</i>	
Abstract	This interactive workshop introduces young people and adult learners to the core principles of Nonviolent Communication (NVC) developed by Marshall Rosenberg. Through a gamified, quest-based framework, participants address interpersonal conflicts, learn to separate objective observations from subjective evaluations, and express authentic feelings and needs. The activity bridges emotional intelligence with active communication strategies, transforming abstract conflict-resolution concepts into engaging, practical challenges. By combining role-play scenarios, card-sorting mechanics, and interactive digital feedback, learners acquire tools to foster empathy, de-escalate tension, and build healthier relationships in their daily lives.
Aims / Objectives	The main aim of this activity is to equip participants with practical communication and conflict-resolution skills using the 4-step Nonviolent Communication (NVC) framework enhanced by gamification elements and digital tools.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the four components of NVC: Observations, Feelings, Needs, and Requests. • Differentiate between objective observations and subjective evaluations/judgements. • Identify and articulate core human feelings and underlying universal needs. • Formulate clear, actionable, and positive requests instead of demands. • Develop empathy, active listening, and emotional self-awareness. • Apply gamified problem-solving to de-escalate real-life interpersonal conflicts. • Utilize digital polling tools to reflect on personal communication patterns.
Target group	Young people (aged 14–25) and youth workers/educators; group size: 8–24 participants (working in small teams of 3–4).
Duration	90 minutes
Venue	Workshop room or classroom with flexible seating, moveable tables, and space for group interactions.
Requirements	Laptops, tablets, or smartphones; digital projector and screen; printed sets of Handout 1 (NVC Deck: Observation, Feeling, Need, Request cards) for each team; printed copies of Handout 2 (Scenario Quest Board) for each team; flipchart paper and markers.

User friendly digital tools used	Kahoot! (https://kahoot.com) or Mentimeter (https://www.mentimeter.com) for interactive warm-up quizzes and real-time reflection polls.
Suggested resources	<ul style="list-style-type: none"> • Rosenberg, M. B. (2015). Nonviolent Communication: A Language of Life. PuddleDancer Press. • Center for Nonviolent Communication (CNVC): https://www.cnvc.org/ • The NVC Academy: https://nvcacademy.com/
Handouts	<p>Handout 1. NVC Component Cards (Observations, Feelings, Needs, Requests).</p> <p>Handout 2. Conflict Scenario Quest Board.</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Digital Quiz – "Triggers & Words"</p> <p>The trainer welcomes participants and sets a positive, safe atmosphere. To introduce the topic, the trainer launches a short, interactive digital quiz using Kahoot! or Mentimeter. Participants use their mobile devices to answer questions distinguishing between "Jackal Language" (judgements, blame, demands) and "Giraffe Language" (NVC: empathy, feelings, needs). The trainer displays the results on the projector and facilitates a brief discussion on how judgmental language triggers defensiveness in everyday communication.</p>	15 min.	Greets participants, explains the rules of the warm-up game, moderates the digital quiz, and leads the introductory discussion on communication triggers.	Join the Kahoot/Mentimeter quiz on their smartphones, answer scenario questions, and share personal observations regarding difficult conversations.	Projector, screen, smartphones/tablets, Internet access.

<p>Phase 2: The NVC Framework & Card Sorting Challenge</p> <p>The trainer presents the 4-step NVC process (Observation, Feeling, Need, Request). Participants are divided into small teams of 3–4. Each team receives a shuffled set of Handout 1 (NVC Component Cards). The teams face a timed challenge ("Card Sorting Quest"): they must categorize the cards into four distinct pillars (Observation vs. Evaluation; Feeling vs. Thought; Need vs. Strategy; Request vs. Demand). Points are awarded for accuracy and speed. Afterwards, the trainer reviews the solutions with the whole group, clarifying common misconceptions (e.g. confusing a pseudo-feeling with a true emotion).</p>	20 min.	Explains the NVC theoretical pillars, manages team division, enforces time limits for the challenge, checks answers, and provides constructive feedback.	Work in small teams to analyze statements on the cards, debate categories, and arrange them correctly under the 4 NVC pillars within the time limit.	Printed and cut card sets from Handout 1 for each team; timer.
<p>Phase 3: The "Conflict Decoder" Quest (Role-Play & Quest Board)</p> <p>Teams are given Handout 2 (Conflict Scenario Quest Board) containing typical youth and workplace conflict scenarios written in aggressive/judgmental language. The objective of the game is to "decode" the conflict and gain "Empathy Points". To unlock the next level on the board, each team must rewrite the scenario into an authentic NVC statement: "When I see/hear [Observation], I feel [Feeling] because I need [Need]. Would you be willing to [Request]?" Teams then role-play both versions in front of another group, demonstrating the shift in group dynamics and emotional reactions.</p>	30 min.	Distributes Quest Boards, explains game mechanics and point scoring, circulates among groups to offer guidance, and evaluates the role-play demonstrations.	Analyze conflict scenarios, transform judgmental statements into NVC formulas, draft actionable requests, and perform short role-plays demonstrating the NVC transformation.	Printed copies of Handout 2 for each team, flipchart paper, markers.

Phase 4: Digital Reflection & Actionable Commitment The trainer brings the group back together for the debriefing phase. Using Mentimeter, a dynamic word cloud and open-ended feedback board are generated. Participants respond to questions on screen: "Which NVC step was the most challenging for you?" and "Where will you apply NVC this week?" The trainer leads a reflective dialogue emphasizing that NVC is an ongoing practice rather than a rigid formula, focusing on self-compassion and empathetic connection.	15 min.	Facilitates the digital debriefing, displays live results, summarizes key learning outcomes, and reinforces the value of empathetic listening.	Submit reflections via Mentimeter, participate in the final discussion, and formulate an individual personal action step.	Projector, screen, smartphones/tablets.
Phase 5: Evaluation & Feedback Participants complete a quick 5-star evaluation and feedback form on their smartphones (or paper), rating the workshop's usefulness, gamified elements, and overall group atmosphere. The trainer thanks the group and closes the session.	10 min.	Distributes/displays the evaluation link, collects feedback, thanks participants for their active involvement, and concludes the workshop.	Complete the brief evaluation form and share final closing comments.	Digital evaluation link / QR code or paper feedback sheets.

Handout 1. NVC Component Cards

(Instructions for trainer: Print and cut into individual cards. Provide one full set per team for Phase 2).

Card Text	Correct NVC Category
"You never listen to me when I talk!"	Evaluation / Judgement
"In the last three group meetings, you arrived 15 minutes after the agreed start time."	Observation
"I feel like you are being completely unreasonable."	Pseudo-Feeling / Thought
"I feel frustrated and anxious about meeting our project deadline."	Feeling
"I need you to fix your attitude immediately."	Demand / Strategy
"I need clarity, shared responsibility, and support in completing this task."	Need
"Could we agree to review the task division together for 10 minutes now?"	Request
"You are always ignoring my messages on the group chat."	Evaluation / Judgement
"I saw two unread messages sent to the group chat yesterday evening."	Observation
"Would you be willing to turn off your mobile phone during our 30-minute workshop?"	Request

Handout 2. Conflict Scenario Quest Board

(Instructions for trainer: Provide one Quest Board per team for Phase 3).

Level 1 Quest: The Group Project Standoff

- **Original Conflict Statement:** *"You are lazy and selfish! You haven't done any work for our presentation, and now the whole team is going to fail because of you!"*
- **Your Task:** Decode this statement into the 4 NVC steps to complete Level 1:
 1. **Observation:** *(State the facts without evaluation)* _____
 2. **Feeling:** *(Identify the genuine emotion)* _____
 3. **Need:** *(Identify the underlying universal need)* _____
 4. **Request:** *(Formulate a clear, concrete, and doable action)* _____

Level 2 Quest: The Messy Common Area

- **Original Conflict Statement:** *"You always leave your plates and rubbish on the workshop table! You expect everyone else to clean up after you like your servants!"*
- **Your Task:** Decode this statement into the 4 NVC steps to complete Level 2:
 1. **Observation:** *(State the facts without evaluation)* _____
 2. **Feeling:** *(Identify the genuine emotion)* _____
 3. **Need:** *(Identify the underlying universal need)* _____
 4. **Request:** *(Formulate a clear, concrete, and doable action)* _____

Activity 27 – Collaboration Over Competition

Activity title: <i>“Synergy in Action: Mastering Collaboration Over Competition”</i>	
Abstract	This interactive, gamified workshop explores the paradigm shift from competitive mindsets to collaborative synergy in group dynamics and problem-solving. Through an experiential simulation, participants encounter scenarios where individual competition leads to systemic failure, while strategic cooperation unlocks shared success. The activity highlights trust-building, effective communication, and resource-sharing strategies essential for team development. By combining hands-on challenges with structured debriefing, learners develop practical skills to foster inclusive and cooperative environments in their personal, academic, and professional lives.
Aims / Objectives	The main aim of this activity is to demonstrate the value of collaborative problem-solving over individual competition through gamified simulations and structured group reflection.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the difference between zero-sum competitive dynamics and win-win collaborative strategies. • Develop active listening, negotiation, and consensus-building skills in team environments. • Recognize structural barriers to effective teamwork and discover methods to overcome them. • Enhance interpersonal trust, empathy, and collective decision-making under time pressure. • Apply collaborative frameworks to real-life community, project, and youth work scenarios.
Target group	Young people (aged 14–25), youth leaders, and educators; group size: 12–30 participants (split into 3–6 competing/collaborating teams).
Duration	90 minutes
Venue	Workshop room or large open indoor space with moveable chairs, tables, and ample space for group movement.
Requirements	Building blocks or wooden sticks and string (1 set per group); blindfolds (1 per team); flipchart paper and markers; digital projector and screen.
User friendly digital tools used	Padlet (https://padlet.com) or Mentimeter (https://www.mentimeter.com) for real-time collaborative brainstorming and debriefing.

Suggested resources	<ul style="list-style-type: none"> • Axelrod, R. (1984). The Evolution of Cooperation. Basic Books. • Johnson, D. W., & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. Educational Researcher, 38(5), 365–379. • SALTO-YOUTH Resource Centre: https://www.salto-youth.net/
Handouts	Handout 1. The Tower Dilemma Rules & Team Scorecard.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Warm-up – "The Win-Win Quiz" The trainer greets participants, establishes a positive group atmosphere, and introduces an interactive Mentimeter poll asking: "Is competition necessary for success?" Participants cast their votes and submit short keywords describing how competition feels vs. how collaboration feels. The trainer displays the live word cloud and briefly sets the theme of the workshop, framing the shift from individual triumph to collective achievement.	15 min.	Welcomes the group, introduces the session, moderates the Mentimeter poll, and facilitates the initial discussion on competitive vs. collaborative mindsets.	Connect to Mentimeter via smartphones, vote on the poll, submit keywords, and share initial thoughts on teamwork experiences.	Digital projector, screen, smartphones/tablets, Internet connection.
Phase 2: Simulation Game – "The Tower Dilemma" Participants are divided into 4–6 teams. Each team receives a set of building materials (building blocks/sticks) and Handout 1. The initial instruction is framed competitively: "Build the highest freestanding tower to win the game." After 10 minutes, the trainer pauses the game and reveals a secret rule change: teams can combine their towers and	30 min.	Divides participants into teams, explains the initial rules, monitors progress, introduces the secret collaborative twist halfway through, and manages time.	Work in small teams to construct towers, navigate the mid-game shift from competition to alliance, negotiate resource-sharing	Building blocks/sticks, string, printed copies of Handout 1 for each group, timer.

resources with neighboring groups to create a single mega-tower. Teams must negotiate, merge materials, and restructure their strategy under time pressure to build a unified structure.			with other teams, and build a joint tower.	
Phase 3: Debriefing & The Prisoners' Dilemma Reflection The trainer gathers all participants around the completed structures and conducts a debriefing session based on the 4F Reflection Model (Facts, Feelings, Findings, Future). Key questions addressed: How did you feel when the rules changed from competition to collaboration? What made sharing resources easy or hard? How does this reflect real-world dynamics in school, work, or youth projects? The trainer connects their responses to basic Game Theory principles (e.g. Win-Win vs. Zero-Sum games).	20 min.	Facilitates the structured debriefing using the 4F framework, highlights key insights on trust and communication, and introduces basic concepts of game theory.	Reflect on their emotional and strategic responses during the simulation, participate in group discussion, and share insights on real-world cooperation.	Completed towers, flipchart paper, markers.
Phase 4: Collaborative Action Wall (Digital Tool) Using Padlet, participants work in pairs to identify three concrete areas in their daily life or youth projects where they currently compete with others, and brainstorm actionable strategies to transform those situations into collaborative efforts. Each pair posts their ideas on the shared digital board, and the group votes on the most innovative collaboration strategies.	15 min.	Explains the Padlet activity, provides guiding questions, monitors digital contributions, and highlights top collaborative strategies voted by the group.	Work in pairs, post concrete real-life examples and collaborative solutions on Padlet, read peers' ideas, and vote for the best proposals.	Smartphones/tablets, Padlet board link/QR code, projector.
Phase 5: Evaluation & Closing The trainer summarizes the main takeaways of the workshop and invites participants to fill in a brief 3-question evaluation form regarding the session's impact and methodology. The trainer thanks everyone for their active and cooperative engagement.	10 min.	Summarizes key conclusions, provides the evaluation link/QR code, thanks participants, and formally closes the workshop.	Complete the quick digital evaluation form and offer closing verbal feedback.	Digital evaluation link / QR code or paper forms.



Handout 1. The Tower Dilemma Rules & Team Scorecard

(Instructions for trainer: Print 1 copy per team for Phase 2).

Phase 1 Objective: Construct the highest freestanding tower using only the provided materials within 10 minutes.

Rules:

- You may only use the materials provided to your team.
- The tower must stand freely for at least 30 seconds without any external support.
- You are not allowed to talk to or look at other teams' progress during the first 10 minutes.

Phase 2 Objective (Special Rule Reveal):

- You are now permitted to merge your team with adjacent teams!
- Your new shared goal is to construct the highest single mega-structure in the room using all combined resources.
- Negotiate roles, combine materials, and ensure every team member has a active role in the construction.

Activity 28 – Small Talk as The Art of Everyday Conversation

Activity title: <i>“The Conversation Starter: Mastering the Art of Small Talk”</i>	
Abstract	This practical, interactive workshop equips participants with essential social skills and confidence to initiate, maintain, and gracefully exit casual everyday conversations. Through gamified speed-networking challenges, open-ended question techniques, and active listening drills, learners explore how small talk serves as a vital bridge to deeper interpersonal connections, professional networking, and social inclusion. The session transforms social anxiety into communication competence by breaking down casual interactions into structured, low-stakes micro-skills.
Aims / Objectives	The main aim of this activity is to develop participants' interpersonal communication confidence, active listening habits, and practical conversation strategies for everyday social and professional scenarios.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Master icebreaker techniques and open-ended question formulas (e.g. the FORD method: Family, Occupation, Recreation, Dreams). • Develop active listening and non-verbal communication cues to keep conversations flowing naturally. • Learn effective strategies to overcome social hesitation and manage conversational pauses. • Practice polite and confident transitions and conversation exit strategies. • Apply small talk tools in international and intercultural youth work contexts.
Target group	Young people (aged 14–25), international project participants, and youth workers; group size: 10–24 participants.
Duration	90 min.
Venue	Spacious workshop room allowing participants to move around freely for interactive networking exercises.
Requirements	Printed copies of Handout 1 (Conversation Starter Cards) for each pair; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time icebreaker polling and anonymous social anxiety word clouds.
Suggested resources	<ul style="list-style-type: none"> • Fine, D. (2005). <i>The Fine Art of Small Talk</i>. Hyperion.

	<ul style="list-style-type: none"> • Carnegie, D. (1936). How to Win Friends and Influence People. Simon & Schuster. • BBC Learning English – Socializing and Small Talk: https://www.bbc.co.uk/learningenglish/
Handouts	Handout 1. Small Talk Prompt Cards & Conversation Flow Chart.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Digital Poll – "Social Comfort Zone"</p> <p>The trainer opens the session and launches an interactive Mentimeter poll where participants anonymously rate their comfort level with small talk in different situations (e.g. party, international project, job interview). The results are displayed instantly on screen. The trainer facilitates a brief discussion on common fears, such as awkward silences or not knowing what to say, establishing small talk as an acquired skill rather than an innate talent.</p>	15 min.	Greets the group, launches the Mentimeter poll, displays live results, and facilitates an encouraging discussion on overcoming social barriers.	Connect to Mentimeter via mobile devices, submit votes and thoughts, and share personal experiences with informal conversations.	Digital projector, screen, smartphones, Internet access.
<p>Phase 2: The Small Talk Toolkit & The FORD Method</p> <p>The trainer introduces core small talk mechanics, focusing on open-ended vs. closed questions, non-verbal presence (eye contact, posture), and the FORD framework (Family, Occupation, Recreation, Dreams). Working in pairs, participants complete a rapid 5-minute card-sorting challenge: converting rigid, closed questions into open-ended, engaging conversation hooks using Handout 1.</p>	20 min.	Explains conversational principles, presents the FORD framework, manages time, and provides examples of open-ended questions.	Listen to the short presentation, analyze question types in pairs using Handout 1, and practice transforming closed questions into open ones.	Printed copies of Handout 1 for each pair, flipchart paper, markers.

Phase 3: Gamified Simulation – "Speed Networking Roulette" Participants form two concentric circles facing each other. Every 3 minutes, the outer circle rotates. In each round, pairs receive a scenario card from Handout 1 (e.g. standing in line at a youth conference coffee break, waiting for a train, networking dinner). Participants must initiate a conversation, maintain it using the FORD method and active listening, and gracefully exit before the bell rings. Points are awarded for keeping the flow without long pauses.	30 min.	Sets up the concentric circles, manages time strictly (3-minute intervals), rings the bell for rotation, and observes interactions.	Engage in rapid 3-minute small talk role-plays with different partners, applying open questions, active listening, and polite exits.	Handout 1 prompt cards, bell/timer.
Phase 4: Digital Debriefing & Strategy Wall The trainer brings the group back together to share key insights. Using Mentimeter or a shared digital board, participants submit their favorite "fail-safe" icebreakers and conversation exit lines discovered during the exercise. The trainer synthesizes the findings into a shared "Small Talk Survival Guide" on screen.	15 min.	Moderates the reflection, synthesizes participant contributions, and summarizes key principles for natural conversation flow.	Share personal reflections, submit top icebreakers and exit strategies to the digital board, and comment on peers' ideas.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the learning outcomes, emphasizes the value of practice in everyday settings, and provides a QR code for a quick 3-question evaluation. The trainer thanks everyone for their active, open participation.	10 min.	Displays the evaluation QR code, thanks the group, collects feedback, and closes the session.	Complete the quick digital feedback form and share closing verbal thoughts.	Digital evaluation link / QR code or paper feedback sheets.

Handout 1. Small Talk Prompt Cards & Conversation Flow Chart

(Instructions for trainer: Print 1 set per pair for Phase 2 and Phase 3).

Part 1: The FORD Framework Quick Guide

- **F – Family / Environment:** "How are you finding the event so far?" / "Have you lived in this city long?"
- **O – Occupation / Projects:** "What kind of projects are you working on these days?"
- **R – Recreation / Hobbies:** "How do you like to unwind after a busy week?"
- **D – Dreams / Travel:** "Do you have any exciting trips or plans coming up?"

Part 2: Scenario Cards for Speed Networking

- **Scenario A:** Coffee Break at an International Youth Conference – You are standing next to someone while waiting for tea. Start a conversation about the event.
- **Scenario B:** Airport Lounge / Train Station – You are sitting near another participant heading to the same project. Find a common interest.
- **Scenario C:** Social Evening / Welcome Dinner – You sit next to a participant you haven't spoken to yet. Initiate a conversation and exit gracefully when dinner starts.

Activity 29 – Shared Decision-Making

Activity title: <i>“Consensus in Action: Mastering Shared Decision-Making”</i>	
Abstract	This interactive, gamified workshop introduces participants to inclusive democratic processes and participatory consensus-building methods. Through a simulated community crisis scenario, learners experience the contrast between majority-rule voting, autocratic leadership, and systemic shared decision-making. The session provides practical frameworks—such as Consent Decision-Making (Sociocracy) and Fist-to-Five voting—to navigate conflicting interests, ensure minority voices are integrated, and co-create sustainable team agreements. Participants leave equipped with transferable tools for youth representation, organizational governance, and collaborative project management.
Aims / Objectives	The main aim of this activity is to equip participants with practical consensus-building strategies and participatory decision-making frameworks to foster equity, active participation, and shared responsibility in youth initiatives.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Differentiate between majority voting, unanimity, autocracy, and consent-based decision-making. • Apply structured consensus methods such as Fist-to-Five voting and Consent Decision-Making. • Develop active listening, empathy, and constructive objection-handling skills during group discussions. • Balance efficiency with inclusivity when making choices under time pressure. • Foster psychological safety and equal voice distribution in diverse project teams.
Target group	Young people (aged 14–25), youth council members, project coordinators, and educators; group size: 12–28 participants (working in small groups of 4–7).
Duration	90 min.
Venue	Flexible workshop room with moveable tables and space for small group breakout circles.
Requirements	Printed copies of Handout 1 (The Youth Centre Crisis Scenario & Role Cards) for each group; flipchart paper and color markers; digital projector and screen.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time opinion mapping, baseline polling, and anonymous feedback.

Suggested resources	<ul style="list-style-type: none"> • Seeds for Change (2020). Consensus Decision Making Guide: [suspicious link removed] • Bock, B. (2018). Sociocracy 3.0 – Practical Skills for Collective Intelligence. S3 Guild. • SALTO-YOUTH Participation & Information Resource Centre: https://www.salto-youth.net/rc/participation/
Handouts	Handout 1. The Youth Centre Crisis Scenario, Role Cards & Decision Matrices.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "How Do We Decide?" The trainer welcomes participants and launches a quick Mentimeter poll asking: "In your opinion, what is the fairest way for a team to make a decision?" (Options: Majority Vote, Leader Decides, Consensus/Consent, Random Draw). The live poll results are shown on screen. The trainer leads a brief discussion highlighting the limitations of simple majority voting (e.g. leaving up to 49% of people dissatisfied) and introduces the concept of shared decision-making.	15 min.	Greets the group, moderates the Mentimeter poll, presents the live visual output, and facilitates the opening reflection on decision-making traps.	Join the Mentimeter poll on their smartphones, vote on preferred decision methods, and share personal experiences of group decisions.	Digital projector, screen, smartphones, Internet connection.
Phase 2: Framework Input – "Consent vs. Consensus & Fist-to-Five" The trainer presents two core shared decision-making methodologies: 1) Fist-to-Five Voting (a visual spectrum from 0/Fist = Strong Objection to 5 = Full Support) and 2) Consent-Based Decision-Making ("Is it safe enough to try, and good enough for now?"). The trainer demonstrates how to handle objections constructively by turning "No" into a proposal modification rather than a deadlock.	20 min.	Delivers a concise presentation on participatory decision frameworks, demonstrates the Fist-to-Five scale, and answers questions.	Listen actively, test the Fist-to-Five method through quick practice prompts, and ask clarifying questions about consent mechanics.	Flipchart paper, markers, projector.

Phase 3: Simulation Challenge – "The Youth Centre Budget Crisis" Participants are split into teams of 5–6. Each group represents a Youth Centre Board facing a budget reduction and competing stakeholder priorities (e.g. Youth Representative, Financial Officer, Community Neighbor, Social Worker). Using Handout 1, each participant receives a specific role card with distinct needs. The teams must reallocate the remaining budget using Consent Decision-Making within 25 minutes, achieving full consent across all roles.	30 min.	Distributes Handout 1 and role cards, enforces strict time limits, observes group negotiations, and assists teams stuck in deadlocks.	Assume assigned stakeholder roles, present individual priorities, use Fist-to-Five polling, adapt proposals, and co-create a budget plan with full consent.	Printed copies of Handout 1 for each team, markers, timer.
Phase 4: Digital Debriefing & Strategy Synthesis All teams present their final budget allocations and report whether they achieved full consent. The trainer facilitates a structured reflection using Mentimeter to harvest key insights. Discussion questions include: How did holding an objection feel compared to voting? Did everyone feel heard? How can we apply consent mechanisms in our own youth projects?	15 min.	Moderates the multi-group debriefing, displays live Mentimeter feedback, and connects simulation lessons to real-world youth participation.	Present team results, submit reflections via Mentimeter, and discuss practical applications in youth project management.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's key takeaways, provides a QR code for a 3-question digital evaluation form, and thanks the participants for their active and inclusive participation.	10 min.	Displays the evaluation QR code, thanks the group, collects feedback, and formally closes the workshop.	Complete the quick digital feedback form and share final closing thoughts.	Digital evaluation link / QR code or paper feedback sheets.

Handout 1. The Youth Centre Crisis Scenario, Role Cards & Decision Matrices *(Instructions for trainer: Print 1 set per team for Phase 3).*

Part 1: The Scenario

Your local Youth Centre has received an unexpected 30% budget cut for the upcoming year. The Board must decide which of the following 4 core programs to fund with the remaining budget (you can only fully fund 2 programs, or partially fund 3):

- **Program A:** Free After-School Digital Skills & Coding Club.
- **Program B:** Youth Mental Health & Peer Counselling Helpline.
- **Program C:** Community Sports & Outdoor Adventure Equipment.
- **Program D:** Eco-Renovation & Sustainable Rooftop Garden.

Part 2: Role Cards (Distribute 1 per person in each group)

- **Role 1 – Youth Representative:** Your priority is Program A or C. Young people need modern skills and recreational spaces.
- **Role 2 – Social Worker:** Your priority is Program B. Mental health support is non-negotiable for vulnerable youth.
- **Role 3 – Environmental Activist:** Your priority is Program D. Sustainability must be embedded in everything the centre does.
- **Role 4 – Financial Treasurer:** Your priority is ensuring long-term viability and avoiding overspending, favoring partially funding 3 programs.
- **Role 5 – Community Neighbor:** Your priority is reducing outdoor noise and keeping young people engaged indoors (Program A or B).

Part 3: The Fist-to-Five Consent Scale

- **5 Fingers:** Full agreement. I strongly support this proposal.
- **4 Fingers:** Good idea. I support it.
- **3 Fingers:** Neutral / Safe enough to try. I agree to move forward.
- **2 Fingers:** Minor reservations. I want to suggest a small modification.
- **1 Finger:** Major concerns. We need to alter the proposal before I can agree.
- **Fist (0):** Block / Serious objection. This proposal harms the project or violates core values. Must reformulate proposal.

Activity 30 – Assertiveness vs Aggression

Activity title: <i>“Assertiveness vs Aggression: Speak Up Without Tearing Down”</i>	
Abstract	This interactive, gamified workshop empowers participants to distinguish between passive, aggressive, passive-aggressive, and assertive communication behaviors. Through experiential role-play quests, self-assessment matrices, and structured feedback challenges, learners discover how to set clear personal boundaries and express rights and needs firmly without resorting to hostility or compliance. The activity equips young people and educators with practical tools—such as the Broken Record technique, Fogging, and clear "I-statements"—to handle interpersonal pressure, resolve daily conflicts, and foster mutual respect in personal and professional relationships.
Aims / Objectives	The main aim of this activity is to help participants recognize different communication styles, develop self-advocacy skills, and apply practical assertive formulas to set healthy boundaries while respecting others.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Identify key differences between passive, aggressive, passive-aggressive, and assertive behaviors. • Master the creation and delivery of effective "I-statements" (Behavior–Feeling–Effect–Request). • Practice practical boundary-setting techniques like the Broken Record and Fogging. • Develop emotional regulation and non-verbal presence during high-pressure conversations. • Apply assertive communication strategies to peer dynamics, youth work, and conflict management.
Target group	Young people (aged 14–25), youth workers, educators, and community volunteers; group size: 10–24 participants (working in small teams of 3–4).
Duration	90 min.
Venue	Flexible workshop space or classroom with adaptable seating and room for small group role-play activities.
Requirements	Printed copies of Handout 1 (Communication Style Matrix & Scenario Cards) for each group; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) or Kahoot! (https://kahoot.com) for real-time situational quizzes and reflection polls.

Suggested resources	<ul style="list-style-type: none"> • Alberti, R. E., & Emmons, M. L. (2017). Your Perfect Right: Assertiveness and Equality in Your Life and Relationships. Impact Publishers. • Bishop, S. (2013). Develop Your Assertiveness. Kogan Page. • MindTools – Assertiveness Training Resources: https://www.mindtools.com/
Handouts	Handout 1. Communication Style Matrix & Boundary Challenge Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Quiz – "Spot the Style" The trainer launches a quick interactive Kahoot! or Mentimeter quiz featuring 5 everyday scenario prompts (e.g. someone cutting in line, a classmate dumping extra work on you). Participants classify reactions as Passive, Aggressive, Passive-Aggressive, or Assertive on their mobile devices. The live results are displayed on screen. The trainer leads a brief opening reflection highlighting how aggression attacks people, passivity surrenders rights, while assertiveness addresses behavior while preserving human dignity.	15 min.	Welcomes the group, moderates the digital quiz, displays live survey results, and introduces the four core communication paradigms.	Join the quiz via smartphones, analyze reaction choices, submit answers, and participate in the introductory discussion.	Digital projector, screen, smartphones/tablets, Internet access.
Phase 2: The Assertiveness Formula & Technique Toolkit The trainer presents the mechanics of clear "I-statements" (When you [Behavior], I feel [Emotion], because [Effect], and I would like [Request]). The trainer also demonstrates two core boundary protection tools: "The Broken Record" (calmly repeating your boundary without making excuses) and "Fogging" (agreeing with truth or principle without conceding your position). Working in pairs, participants complete a rapid exercise converting aggressive and passive statements into balanced, assertive "I-statements" using Handout 1.	20 min.	Delivers a practical presentation on "I-statements", demonstrates the Broken Record and Fogging techniques, and provides live coaching to pairs.	Listen to the input, analyze sample statements in pairs using Handout 1, and practice rewriting reactive lines into assertive requests.	Printed copies of Handout 1 for each pair, flipchart paper, markers.

Phase 3: Gamified Role-Play Quest – "The Boundary Challenge" Participants form teams of 3–4. Each team draws a scenario card from Handout 1 depicting high-pressure situations (e.g. dealing with an overbearing team leader, setting boundaries with a friend borrowing money, declining unpaid overtime in a project). In each round, one participant acts as the "Pressure Generator" (pushing aggressively or passively), one acts as the "Assertive Defender" (applying I-statements, Broken Record, or Fogging), and the third acts as the "Observer/Coach". Teams rotate until everyone tests their assertive boundary under pressure.	30 min.	Distributes Scenario Cards, sets rules for psychological safety, manages rotation intervals, observes interactions, and gives constructive feedback.	Role-play assigned scenario roles, practice assertive techniques under pressure, observe peer interactions, and offer constructive peer feedback.	Printed Handout 1 scenario cards, timer.
Phase 4: Digital Debriefing & Reflection Wall The trainer reconvenes the group to consolidate learning. Using Mentimeter, participants post reflections on two prompts: "Which technique felt most empowering?" and "What is one boundary you will set assertively this week?" The live responses are displayed on screen. The trainer facilitates a group reflection on managing body language, voice tone, and internal emotional triggers during difficult conversations.	15 min.	Moderates the plenary reflection, synthesizes participant contributions on screen, and connects physical body cues with assertive presence.	Submit reflections to the digital board, share personal insights on setting healthy boundaries, and discuss practical strategies.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key principles of non-aggressive self-advocacy, displays a QR code for a 3-question evaluation poll, and thanks all participants for their authentic participation and vulnerability.	10 min.	Displays the evaluation link/QR code, thanks the participants, collects digital feedback, and formally closes the session.	Fill in the quick digital feedback form and share final closing remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Communication Style Matrix & Boundary Challenge Cards

(Instructions for trainer: Print 1 copy per pair/group for Phase 2 and Phase 3).

Part 1: The Four Communication Styles Overview

- **Passive:** Ignores own rights, avoids conflict, yields to others, speaks softly, feels resentful.
- **Aggressive:** Violates others' rights, dominates, demands, uses blaming language, forces compliance.
- **Passive-Aggressive:** Indirectly expresses anger, uses sarcasm, agrees outwardly but sabotages covertly.
- **Assertive:** Protects own rights while respecting others, uses clear "I-statements", listens actively, stays calm and firm.

Part 2: The "I-Statement" Formula

- "When you... **[Objective Behavior]**"
- "I feel... **[Specific Emotion]**"
- "Because... **[Concrete Effect/Impact]**"
- "I would prefer / request that... **[Actionable Request]**"

Part 3: Boundary Challenge Scenario Cards

- **Scenario A (Project Team Dynamics):** Your project teammate consistently submits their assigned tasks at the last minute, forcing you to stay up late fixing formatting errors before deadline. Set a clear boundary with them.
- **Scenario B (Social Peer Pressure):** A group of friends is pushing you to stay out late before an important job interview or exam tomorrow, teasing you for being "boring". Refuse their pressure firmly using the Broken Record technique.
- **Scenario C (Unfair Critic / Fogging):** A colleague publicly criticizes your presentation style, saying: "You always talk too fast and overcomplicate simple things!" Use Fogging to acknowledge any element of truth calmly without accepting the aggressive tone, then state your request.

Activity 31 – Lateral Thinking, Thinking Differently

Activity title: <i>“Outside the Box: Mastering Lateral Thinking for Creative Problem-Solving”</i>	
Abstract	This interactive, gamified workshop introduces young people and educators to the principles of lateral thinking developed by Edward de Bono. Moving beyond linear, step-by-step logic, participants engage in creative provocation mechanics, reverse thinking, and random word association techniques to bypass conventional cognitive biases. Through hands-on puzzle quests and rapid innovation challenges, learners discover how to reframe complex problems, generate non-obvious solutions, and foster a culture of creative problem-solving in social, academic, and community initiatives.
Aims / Objectives	The main aim of this activity is to develop participants' creative problem-solving abilities and cognitive flexibility by applying structured lateral thinking techniques to everyday challenges.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the difference between vertical (analytical) and lateral (creative) thinking. • Master practical lateral thinking tools including Reverse Brainstorming, Provocation (PO), and Random Entry techniques. • Challenge deeply ingrained assumptions and cognitive biases when facing complex scenarios. • Reframe obstacles into innovative opportunities in team settings. • Enhance collaborative creativity, open-mindedness, and divergent thinking skills.
Target group	Young people (aged 14–25), youth leaders, project coordinators, and educators; group size: 10–28 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Flexible workshop room with moveable tables, open floor space, and wall space for sticking brainstorm posters.
Requirements	Printed copies of Handout 1 (Lateral Thinking Quest Cards & Provocation Matrix) for each team; sticky notes; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) or Padlet (https://padlet.com) for real-time idea mapping, brainwriting, and anonymous creative voting.
Suggested resources	<ul style="list-style-type: none"> • De Bono, E. (1970). <i>Lateral Thinking: Creativity Step by Step</i>. Harper & Row.

	<ul style="list-style-type: none"> • De Bono, E. (1999). Six Thinking Hats. MBI Publishing Company. • Edward de Bono Official Educational Resources: https://www.debono.com/
Handouts	Handout 1. Lateral Thinking Quest Cards & The Provocation Matrix.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Cognitive Warm-up – "The Lateral Riddle Challenge"</p> <p>The trainer opens the session and presents 3 classic lateral thinking riddles on screen (e.g. the man who lives on the 10th floor but takes the lift to the 7th floor when it rains). Participants use Mentimeter on their mobile devices to submit creative hypotheses. The trainer displays the live responses, reveals the answers, and leads a brief discussion highlighting how automatic assumptions (vertical thinking) limit our perspective, introducing lateral thinking as a deliberate technique to break cognitive routines.</p>	15 min.	Welcomes the group, presents riddles on screen, moderates digital poll responses, and introduces the concept of lateral vs. vertical thinking.	Join Mentimeter via smartphones, analyze riddles, submit creative hypotheses, and participate in the opening reflection on mental patterns.	Digital projector, screen, smartphones/tablets, Internet connection.
<p>Phase 2: The Toolkit Input – "Provocation & Reverse Brainstorming"</p> <p>The trainer presents two core lateral thinking mechanics: 1) Reverse Brainstorming (asking "How could we make this problem completely worse?") and 2) The Provocation (PO) Technique (making deliberately absurd or impossible statements to force new mental connections). Working in pairs, participants receive Handout 1 and complete a 5-minute micro-exercise using a random object card to generate 5 unconventional uses for a mundane item (e.g. a paperclip or brick).</p>	20 min.	Delivers a dynamic presentation on lateral techniques, demonstrates Provocation (PO) mechanics, and coaches pairs during the warm-up exercise.	Listen to the input, explore Handout 1 techniques in pairs, and brainstorm unconventional uses for everyday items within the time limit.	Printed copies of Handout 1 for each pair, sticky notes, markers.

Phase 3: Gamified Innovation Quest – "The Impossible Problem Challenge" Participants form small teams of 3–5. Each team selects a real-world community challenge card from Handout 1 (e.g. "How to eliminate plastic waste in schools" or "How to re-engage youth in local volunteering"). Using the 3-step Lateral Quest (Step 1: List all assumptions and reverse them; Step 2: Apply a Random Word Provocation from Handout 1; Step 3: Transform absurd ideas into actionable, realistic solutions), teams draft a creative pitch on flipchart paper. Points are awarded for original, non-obvious ideas.	30 min.	Distributes Challenge Cards, manages game time, guides teams through Provocation steps, and facilitates peer evaluation.	Work in teams to reverse assumptions, apply random word triggers, generate unconventional ideas, and create a visual presentation of their solution.	Printed Handout 1 cards, flipchart paper, colored markers, timer.
Phase 4: Digital Gallery Walk & Brainwriting Teams display their lateral solutions around the room. Participants conduct a gallery walk using Padlet or sticky notes to add "Lateral Boosts" (building upon others' ideas with "Yes, and..." comments rather than criticism). The trainer brings the group together to showcase the most innovative transformations from absurd triggers to practical projects.	15 min.	Organizes the gallery walk, moderates the digital/physical feedback loop on Padlet, and highlights standout creative transformations.	Circulate around the room, review peer solutions, leave constructive "Lateral Boosts" on Padlet or sticky notes, and participate in plenary discussion.	Projector, screen, smartphones/tablets, Padlet board link/QR code.
Phase 5: Evaluation & Closing The trainer synthesizes the session's key takeaways, emphasizing that creativity is a skill trained through deliberate practice. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks everyone for their energetic participation.	10 min.	Displays the evaluation QR code, thanks the participants, collects feedback, and formally concludes the workshop.	Complete the quick digital feedback form and share final closing verbal thoughts.	Digital evaluation link / QR code or paper forms.

Handout 1. Lateral Thinking Quest Cards & The Provocation Matrix

(Instructions for trainer: Print 1 copy per team for Phase 2 and Phase 3).

Part 1: Lateral Thinking Techniques Quick Reference

- **Reverse Brainstorming:** Instead of asking "How do we solve X?", ask "How do we cause X?" or "How do we make X worse?". Once you have a list of destructive actions, reverse them to find hidden solutions.
- **Provocation (PO) Technique:** Formulate a statement that is absurd or contradictory (e.g. "PO: Cars have square wheels"). Ask yourself: "What movement or idea does this absurd statement spark?"
- **Random Word Entry:** Pick a completely unrelated noun from a dictionary or card (e.g. "Bicycle", "Cloud", "Spoon"). Force 3 logical connections between that word and your problem.

Part 2: Community Challenge Cards (Select 1 per team for Phase 3)

- **Challenge A:** Youth Disengagement – Local young people are not attending community workshops or youth center activities. Reframe how to attract them.
- **Challenge B:** Environmental Sustainability – Your youth organization produces too much paper and single-use waste during events. Find a zero-waste lateral solution.
- **Challenge C:** Intergenerational Gap – Young people and elderly residents in the town rarely interact. Design a shared activity that appeals equally to both groups.

Part 3: The Random Word Generator Matrix for Provocation

- **Word 1:** Submarine (Concepts: Depth, Periscope, Underwater, Pressure, Isolation)
- **Word 2:** Fireworks (Concepts: Explosion, Color, Night, Brief, Celebration, Sound)
- **Word 3:** Magnet (Concepts: Attraction, Repulsion, Invisible Force, Metal, Poles)
- **Word 4:** Honeycomb (Concepts: Hexagon, Structure, Storage, Bees, Sweetness, Collective)

Activity 32 – Theatre Improv for Youth

Activity title: <i>“Unlocking Spontaneity: Applied Theatre Improvisation for Youth Empowerment”</i>	
Abstract	This energetic, highly interactive workshop uses applied theatre improvisation (improv) techniques to foster public speaking confidence, creative risk-taking, active listening, and social adaptability among young people. Through low-stakes theatrical games and spontaneous scene-building frameworks—guided by the core rule of improv, "Yes, And..."—participants learn to embrace mistakes as creative gifts, overcome social self-consciousness, and co-create collaborative stories in real time. The session translates theatrical principles into essential life skills for interpersonal communication, team trust, and emotional expression in youth work and daily social interactions.
Aims / Objectives	The main aim of this activity is to develop participants' confidence, active listening, creative spontaneity, and team-trust through applied theatre improvisation games and reflective debriefing.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Master the foundational improv rule "Yes, And..." to accept and build upon peers' ideas. • Overcome fear of making mistakes and reduce social anxiety in group settings. • Enhance non-verbal body language, vocal expression, and active presence. • Develop rapid problem-solving and spontaneous creative adaptability under low-stakes pressure. • Build mutual trust, psychological safety, and empathetic collaboration within diverse teams.
Target group	Young people (aged 14–25), youth leaders, peer educators, and youth workers; group size: 10–24 participants.
Duration	90 min.
Venue	Spacious, open workshop room or stage space cleared of tables and chairs to allow free physical movement.
Requirements	Open floor space; printed copies of Handout 1 (Improv Rules & Scene Starter Cards) for small groups; digital projector and screen; Bluetooth speaker for background music/cues; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time mood mapping, reflection polls, and anonymous fear-release exercises.
Suggested resources	<ul style="list-style-type: none"> • Johnstone, K. (1981). <i>Improv: Improvisation and the Theatre</i>. Faber and Faber.

	<ul style="list-style-type: none"> • Napier, M. (2004). <i>Improvise: Scene from the Inside Out</i>. Heinemann Drama. • Applied Improvisation Network (AIN): https://www.appliedimprovisation.network/
Handouts	Handout 1. The Improv Golden Rules & Spontaneous Scene Starter Deck.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Physical Warm-up & Digital Mood Poll – "Zip Zap Zop"</p> <p>The trainer opens the session by gathering participants into a standing circle and launching a quick Mentimeter poll to check the group's baseline energy and comfort levels with spontaneous performing. The trainer then leads classic physical and vocal warm-up games: "Zip Zap Zop" (passing energy and focus across the circle using eye contact and vocal cues) and "Red Ball" (imaginary object passing). The trainer emphasizes making mistake celebrations—whenever someone drops the rhythm, the entire circle cheers and bows together, reframing failure as a fun learning moment.</p>	15 min.	Welcomes the group, moderates the opening Mentimeter poll, leads physical warm-up games, and reinforces the culture of celebrating mistakes.	Participate in the Mentimeter check-in on smartphones, stand in a circle, engage in vocal and physical warm-up games, and celebrate mistakes with enthusiasm.	Digital projector, screen, smartphones, open floor space.
<p>Phase 2: Core Concept Input – "The Power of 'Yes, And...'"</p> <p>The trainer introduces the foundational philosophy of theatre improvisation: replacing blocking ("No", "Yes but...") with unconditional acceptance and addition ("Yes, and..."). Working in pairs, participants engage in two contrasting 3-minute storytelling drills: 1) Round 1 – Planning a party where the partner rejects every idea using "No" or "Yes, but...", 2) Round 2 – Planning the same party where the partner accepts every idea using "Yes, and...". The trainer leads a quick group</p>	20 min.	Demonstrates the contrast between "Yes, but" and "Yes, and", manages exercise timing, observes pair dynamics, and facilitates plenary reflection.	Pair up with a partner, experience both "Yes, but" blocking and "Yes, and" building exercises, and reflect on the emotional difference between the two approaches.	Printed copies of Handout 1 for each pair, timer.

debrief on how acceptance builds momentum and psychological safety, while rejection halts creative flow.				
Phase 3: Gamified Improv Quests – "The World's Worst & Freeze Tag" Participants are split into two groups to play structured, fast-paced improv games using Handout 1 prompts. Game 1: "World's Worst" – participants step forward spontaneously to deliver a 10-second comedic exaggeration of the world's worst doctor, tour guide, or youth leader. Game 2: "Freeze Tag" – two actors begin a physical scene based on a prompt card from Handout 1. At any point, an audience member shouts "FREEZE!", replaces one actor in their exact physical pose, and starts a completely new scene in a different context.	30 min.	Explains game mechanics, draws scenario cards from Handout 1, acts as referee, maintains high positive energy, and encourages shy participants to step forward.	Step into the scene area spontaneously, adopt physical characters, build on peers' physical cues, shout "FREEZE!" to start new scenes, and support peers as an active audience.	Printed Handout 1 scene cards, Bluetooth speaker for energizing music cues, timer.
Phase 4: Digital Reflection & Life Skills Synthesis The trainer brings the group back into a seated circle for debriefing. Using Mentimeter, participants respond on screen to reflection prompts: "What was the scariest moment, and how did you overcome it?" and "How can 'Yes, And...' help you in everyday communication, job interviews, or team projects?". The trainer synthesizes responses, linking theatre improv techniques to emotional resilience, active listening, and adaptability in real-world youth work.	15 min.	Moderates the reflection circle, projects live Mentimeter responses on screen, and connects theatrical improvisation with daily communication skills.	Submit reflections via Mentimeter, participate in group discussion, and share insights on applying spontaneous adaptability in daily life.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's key takeaways, displays a QR code for a quick 3-question digital evaluation poll, and thanks all participants for their courage, trust, and creative vulnerability.	10 min.	Displays the evaluation QR code, collects digital feedback, thanks participants, and closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper feedback sheets.

Handout 1. The Improv Golden Rules & Spontaneous Scene Starter Deck

(Instructions for trainer: Print 1 copy per pair/group for Phase 2 and Phase 3).

Part 1: The Four Golden Rules of Applied Improv

- **Rule 1: Say "Yes, And..."** – Accept the offer made by your partner and add new information to build the story together.
- **Rule 2: Make Your Partner Look Good** – Support your teammate's ideas unconditionally rather than trying to shine alone.
- **Rule 3: Embrace Mistakes as Gifts** – There are no mistakes in improv, only unexpected plot twists and opportunities to adapt.
- **Rule 4: Be Present & Listen actively** – Pay close attention to your partner's words, tone, and body language instead of planning your next line in your head.

Part 2: Scene Starter Cards for Freeze Tag & Improv Challenges

- **Prompt Card A (Unusual Location):** Two astronauts discovering a coffee shop on Mars.
- **Prompt Card B (High Stakes Conflict):** A detective interrogating a suspect accused of stealing the world's last pair of socks.
- **Prompt Card C (Everyday Twist):** Two roommates assembling flat-pack furniture without instructions, but the furniture starts talking back.
- **Prompt Card D (The World's Worst...):** Step forward and give a 10-second demonstration of: The World's Worst Flight Attendant / The World's Worst Fitness Instructor / The World's Worst Tour Guide.

Activity 33 – Developing Social Campaigns

Activity title: <i>“Impact by Design: Developing Effective Social Campaigns for Youth Action”</i>	
Abstract	This interactive, practical workshop guides participants through the end-to-end process of designing impactful, youth-led social campaigns. Moving from passion to structured advocacy, learners discover how to identify core social problems, define SMART campaign objectives, map target audiences, and craft compelling messaging tailored for modern digital and community channels. Through a hands-on design challenge, teams formulate a complete campaign blueprint—including call-to-action strategies, channel selection, and ethical storytelling principles. The session bridges civic engagement with media literacy, empowering young people to drive positive social change in their local and international communities.
Aims / Objectives	The main aim of this activity is to equip participants with practical campaign planning tools, ethical storytelling skills, and target audience analysis frameworks to design actionable social awareness initiatives.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Master the core steps of social campaign design (Problem–Audience–Message–Channel–Call to Action). • Formulate clear, measurable campaign aims using SMART criteria tailored for civic advocacy. • Identify primary, secondary, and key stakeholder target audiences using persona mapping. • Craft emotionally resonant, ethically grounded campaign messages and effective calls to action. • Select appropriate multimedia and digital tools for organic community reach and dissemination.
Target group	Young people (aged 14–25), youth leaders, student activists, and project coordinators; group size: 12–28 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Spacious workshop room with flexible seating, breakout tables, and wall space for hanging campaign posters.
Requirements	Printed copies of Handout 1 (Social Campaign Canvas & Persona Profile) for each team; flipchart paper and colored markers; sticky notes; digital projector and screen.
User friendly digital tools used	Canva (https://www.canva.com) for social media graphics prototyping and Mentimeter (https://www.mentimeter.com) for real-time campaign pitching feedback.

Suggested resources	<ul style="list-style-type: none"> • Salto-Youth Participation & Information Resource Centre: https://www.salto-youth.net/rc/participation/ • Amnesty International Campaigning Manual: https://www.amnesty.org/ • European Youth Forum – Advocacy & Campaigning Toolkit: https://www.youthforum.org/
Handouts	Handout 1. The 5-Step Social Campaign Canvas & Persona Builder.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Memorable Campaigns" The trainer welcomes participants and launches an interactive Mentimeter poll asking: "Which recent social or environmental campaign caught your attention, and why?" Participants submit short keywords on their mobile devices. The live word cloud is displayed on screen. The trainer facilitates a brief discussion unpacking what makes a social campaign successful (e.g. emotional connection, clear visuals, simple call to action), contrasting mere awareness with actionable behavioral change.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live responses, and introduces the key components of effective social advocacy.	Connect to Mentimeter via smartphones, submit examples of impactful campaigns, and participate in opening reflection on campaign effectiveness.	Digital projector, screen, smartphones/tablets, Internet access.
Phase 2: Framework Input – "The Social Campaign Canvas" The trainer introduces the 5-Step Social Campaign Architecture: 1) Problem Definition (Root Cause Analysis), 2) Audience Persona Mapping (Who are we talking to?), 3) Core Message & Tone of Voice, 4) Channel Strategy (Online vs. Offline), and 5) Call to Action (CTA). Working in pairs, participants complete a 5-minute micro-exercise on Handout 1 converting vague goals (e.g. "Stop climate change") into actionable, specific statements.	20 min.	Delivers a structured presentation on campaign design, explains Handout 1 canvas steps, and assists pairs during the warm-up exercise.	Listen actively, explore the Campaign Canvas in pairs, and practice transforming general goals into targeted campaign objectives.	Printed copies of Handout 1 for each pair, flipchart paper, markers.

<p>Phase 3: Gamified Campaign Challenge – "The 30-Minute Advocacy Hackathon"</p> <p>Participants form small teams of 3–5. Each team chooses a social issue card from Handout 1 (e.g. Mental Health Stigma in Schools, Fast Fashion Waste, Digital Bullying). Using Handout 1, teams complete a campaign canvas and design a visual campaign concept on flipchart paper (or Canva prototype on tablets). The campaign must include a slogan, audience persona, key message, and 1 concrete call to action. Teams prepare a 2-minute pitch for the plenary.</p>	30 min.	Distributes issue cards, enforces strict time limits, circulates among teams to provide advice on messaging and ethical storytelling, and keeps energy high.	Work in teams to complete the Campaign Canvas, define target personas, draft slogans and calls to action, and prepare a visual pitch presentation.	Printed Handout 1 cards, flipchart paper, markers, sticky notes, timer.
<p>Phase 4: Digital Pitching & Peer Feedback Loop</p> <p>Teams present their 2-minute campaign pitches to the plenary. Following each pitch, peers use Mentimeter to vote on three criteria: Clarity of Message, Audience Appeal, and Feasibility of Call to Action. The trainer facilitates a constructive feedback loop, focusing on ethical representation, avoiding sensationalism, and ensuring inclusivity.</p>	15 min.	Moderates the pitch session, manages the live Mentimeter scoring board, and provides constructive feedback on campaign feasibility and ethical communication.	Deliver team campaign pitches, review peer proposals, submit evaluation votes via Mentimeter, and offer constructive peer feedback.	Projector, screen, smartphones/tablets, Mentimeter link.
<p>Phase 5: Evaluation & Closing</p> <p>The trainer summarizes key learning outcomes, highlighting how local youth campaigns can be scaled up. The trainer displays a QR code for a quick 3-question digital evaluation form and thanks all participants for their creative civic commitment.</p>	10 min.	Displays the evaluation QR code, thanks the participants, collects digital feedback, and formally closes the workshop.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper feedback sheets.

Handout 1. The 5-Step Social Campaign Canvas & Persona Builder

(Instructions for trainer: Print 1 copy per team for Phase 2 and Phase 3).

Part 1: The 5-Step Social Campaign Canvas

- **Step 1: The Core Issue & SMART Goal** – What exact problem are you addressing? (e.g. "Increase recycling rates in our school by 40% over 3 months").
- **Step 2: Target Audience Persona** – Who do you need to reach to create change? (e.g. Local teens aged 14–18 who care about climate but lack local sorting facilities).
- **Step 3: Core Message & Slogan** – What is your main message? Keep it simple, memorable, and human-centered (e.g. "Small Sorts, Big Impact: Your Trash, Our Tomorrow").
- **Step 4: Primary Channels** – Where does your target audience spend time? (e.g. Instagram Reels, school posters, interactive pop-up stand in cafeteria).
- **Step 5: Call to Action (CTA)** – What exact step do you want people to take right now? (e.g. "Sign the petition", "Bring 1 reusable bottle this week", "Scan QR code to join the youth club").

Part 2: Campaign Challenge Topics (Select 1 per team for Phase 3)

- **Topic A – Youth Mental Health:** Reducing stigma around seeking psychological support in high schools and youth spaces.
- **Topic B – Sustainable Consumption:** Promoting circular fashion and thrift swaps among local youth to reduce textile waste.
- **Topic C – Digital Wellbeing & Cyberbullying:** Fostering respectful online environments and countering hate speech on social media.
- **Topic D – Civic Engagement:** Encouraging first-time youth voters to participate in local municipal elections.

Activity 34 – Escape Room Challenge for Creative Thinking

Activity title: <i>“Escape the Ordinary: The Escape Room Challenge for Creative Thinking”</i>	
Abstract	This highly engaging, gamified workshop immerses participants in a collaborative mini escape room challenge designed to foster creative problem-solving, lateral thinking, and strategic teamwork. Trapped in a narrative-driven simulation ("The Lost Innovation Lab"), small teams must decipher cryptograms, solve physical and digital puzzles, and synthesize non-obvious clues under time pressure to unlock the final escape code. By blending hands-on gamification with structured debriefing, the activity demonstrates how diverse thinking styles, effective resource sharing, and out-of-the-box reasoning overcome complex obstacles in youth work, education, and daily life.
Aims / Objectives	The main aim of this activity is to enhance participants' creative problem-solving capabilities, collective intelligence, and lateral thinking through an immersive gamified escape room simulation.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Apply lateral and divergent thinking methods to solve non-linear puzzles and challenges. • Develop active listening, role distribution, and collaborative decision-making under time pressure. • Identify and overcome cognitive biases, assumptions, and mental deadlocks during complex tasks. • Utilize creative decoding techniques, spatial reasoning, and pattern recognition. • Reflect on personal and team problem-solving dynamics to improve future project collaboration.
Target group	Young people (aged 14–25), youth leaders, educators, and project teams; group size: 12–24 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Flexible workshop room or classroom setup with distinct tables/stations for each team and room to hide clue envelopes.
Requirements	Printed copies of Handout 1 (Puzzle Station Dossier & Cipher Cards) and Handout 2 (Team Quest Board & Decoder Matrix) for each team; padlocks/boxes (or digital lock equivalents); flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Google Forms / Flippity (https://www.flippity.net) for digital locks and Mentimeter (https://www.mentimeter.com) for real-time team reflection.

Suggested resources	<ul style="list-style-type: none"> • Nicholson, S. (2015). Peeking Behind the Locked Door: A Survey of Escape Room Design. White Paper. • De Bono, E. (1970). Lateral Thinking: Creativity Step by Step. Harper & Row. • Breakout EDU Resources: https://www.breakoutedu.com/
Handouts	<p>Handout 1. Puzzle Station Dossier & Cipher Cards.</p> <p>Handout 2. Team Quest Board & Decoder Matrix.</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Mission Briefing & Digital Warm-up – "Mind Lock" The trainer sets the stage by welcoming participants and launching a brief Mentimeter warm-up quiz featuring 3 visual lateral thinking teasers. The trainer introduces the narrative context: teams are locked in "The Lost Innovation Lab" and must retrieve the master key code before time runs out. The trainer explains the rules of engagement, psychological safety, and clue request limits (maximum 2 hint tokens per team).	15 min.	Introduces the narrative storyline, moderates the digital warm-up teasers, explains the escape room rules, and manages team distribution.	Join Mentimeter via mobile devices, solve warm-up teasers, form small teams, and listen to the mission parameters.	Digital projector, screen, smartphones, Internet access.
Phase 2: Game Setup & Handout Distribution Teams are assigned to their designated lab stations. The trainer distributes Handout 1 (Puzzle Station Dossier & Cipher Cards) and Handout 2 (Team Quest Board & Decoder Matrix) to each team. The trainer explains that progress requires solving 3 interconnected puzzle tiers (Tier 1: Cipher & Pattern Decoding; Tier 2: Spatial & Lateral Logic; Tier 3: The Final Key Synthesis) which unlock the online digital lock (or physical lockbox).	10 min.	Distributes Handouts 1 and 2, clarifies puzzle tier mechanics, answers organizational questions, and starts the 35-minute countdown clock.	Review Handout materials, organize team roles (e.g. Decoder, Strategist, Scribe), and prepare for the puzzle challenge.	Printed copies of Handout 1 and Handout 2 for each team, timer.

<p>Phase 3: The Escape Challenge – "Unlocking the Innovation Lab"</p> <p>Teams work intensely to solve the multi-tier puzzle challenge using Handouts 1 and 2. They analyze hidden text patterns, apply Caesar ciphers, assemble spatial diagrams, and connect lateral clues. The trainer acts as the "Game Master", monitoring progress, managing hint token requests, and keeping atmospheric background music playing to maintain excitement. Teams input their final 4-digit combination into the Google Form / Flippity digital lock or physical box to "escape".</p>	35 min.	Acts as Game Master, monitors group dynamics, issues hints upon token requests, maintains the countdown timer, and validates final lock codes.	Collaborate in teams, decode ciphers, cross-reference data on Handout 1 and Handout 2, apply lateral logic, and submit code attempts.	Handouts 1 & 2, digital lock link / physical lockboxes, ambient music, timer.
<p>Phase 4: Debriefing & Problem-Solving Reflection</p> <p>The trainer stops the clock and gathers all teams around the projector. Using Mentimeter, participants evaluate their teamwork and problem-solving strategies. Key debriefing questions include: What assumptions held your team back? How did you handle frustration when stuck? What creative techniques helped unlock the final code? The trainer links these escape room lessons to real-life project roadblocks and everyday lateral problem-solving.</p>	15 min.	Leads the structured debriefing using Mentimeter, highlights key creative problem-solving moments observed, and facilitates peer reflection.	Share personal and team insights, submit reflections via Mentimeter, and analyze effective vs. ineffective creative strategies.	Projector, screen, smartphones.
<p>Phase 5: Evaluation & Closing</p> <p>The trainer summarizes the session's key takeaways on collective intelligence and creative thinking. The trainer displays a QR code for a quick 3-question evaluation form and presents symbolic "Master Innovator" certificates to all participants for completing the quest.</p>	10 min.	Displays the evaluation QR code, distributes certificates, thanks the participants for their energetic teamwork, and closes the workshop.	Fill in the quick digital feedback form, celebrate team achievement, and offer closing thoughts.	Digital evaluation link / QR code or paper forms, printable certificates.

Handout 1. Puzzle Station Dossier & Cipher Cards

(Instructions for trainer: Print 1 copy per team for Phase 2).

Part 1: Lab Log Secret Cipher (Tier 1)

- **Clue A:** "To find the first digit, shift the bold letters backward by 3 positions in the alphabet (Caesar Cipher): **K-H-O-O-R**." *(Solution: APPLE -> 5 letters = Digit 5).*
- **Clue B:** "The second digit is hidden in the false assumption: A man has 6 candles burning. A gust of wind blows out 2. How many candles remain at the end of the night?" *(Solution: The 2 blown-out candles remain; the other 4 burn away completely = Digit 2).*

Part 2: Spatial & Lateral Logic Puzzle (Tier 2)

- **Clue C:** "Connect all 9 dots on your grid using only 4 continuous straight lines without lifting your pen from the paper." *(Hint: You must draw lines outside the square boundary of dots!).*
- **Clue D:** "The third digit equals the number of lines extending beyond the boundary in the 9-dot puzzle." *(Solution = Digit 2).*

Handout 2. Team Quest Board & Decoder Matrix

(Instructions for trainer: Print 1 copy per team for Phase 2).

Part 1: The Decoder Matrix (Tier 3)

- **Matrix Formula:** Final Code = [Digit 1 from Clue A] – [Digit 2 from Clue B] – [Digit 3 from Clue D] – [Master Key Digit].
- **Master Key Finding:** "Read the first letter of every paragraph in the Lab Log Dossier on Handout 1 to reveal the word that describes what unlocks creativity." *(Letters spell: F-R-E-E-D-O-M -> 7 letters = Digit 7).*

Part 2: Final Combination Scorecard

- **Digit 1 (Clue A):** _____
- **Digit 2 (Clue B):** _____
- **Digit 3 (Clue D):** _____
- **Digit 4 (Master Key):** _____
- **Final Digital Lock Code:** [_ _ _ _]

Part 3: Hint Tokens (Cut out 2 per team)

- **HINT TOKEN #1:** Present this card to the Game Master to receive 1 direct clue clarification.
- **HINT TOKEN #2:** Present this card to the Game Master to receive 1 direct clue clarification.

Activity 35 – Designing an Educational Game

Activity title: <i>“Play to Learn: Designing an Educational Game from Scratch”</i>	
Abstract	This highly creative, hands-on workshop guides participants through the rapid design, prototyping, and testing of educational table-top games. Moving from pedagogical objectives to game mechanics, learners discover how to translate complex learning content—such as social skills, environmental awareness, or historical facts—into engaging game loops, rules, and scoring systems. Working in collaborative design teams, participants build working prototypes of board, card, or role-playing games and conduct peer play-testing sessions. The activity bridges instructional design with playful learning, empowering educators, youth workers, and young people to create custom educational tools for their communities.
Aims / Objectives	The main aim of this activity is to equip participants with practical game-design frameworks, rapid prototyping skills, and methods for embedding educational content into engaging play mechanics.
Topics / Skills covered	Participants: <ul style="list-style-type: none">• Understand the core pillars of educational game design (Mechanics, Dynamics, Aesthetics, and Learning Objectives).• Translate abstract educational topics into concrete game rules, challenges, and win-states.• Design balanced game loops, scoring systems, and player interactions.• Rapidly prototype physical games using low-fi materials (cards, boards, counters).• Conduct structured play-testing, collect user feedback, and iteratively refine game prototypes.
Target group	Young people (aged 14–25), youth workers, educators, and instructional designers; group size: 12–28 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Spacious workshop room with large tables suitable for board game prototyping and play-testing.
Requirements	Printed copies of Handout 1 (Game Design Canvas & Mechanics Deck) for each team; blank index cards, colored markers, sticky notes, scissors, tape, dice, and tokens; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for initial concept brainstorming and Canva (https://www.canva.com) for optional digital game component prototyping.

Suggested resources	<ul style="list-style-type: none"> • Salen, K., & Zimmerman, E. (2004). Rules of Play: Game Design Fundamentals. MIT Press. • Kapp, K. M. (2012). The Gamification of Learning and Instruction. Pfeiffer. • The Game Crafter Design Resources: https://www.thegamecrafter.com/
Handouts	Handout 1. The Game Design Canvas & Educational Mechanics Toolkit.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Digital Inspiration – "My Favourite Learning Game"</p> <p>The trainer opens the session and launches an interactive Mentimeter poll asking: "What was the most memorable educational game or gamified activity you have ever played?" Participants submit game titles and keywords on their mobile devices. The live word cloud is displayed on screen. The trainer leads a brief discussion highlighting what made those games effective (e.g. clear rules, healthy competition, storytelling, instant feedback), laying the foundation for educational game design.</p>	15 min.	Welcomes the group, moderates the Mentimeter poll, displays live results, and facilitates the opening discussion on educational game elements.	Connect to Mentimeter via smartphones, share favourite game examples, and discuss what makes learning through play successful.	Digital projector, screen, smartphones/tablets, Internet access.
<p>Phase 2: Framework Input – "The Educational Game Design Canvas"</p> <p>The trainer presents the core mechanics of educational game design using Handout 1. Key elements covered include: 1) Defining Learning Outcomes, 2) Player Role & Objective, 3) Core Mechanics (e.g. card drafting, rolling, role-play, resource management), and 4) The Educational Integration Check (ensuring the learning is embedded in the gameplay rather than forced). Working in pairs, participants complete a 5-minute warm-up exercise matching learning topics to matching game mechanics.</p>	20 min.	Delivers a structured presentation on game design frameworks, explains Handout 1 canvas steps, and assists pairs during the warm-up task.	Listen actively, review Handout 1 mechanics, and practice matching educational goals to appropriate game loops in pairs.	Printed copies of Handout 1 for each pair, flipchart paper, markers.

Phase 3: Gamified Prototyping Jam – "The 30-Minute Game Factory" Participants form small design teams of 3–5. Each team selects an educational theme card from Handout 1 (e.g. Financial Literacy for Teens, Environmental Sustainability, Conflict Resolution). Using blank cards, markers, dice, and tokens, teams complete the Game Design Canvas and build a functional low-fi prototype of their board or card game within 30 minutes. They must write the rulebook, create game components, and ensure the learning objective is tested during play.	30 min.	Distributes theme cards and prototyping supplies (cards, dice, tokens), enforces strict time limits, circulates among teams to offer design advice, and maintains creative energy.	Work in collaborative teams to design a game concept, write rules, sketch game components, assemble prototype materials, and test the core loop internally.	Handout 1 sheets, blank cards, markers, sticky notes, dice, tokens, timer.
Phase 4: Play-Testing Rotation & Peer Feedback Teams engage in a structured "Play-Testing Rotation". Half of each team stays at their table to host and explain their game, while the other half rotates to play-test another team's prototype. After 7 minutes, roles reverse. Play-testers use a quick feedback rubric to rate: 1) Clarity of Rules, 2) Engagement & Fun, and 3) Educational Value. Teams regroup briefly to review feedback notes.	15 min.	Organizes rotation intervals, monitors play-testing sessions, ensures constructive peer feedback, and keeps time.	Host play-testers at your table explaining rules, or rotate to play rival prototypes, test mechanics, and fill out feedback rubrics.	Prototyped games, play-test feedback rubrics, timer.
Phase 5: Evaluation & Closing The trainer gathers the group for a brief closing reflection on the game design journey. The trainer displays a QR code for a quick 3-question evaluation form and thanks all participants for their immense creativity, prototyping skill, and collaborative spirit.	10 min.	Displays the evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form, pack up prototype materials, and share final closing remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Game Design Canvas & Educational Mechanics Toolkit

(Instructions for trainer: Print 1 copy per team for Phase 2 and Phase 3).

Part 1: The Educational Game Design Canvas

- **Step 1: Title & Learning Outcome** – What is the game called, and what specific knowledge or skill must players gain by playing?
- **Step 2: Player Roles & Win Condition** – Are players cooperating or competing? Exactly how does a player win the game?
- **Step 3: Core Game Loop** – What actions do players repeat on their turn? (e.g. Draw card -> Answer question -> Move token -> Trade resource).
- **Step 4: Educational Integration** – How is the learning content tied directly to winning? (Avoid trivia questions stuck on top; make learning the actual mechanic of progression).

Part 2: Educational Theme Cards (Select 1 per team for Phase 3)

- **Theme A – Financial Literacy:** Managing a monthly student budget while navigating unexpected life expenses and savings goals.
- **Theme B – Zero-Waste Community:** Working together to transform a polluted town into a sustainable eco-hub before resources run out.
- **Theme C – Nonviolent Communication Quest:** Trading judgment cards for NVC observation and feeling cards to successfully resolve interpersonal disputes.
- **Theme D – Digital Media Literacy:** Sifting through fake news articles and viral traps online to publish an accurate, trustworthy youth newspaper.

Activity 36 – Creative Writing Workshop

Activity title: <i>“Words Unleashed: Creative Writing Workshop for Expressive Storytelling”</i>	
Abstract	This engaging, interactive workshop unlocks participants' creative potential and narrative voice through low-stakes creative writing prompts, sensory storytelling exercises, and gamified narrative challenges. Moving past writer's block and perfectionism, learners discover how to use vivid imagery, character depth, and unconventional plot triggers to craft compelling short stories, poems, or reflective pieces. Working individually and in peer feedback circles, participants explore how creative writing serves as a powerful medium for emotional self-expression, empathy building, and personal growth in youth work and educational environments.
Aims / Objectives	The main aim of this activity is to develop participants' creative writing confidence, narrative imagination, and self-expression through structured prompts and supportive peer feedback.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Overcome writer's block and perfectionist anxiety through rapid-fire freewriting exercises. • Master sensory description techniques (showing rather than telling emotions and settings). • Build dynamic characters with distinct voices, motivations, and internal conflicts. • Utilize random word prompts and constraint-based writing to foster lateral creative thinking. • Provide and receive constructive peer feedback in a safe, encouraging environment.
Target group	Young people (aged 14–25), aspiring writers, youth leaders, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Quiet, comfortable workshop room with writing surfaces, cozy seating, and a calm atmosphere.
Requirements	Printed copies of Handout 1 (Prompt Cards & Story Skeleton Framework) for each participant; notebooks and pens (or laptops/tablets); digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time word cloud icebreakers and Wattpad (https://www.wattpad.com) or Google Docs for optional digital story publishing.
Suggested resources	<ul style="list-style-type: none"> • King, S. (2000). <i>On Writing: A Memoir of the Craft</i>. Scribner.

	<ul style="list-style-type: none"> • Cameron, J. (1992). The Artist's Way. TarcherPerigee. • National Writing Project Resources: https://www.nwp.org/
Handouts	Handout 1. Creative Writing Prompts & The 5-Act Story Skeleton.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Sensory Warm-up – "The 5-Minute Freewrite"</p> <p>The trainer welcomes participants and launches an interactive Mentimeter poll asking: "What word best describes your relationship with writing?" Following the live word cloud, the trainer initiates a 5-minute silent freewriting warm-up: participants write continuously without lifting their pen or censoring themselves based on a sensory trigger phrase ("The sound of rain against a window she had never seen before..."). The golden rule: you cannot stop writing; if stuck, repeat the last word until a new idea arrives.</p>	15 min.	Welcomes the group, moderates the Mentimeter poll, explains freewriting rules, and strictly manages the 5-minute silent timer.	Connect via smartphones for the poll, receive the writing prompt, and write continuously without stopping during the 5-minute silent sprint.	Digital projector, screen, smartphones, notebooks, pens, timer.
<p>Phase 2: Toolkit Input – "Show, Don't Tell & Character Depth"</p> <p>The trainer presents two core narrative techniques: 1) "Show, Don't Tell" (replacing abstract emotions with sensory details like trembling hands, clenched jaws, or shifting light) and 2) The 3-Dimensional Character Formula (giving characters a secret fear, a driving desire, and a distinct quirk). Working in pairs using Handout 1, participants take a flat, boring sentence (e.g. "John was angry") and rewrite it using vivid sensory actions.</p>	20 min.	Delivers a concise presentation on sensory writing and character development, explains Handout 1 formulas, and coaches pairs.	Listen actively, analyze writing samples in pairs using Handout 1, and practice transforming flat statements into vivid sensory descriptions.	Printed copies of Handout 1 for each participant, notebooks, pens.

Phase 3: Gamified Writing Challenge – "The Plot Twist Sprint" Participants transition to independent writing using Handout 1 (The 5-Act Story Skeleton and Random Prompt Cards). Each writer draws a prompt card containing a unique genre, protagonist quirk, and unexpected plot twist (e.g. Sci-fi / a clockmaker who cannot perceive time / a missing key). Writers have 25 minutes to craft a flash fiction story or poem adhering to the constraints. The trainer maintains a quiet, inspiring atmosphere with soft background music.	30 min.	Distributes Prompt Cards, establishes a focused writing environment, plays quiet instrumental background music, and keeps time.	Draw prompt cards, structure flash fiction using Handout 1, and write independently, focusing on sensory detail and unexpected plot twists.	Handout 1 prompt cards, notebooks/laptops, ambient music, timer.
Phase 4: Peer Reading Circles & Constructive Feedback Participants form small circles of 3–4 to share their stories. Using the "Warm Feedback" method (stating 1 thing that resonated deeply and 1 vivid image that stood out), peers read aloud or exchange their writing pieces. Selected volunteers are invited to read excerpts of their flash fiction aloud to the wider plenary group.	15 min.	Organizes small sharing circles, explains the warm feedback guidelines, moderates voluntary plenary readings, and celebrates participants' courage.	Read stories within small peer circles, provide warm constructive feedback, and optionally share story excerpts aloud with the full group.	Written stories, quiet seating arrangement.
Phase 5: Evaluation & Closing The trainer summarizes the session, emphasizing that writing is a muscle strengthened through regular practice. The trainer displays a QR code for a quick 3-question digital evaluation form and thanks everyone for their vulnerability and creative expression.	10 min.	Displays the evaluation QR code, thanks participants for sharing their stories, collects digital feedback, and formally closes the workshop.	Complete the quick digital feedback form and share final closing verbal thoughts.	Digital evaluation link / QR code or paper forms.

Handout 1. Creative Writing Prompts & The 5-Act Story Skeleton

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The "Show, Don't Tell" Quick Guide

- **Tell:** "She was nervous." -> **Show:** "Her fingers traced the frayed edge of her sleeve, leaving damp crescents of sweat on the cotton."
- **Tell:** "The room was abandoned." -> **Show:** "Dust motes drifted lazily through shafts of golden light, settling like a soft blanket over upturned chairs and cracked floorboards."

Part 2: The 5-Act Flash Fiction Skeleton

- **Act 1: The Hook:** Introduce the protagonist and their ordinary world in the very first sentence.
- **Act 2: The Inciting Incident:** Something unexpected disrupts their routine or environment.
- **Act 3: The Escalation:** The character attempts a quick fix, but obstacles mount higher.
- **Act 4: The Twist:** A sudden realization, plot turn, or perspective shift occurs.
- **Act 5: The Resonant Ending:** Close with a striking image or open-ended reflection rather than a forced moral.

Part 3: Random Prompt Cards (Select or Draw 1 per writer)

- **Card A:** Genre: Mystery / Protagonist: An archivist who finds a letter written by themselves dated 10 years in the future / Twist: The ink is still wet.
- **Card B:** Genre: Magical Realism / Protagonist: A baker whose pastries reveal people's unspoken dreams when eaten / Twist: One customer's pastry tastes like absolute ash.
- **Card C:** Genre: Slice-of-Life / Protagonist: Two strangers stuck in a stalled elevator during a city-wide blackout / Twist: They realize they share the exact same childhood memory.

Activity 37 – Creative Public Speaking Lab

Activity title: <i>“Creative Public Speaking Lab: Speak with Confidence and Impact”</i>	
Abstract	This interactive, gamified public speaking laboratory transforms stage fright into charismatic communication through vocal modulation, non-verbal delivery, structured storytelling, and spontaneous micro-presentations. Participants break down performance anxiety by engaging in low-stakes rhetorical challenges, learning how to structure speeches using the Hook-Story-Offer framework, and refining physical presence. Designed for young people, educators, and youth leaders, this activity provides a supportive, experiential space where learners build authentic vocal confidence, overcome public speaking fear, and deliver compelling messages in personal, professional, and civic settings.
Aims / Objectives	The main aim of this activity is to develop participants' public speaking confidence, non-verbal delivery, and narrative structuring skills through practical speaking drills and gamified feedback loops.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Master vocal warm-ups, breath control, pitch, pacing, and projection. • Utilize non-verbal cues including eye contact, open posture, and purposeful gesturing. • Apply the Hook-Story-Offer speech structure to design engaging short talks. • Overcome stage fright, filler word habits, and performance anxiety in supportive group settings. • Provide and receive constructive peer evaluations using structured feedback matrices.
Target group	Young people (aged 14–25), student representatives, youth leaders, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Open workshop room or lecture hall cleared of central tables, with a designated stage area and supportive seating.
Requirements	Printed copies of Handout 1 (Speech Structure Canvas & Pitch Challenge Cards) for each participant; flipchart paper and markers; digital projector and screen; Bluetooth speaker; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time stage fright polls and live peer rating matrix.
Suggested resources	<ul style="list-style-type: none"> • Anderson, C. (2016). TED Talks: The Official TED Guide to Public Speaking. Houghton Mifflin Harcourt.

	<ul style="list-style-type: none"> • Carnegie, D. (1926). Public Speaking and Influencing Men in Business. Association Press. • Toastmasters International Resources: https://www.toastmasters.org/
Handouts	Handout 1. The Public Speaking Canvas & Micro-Pitch Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Glossophobia Check-in" The trainer greets participants and launches an interactive Mentimeter poll asking: "What is your biggest fear or challenge when speaking in public?" (Options: Mind going blank, shaking voice/hands, boring the audience, making mistakes). Results appear in real time on screen. The trainer leads a vocal and physical warm-up (diaphragmatic breathing, tongue twisters, and posture alignment), reframing nervousness as positive energy and setting a safe, non-judgmental laboratory atmosphere.	15 min.	Welcomes the group, moderates the digital poll, displays live responses, and guides participants through physical posture and vocal warm-up exercises.	Connect via smartphones for the poll, participate in physical and vocal warm-up drills, and share personal public speaking goals.	Digital projector, screen, smartphones, open floor space.
Phase 2: Framework Input – "The Hook-Story-Offer Formula" The trainer introduces core public speaking mechanics: 1) Body Language & Eye Contact (The 3-Second Rule), 2) Vocal Variety (Pitch, Pace, Pause), and 3) The 3-Part Speech Architecture: The Hook (captivating attention), The Story (relatable personal/civic narrative), and The Offer/Call to Action. Working in pairs, participants receive Handout 1 and spend 5 minutes converting a flat topic into a compelling speech outline.	20 min.	Presents speech mechanics, demonstrates vocal variety and non-verbal presence, explains Handout 1 canvas steps, and coaches pairs during exercise.	Listen actively, explore the Hook-Story-Offer formula in pairs using Handout 1, and draft a quick speech outline on a sample topic.	Printed copies of Handout 1 for each participant, flipchart paper, markers.

Phase 3: Gamified Speaking Quest – "The 2-Minute Micro-Pitch Lab" Participants are split into small practice pods of 4–5. Each participant draws a Micro-Pitch Challenge Card from Handout 1 containing a unique prompt (e.g. pitching an absurd idea, sharing a personal triumph, advocating for a community cause) and a random vocal constraint (e.g. speak with dramatic pauses, use enthusiastic gestures). Each participant delivers a 2-minute micro-talk to their pod. Pod members track performance using Handout 1 scorecards.	30 min.	Distributes Challenge Cards, enforces strict 2-minute timing per speaker, circulates among practice pods to offer encouragement, and monitors psychological safety.	Draw challenge cards, prepare 2-minute speeches using Handout 1, deliver micro-talks in small practice pods, and observe peers.	Handout 1 challenge cards, timer, Bluetooth speaker for ambient timer cues.
Phase 4: Digital Showcase & Peer Feedback Loop Selected volunteers from each pod present their 2-minute micro-pitches to the full plenary group. Audience members use Mentimeter to provide instant, warm feedback on three dimensions: 1) Stage Presence & Energy, 2) Vocal Clarity & Pauses, and 3) Message Impact. The trainer facilitates a constructive debriefing, highlighting remarkable transformations and authentic speaking styles.	15 min.	Moderates plenary showcase, manages live Mentimeter evaluation display, and provides constructive, empowering feedback to speakers.	Deliver or observe plenary micro-pitches, submit warm feedback via Mentimeter, and reflect on peer performance strengths.	Projector, screen, smartphones, designated stage space.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that public speaking is an authentic skill honed through practice rather than perfection. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their courage and authentic expression.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants for their vulnerability, and formally closes the workshop.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Public Speaking Canvas & Micro-Pitch Cards

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The Hook-Story-Offer Speech Canvas

- **The Hook (First 15 seconds):** Start with a surprising statistic, a provocative question, or a vivid sensory image. Avoid saying "Hello, my name is..."
- **The Story (Core Body):** Share a clear, 3-point narrative illustrating the problem and human impact. Use the 3-second eye contact rule per person.
- **The Offer / Call to Action (Final 15 seconds):** End with a memorable summary, a inspiring vision, or an explicit request for action. Leave a deliberate 2-second silence at the finish.

Part 2: Vocal & Gestural Checklist

- **The Pause:** Replace filler words ("um", "err", "like") with silent 2-second pauses to build anticipation.
- **Vocal Pace:** Slow down by 20% compared to everyday conversational speed for increased clarity and authority.
- **Open Stance:** Stand feet shoulder-width apart, keep hands unlocked above waist level, and avoid pacing back and forth without intent.

Part 3: Micro-Pitch Challenge Cards (Select or Draw 1 per speaker)

- **Card A (Civic Passion):** Topic: Convince the audience why local youth should have a vote in city council decisions / Constraint: Use at least three deliberate 2-second silences.
- **Card B (Storytelling Challenge):** Topic: Tell a 2-minute story about a personal mistake that taught you an unforgettable life lesson / Constraint: Use open palm gestures to connect with both sides of the room.
- **Card C (Fun Persuasion):** Topic: Pitch an absurd new invention (e.g. shoes that play music when you walk) as an essential life tool / Constraint: Deliver the speech with high vocal energy and changing pitch.

Activity 38 – Influence and Motivation in a Group

Activity title: <i>“Spark and Drive: Mastering Influence and Motivation in Group Dynamics”</i>	
Abstract	This interactive, gamified workshop explores the psychological drivers of intrinsic motivation and ethical social influence within teams. Grounded in Cialdini’s principles of persuasion and Ryan & Deci’s Self-Determination Theory (Autonomy, Mastery, Purpose), participants analyze how peer dynamics, motivation triggers, and leadership behaviors impact group engagement. Through simulated team challenges, role-play scenarios, and digital polls, learners develop practical strategies to inspire disengaged group members, foster shared ownership, and exercise positive, non-coercive influence in youth initiatives, community projects, and educational settings.
Aims / Objectives	The main aim of this activity is to equip participants with practical group motivation frameworks and ethical influence techniques to enhance engagement, shared leadership, and team synergy in youth projects.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Differentiate between intrinsic and extrinsic motivators using Self-Determination Theory (Autonomy, Competence, Relatedness). • Understand Cialdini’s core principles of ethical social influence (e.g. Reciprocity, Social Proof, Consistency). • Identify common causes of group demotivation, free-riding, and social loafing in team environments. • Practice constructive persuasion and encouragement strategies to re-engage passive team members. • Develop empathetic leadership, active listening, and motivational communication skills.
Target group	Young people (aged 14–25), student council representatives, youth leaders, project managers, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop space with moveable chairs, tables for small group work, and open floor space.
Requirements	Printed copies of Handout 1 (Group Motivation Matrix & Influence Role Cards) for each group; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time motivation polling, live opinion mapping, and anonymous peer reflection.

Suggested resources	<ul style="list-style-type: none"> • Cialdini, R. B. (2021). Influence: Science and Practice (New and Expanded). Harper Business. • Pink, D. H. (2009). Drive: The Surprising Truth About What Motivates Us. Riverhead Books. • Ryan, R. M., & Deci, E. L. (2017). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. Guilford Press.
Handouts	Handout 1. Group Motivation Matrix & Influence Role Play Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "What Drives Your Group?" The trainer opens the session and launches a live Mentimeter poll asking: "What demotivates you most when working in a group project?" (Options: Lack of clear direction, dominant personalities, unengaged team members, unfair work distribution). Results are displayed instantly on screen. The trainer leads a short reflection on how group atmosphere and peer influence directly shape individual commitment, introducing the distinction between extrinsic pressure and intrinsic inspiration.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live responses, and sets the stage for exploring group motivation dynamics.	Connect via smartphones for the poll, vote on demotivating factors, and share personal experiences regarding group project challenges.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The Motivation & Influence Toolkit" The trainer presents two foundational frameworks: 1) The AMP Model of Motivation (Autonomy, Mastery, Purpose) and 2) Ethical Influence Triggers (Social Proof, Reciprocity, Shared Identity). Working in pairs using Handout 1, participants complete a rapid 5-minute diagnostic exercise matching common	20 min.	Delivers a concise presentation on motivation and influence frameworks, explains Handout 1 exercise, and provides	Listen actively, explore the AMP model and influence triggers in pairs using Handout 1, and map behaviors to core psychological needs.	Printed copies of Handout 1 for each pair, flipchart paper, markers.

demotivated behaviors (e.g. quiet withdrawal, aggressive dominance) to their underlying psychological need (e.g. lack of autonomy or belonging).		coaching to pairs during the task.		
Phase 3: Gamified Simulation – "The Re-Engagement Quest" Participants form teams of 4–5. Each team receives a challenging group crisis scenario from Handout 1 (e.g. a youth initiative facing team burnout, passive resistance, or conflicting member goals). In each round, one participant acts as the "Team Facilitator" aiming to re-energize the group, while others act as specific team personas (e.g. The Skeptic, The Overwhelmed, The Silent Bystander). Facilitators must apply AMP principles and non-coercive influence techniques to re-align the team and draft a shared action charter within 20 minutes.	30 min.	Distributes scenario cards, manages round timing, observes team interaction strategies, and offers constructive feedback on non-coercive persuasion.	Role-play assigned team personas, apply intrinsic motivation and ethical influence techniques, negotiate shared goals, and draft a team action charter.	Handout 1 role cards, flipchart paper, markers, timer.
Phase 4: Digital Debriefing & Strategy Synthesis The trainer reconvenes the group to analyze the simulation outcomes. Using Mentimeter, participants post reflections on two prompts: "Which influence strategy felt most natural and effective?" and "How will you spark motivation in your real-life team this week?". The live responses are showcased on screen. The trainer synthesizes the findings, highlighting how active listening and empowering autonomy build sustainable long-term motivation.	15 min.	Facilitates plenary reflection, projects Mentimeter submissions, synthesizes key takeaways, and connects simulation lessons to real-life leadership.	Submit reflections via Mentimeter, participate in group discussion, and reflect on applying ethical influence in personal and youth work contexts.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's core takeaways, displays a QR code for a quick 3-question digital evaluation poll, and thanks all participants for their active and reflective participation.	10 min.	Displays the evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Group Motivation Matrix & Influence Role Play Cards

(Instructions for trainer: Print 1 copy per team for Phase 2 and Phase 3).

Part 1: The AMP Intrinsic Motivation Checklist

- **Autonomy:** Do team members have choices in how they execute their tasks, or do they feel micromanaged?
- **Mastery:** Do team members feel their skills are being utilized and developed, or are tasks too simple/overwhelming?
- **Purpose:** Does the team understand *why* this project matters and who benefits from their collective effort?

Part 2: Core Principles of Ethical Influence

- **Reciprocity:** Give support, active listening, or recognition first before expecting full commitment from others.
- **Social Proof:** Highlight positive team momentum ("Three members have already shared their ideas, let's build on them").
- **Consistency:** Help members make small, voluntary commitments that naturally lead to larger contributions over time.

Part 3: Role-Play Challenge Scenarios (Select 1 per group for Phase 3)

- **Scenario A (Youth Project Burnout):** A student community campaign is halfway through, but 2 out of 5 members have stopped attending planning meetings due to feeling overwhelmed. Re-engage them without guilt or coercion.
- **Scenario B (The Dominant vs. The Passive):** In an international youth exchange planning group, one strong personality is taking over all decisions while two quiet participants have completely withdrawn. Re-balance influence and restore team autonomy.
- **Scenario C (Lost Purpose):** A team working on a local environmental cleanup is losing interest because the task feels repetitive. Influence the group by reconnecting them to a compelling shared purpose.

Activity 39 – Leader's Self-Awareness

Activity title: <i>"The Reflective Leader: Mastering Self-Awareness and Emotional Presence"</i>	
Abstract	This practical, highly reflective workshop explores the foundational role of internal and external self-awareness in effective youth leadership and team management. Grounded in Tasha Eurich's self-awareness framework and Johari's Window model, participants explore how personal values, emotional triggers, cognitive blind spots, and leadership archetypes impact group dynamics. Through self-assessment exercises, peer feedback rounds, and digital reflection tools, young leaders, educators, and youth workers develop essential skills to recognize their strengths, regulate emotional reactions under pressure, seek constructive feedback, and cultivate authentic, empathetic leadership styles.
Aims / Objectives	The main aim of this activity is to enhance participants' internal and external self-awareness, emotional intelligence, and reflective leadership practice to build authentic and trusted group relationships.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the distinction between internal (self-perception) and external (how others see us) self-awareness. • Identify personal leadership values, core emotional triggers, and cognitive blind spots using Johari's Window. • Master the shift from "Why" to "What" self-reflection questions for proactive problem-solving. • Practice giving and receiving constructive peer feedback in a supportive environment. • Formulate an actionable personal leadership growth strategy based on self-reflection.
Target group	Young leaders (aged 16–25), student council members, youth workers, peer educators, and project coordinators; group size: 10–24 participants.
Duration	90 min.
Venue	Comfortable, quiet workshop space with adaptable seating for small group and paired reflective conversations.
Requirements	Printed copies of Handout 1 (Leader's Self-Awareness Matrix & Blind Spot Compass) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for anonymous baseline self-awareness polling and real-time word cloud mapping.

Suggested resources	<ul style="list-style-type: none"> • Eurich, T. (2017). <i>Insight: The Surprising Truth About How Others See Us, How We See Ourselves, and Why the Answers Matter More Than We Think</i>. Currency. • Goleman, D. (2005). <i>Emotional Intelligence: Why It Can Matter More Than IQ</i>. Bantam Books. • Harvard Business Review – What Self-Awareness Really Is and How to Cultivate It: https://hbr.org/
Handouts	Handout 1. Leader's Self-Awareness Matrix & Blind Spot Compass.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "The Self-Awareness Gauge" The trainer opens the session and launches an interactive Mentimeter poll asking: "What percentage of people do you think are truly self-aware versus what percentage claim to be?" Live results appear on screen. The trainer presents research showing that while 95% of people think they are self-aware, only 10–15% actually are. The trainer introduces the core purpose of the workshop: exploring our personal values, emotional triggers, and leadership blind spots in a safe, non-judgmental environment.	15 min.	Welcomes the group, moderates the Mentimeter poll, presents research insights on self-awareness, and establishes a safe atmosphere for honest self-reflection.	Connect via smartphones for the poll, vote on baseline statistics, and share personal perspectives on what self-awareness means in daily leadership.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Internal vs. External Self-Awareness & Johari's Window" The trainer presents Tasha Eurich's Dual Self-Awareness Model (Internal: clarity on values, passions, and impact; External: understanding how others perceive us) and Johari's Window (Open, Blind, Hidden, and Unknown quadrants). Working in pairs using Handout 1, participants complete a rapid 5-minute self-diagnostic matching their top 3 personal core values to recent leadership behaviors, checking for alignment or inconsistencies.	20 min.	Delivers a concise presentation on self-awareness frameworks, explains Johari's Window, and coaches pairs through the core values diagnostic.	Listen actively, explore internal vs. external self-awareness in pairs using Handout 1, and align personal values with real-world leadership actions.	Printed copies of Handout 1 for each participant, notebooks, pens.

Phase 3: Reflective Quest – "The Blind Spot & Feedback Exchange" Participants transition to a guided reflective challenge using Handout 1. Working in trusted pairs, each participant identifies a recent leadership moment where they felt triggered, frustrated, or misunderstood. Applying the "What" Reflection Rule (asking "What was I feeling?" and "What can I do differently?" instead of "Why did this happen to me?"), partners exchange constructive, respectful peer observations using the Blind Spot Compass on Handout 1 to identify hidden strengths and blind spots.	30 min.	Distributes reflection instructions, sets strict guidelines for supportive peer feedback, manages pair interaction timing, and maintains a quiet, respectful atmosphere.	Complete self-reflection prompts individually, share leadership challenges with a partner, and practice giving and receiving constructive peer feedback.	Handout 1, notebooks, pens, timer.
Phase 4: Digital Debriefing & Leadership Growth Charter The trainer reconvenes the group to synthesize insights. Using Mentimeter, participants anonymously post their key discoveries regarding two prompts: "What is one blind spot or trigger I became aware of today?" and "What is one action I will take to seek regular peer feedback?". The trainer projects live responses on screen and leads a group reflection on cultivating ongoing self-reflection in youth teams.	15 min.	Moderates the plenary reflection, displays Mentimeter posts on screen, synthesizes core learnings, and highlights the value of continuous feedback loops.	Submit anonymous reflections via Mentimeter, participate in plenary discussion, and draft a personal leadership growth commitment.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that self-awareness is a lifelong practice rather than a static destination. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their vulnerability and openness.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants for their courage, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper feedback sheets.

Handout 1. Leader's Self-Awareness Matrix & Blind Spot Compass

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The Core Values & Alignment Check

- **Step 1:** Select your Top 3 Leadership Values from the list: [Integrity, Empathy, Accountability, Innovation, Inclusivity, Courage, Transparency, Reliability].
- **Step 2:** Reflect on a recent team situation: Did your actions visibly align with these values? Where was there a gap between your intentions and your behavior?

Part 2: The "What" vs. "Why" Reflection Shift

- **Avoid "Why" Questions:** "Why did they ignore my suggestion?" (Triggers defensiveness and victim mindset).
- **Adopt "What" Questions:** "What circumstances contributed to their reaction?" / "What can I do next time to communicate my idea more clearly?" (Fosters accountability and proactive growth).

Part 3: The Blind Spot Compass (Pair Exercise)

- **Quadrant 1 (Open Area):** What strengths and working preferences do both you and your team clearly see in your leadership style?
- **Quadrant 2 (The Blind Spot):** Ask your partner: "What is one subtle habit or reaction I exhibit under pressure that I might not be noticing myself?"
- **Quadrant 3 (The Hidden Area):** What concerns or anxieties about leading do you keep hidden from your group, and how does hiding them affect your stress levels?
- **Action Plan:** Write down 1 specific "What" question you will ask your team members this month to gather honest, constructive feedback.

Activity 40 – How to Build Authority

Activity title: <i>“Earned Authority: Building Authentic Leadership and Professional Trust”</i>	
Abstract	This interactive, practical workshop explores how young leaders, educators, and youth workers build genuine, earned authority based on competence, integrity, consistency, and emotional intelligence—rather than relying on formal status or authoritarian control. Through simulated leadership scenarios, self-assessment grids, and peer feedback challenges, participants examine the pillars of authentic authority and contrast them with authoritarianism or passive avoidance. Learners develop concrete communication strategies, presence management techniques, and boundary-setting skills to earn trust, inspire group respect, and establish credibility in youth projects, academic environments, and professional teams.
Aims / Objectives	The main aim of this activity is to help participants understand the mechanisms of earned authority and equip them with practical tools to establish credibility, trust, and professional respect in group management.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Distinguish between formal position power, authoritarian dominance, passive compliance, and earned authentic authority. • Identify the 4 pillars of authentic authority: Competence, Integrity, Consistency, and Empathy. • Master non-verbal presence cues, calm vocal modulation, and boundary-setting strategies under pressure. • Manage group resistance, skepticism, and challenging behaviors constructively. • Formulate a personal credibility strategy to build long-term trust in peer and team environments.
Target group	Young leaders (aged 16–25), student representatives, peer educators, youth project coordinators, and facilitators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop space with moveable tables, adaptable seating circles, and space for small group role-plays.
Requirements	Printed copies of Handout 1 (The Authority Blueprint & Scenario Cards) for each participant; flipchart paper and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time baseline polling, word cloud visualization, and anonymous peer feedback.
Suggested resources	<ul style="list-style-type: none"> • Cuddy, A. (2015). Presence: Bringing Your Boldest Self to Your Biggest Challenges. Little, Brown and Company. • Goffee, R., & Jones, G. (2006). Why Should Anyone Be Led by You?: What It Takes To Be an Authentic Leader. Harvard Business Review Press. • Maxwell, J. C. (2011). The 5 Levels of Leadership. Center Street.
Handouts	Handout 1. The Authority Blueprint & Leadership Dilemma Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Who Do You Trust?" The trainer opens the session and launches a live Mentimeter poll asking: "What quality makes a leader's authority feel natural and earned rather than forced?" (Options: Deep expertise, consistent fairness, active listening, calm confidence under pressure, formal title). Live word cloud results appear on screen. The trainer leads an opening discussion contrasting positional power (authority from a title) with personal power (authority earned through trust and character), framing authority as a relationship rather than a command structure.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live word cloud, and introduces the concept of earned vs. forced authority.	Connect via smartphones for the poll, vote on key authority traits, and share personal experiences of leaders who earned or lost respect.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The 4 Pillars of Authentic Authority" The trainer presents the 4 Pillars of Authentic Authority: 1) Competence & Preparation, 2) Integrity & Accountability, 3) Behavioral Consistency, and 4) Empathy & Psychological Safety. Working in pairs using Handout 1, participants conduct a rapid	20 min.	Delivers a concise presentation on the 4 pillars of authority, explains Handout 1 self-audit, and coaches	Listen actively, explore the 4 pillars framework in pairs using Handout 1, and conduct a personal credibility self-audit.	Printed copies of Handout 1 for each participant, flipchart paper, markers.

5-minute self-audit evaluating their own leadership habits against these 4 pillars, identifying their strongest pillar and one area needing growth.		pairs during the reflection.		
Phase 3: Gamified Simulation – "The Authority Crisis Lab" Participants form small teams of 3–4. Each team draws a challenging leadership scenario card from Handout 1 (e.g. stepping up to lead a peer group where members resist direction, taking over a delayed project with low team morale, addressing a team member who publicly challenges your decisions). In each round, one participant role-plays the leader applying non-verbal presence, active listening, and calm boundary setting, while others act as team members. Teams evaluate the leader's performance using Handout 1 criteria.	30 min.	Distributes scenario cards, manages rotation timing, observes team role-plays, and provides constructive feedback on non-verbal presence and emotional regulation.	Role-play assigned leadership scenarios, practice calm boundary setting and non-verbal presence, evaluate peer performances, and share constructive feedback.	Handout 1 scenario cards, timer.
Phase 4: Digital Debriefing & Credibility Action Wall The trainer brings the group together to analyze the simulation insights. Using Mentimeter, participants post responses on two prompts: "What body language or vocal habit instantly boosted a leader's authority in the lab?" and "What is one commitment you will make to strengthen your credibility with your team?". Live responses are projected on screen, and the trainer synthesizes key principles for establishing long-term professional trust.	15 min.	Moderates plenary reflection, displays Mentimeter posts on screen, synthesizes learnings, and connects simulation lessons to real-world youth leadership.	Submit anonymous reflections via Mentimeter, participate in plenary discussion, and draft a personal credibility action commitment.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's core takeaways, highlighting that true authority serves the group rather than the leader's ego. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and thoughtful engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Authority Blueprint & Leadership Dilemma Cards

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 4 Pillars of Authentic Authority

- **Competence & Preparation:** Know your subject, prepare thoroughly, and admit openly when you do not have an answer rather than faking knowledge.
- **Integrity & Accountability:** Own your mistakes immediately, share credit with the team, and keep promises without exception.
- **Behavioral Consistency:** Maintain emotional balance under stress; do not let your leadership style depend on your mood.
- **Empathy & Active Presence:** Listen genuinely to team concerns, validate feelings, and set clear boundaries with calm, respectful firmness.

Part 2: Non-Verbal Presence Checklist

- **Vocal Modulation:** Speak at a measured pace, lower your pitch slightly at the end of sentences (avoiding upward inflection / question tone), and embrace deliberate pauses.
- **Physical Posture:** Ground your weight evenly on both feet, keep shoulders relaxed, and make open, deliberate gestures above the waist.
- **Eye Contact:** Hold steady, warm eye contact for 3 seconds per person when addressing a group to convey presence and sincerity.

Part 3: Leadership Dilemma Scenario Cards (Select 1 per group for Phase 3)

- **Scenario A (Peer Skepticism):** You have been appointed coordinator of a peer youth project, but two team members who are older than you frequently make sarcastic comments or ignore deadlines. Establish your authority calmly without being autocratic.
- **Scenario B (Crisis Under Pressure):** During a live youth event, a technical failure occurs and the group begins to panic. Step forward, stabilize the situation, and direct team members with clear, reassuring authority.
- **Scenario C (Public Pushback):** In a planning meeting, a team member openly challenges your proposal in an aggressive tone. Handle the pushback calmly using "I-statements" and refocus the group on shared project goals.

Activity 41 – Team Dynamics

Activity title: <i>“Navigating Team Dynamics: Understanding Roles, Stages, and Synergy”</i>	
Abstract	This interactive, experiential workshop explores the underlying psychological mechanisms and behavioral patterns that shape effective team dynamics. Utilizing Tuckman’s Stages of Group Development (Forming, Storming, Norming, Performing, Adjourning) and Belbin’s Team Roles, participants examine how individual behavioral styles, underlying tensions, and communication channels influence collective performance. Through a simulated resource-allocation challenge, small teams experience stage transitions, identify structural bottlenecks, and apply targeted interventions to cultivate psychological safety, shared leadership, and high-performing synergy in youth projects and collaborative environments.
Aims / Objectives	The main aim of this activity is to enable participants to recognize group development stages, leverage diverse team roles, and apply practical strategies to navigate interpersonal storming and foster high-performing team synergy.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand Tuckman’s Model of Group Development and identify current group stages in real-life projects. • Explore Belbin’s Team Roles to balance action-oriented, people-oriented, and thought-oriented contributions. • Foster psychological safety, interpersonal trust, and constructive conflict resolution within groups. • Identify and mitigate common group dynamics traps, such as groupthink and social loafing. • Apply targeted team alignment tools to improve communication, role clarity, and collective performance.
Target group	Young people (aged 14–25), youth workers, project coordinators, student council members, and educators; group size: 12–28 participants (working in small teams of 4–6).
Duration	90 min.
Venue	Spacious workshop room with flexible seating, breakout tables for small group work, and open floor space for group movement.
Requirements	Printed copies of Handout 1 (Team Dynamics Matrix & Group Stage Navigator) for each participant; flipchart paper and markers; sticky notes; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time team climate polling, role mapping, and anonymous group debriefing.
Suggested resources	<ul style="list-style-type: none"> • Tuckman, B. W. (1965). Developmental Sequence in Small Groups. Psychological Bulletin, 63(6), 384–399. • Belbin, R. M. (2010). Management Teams: Why They Succeed or Fail (3rd ed.). Routledge. • Edmondson, A. C. (2018). The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley.
Handouts	Handout 1. Team Dynamics Matrix & Group Stage Navigator.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "My Team Experience" The trainer opens the session and launches an interactive Mentimeter poll asking: "What word best describes your typical experience working in a group project?" Live word cloud results appear on screen. The trainer leads a brief opening reflection contrasting productive, high-trust group dynamics with dysfunctional or frustrating team experiences, setting the stage for analyzing how teams evolve over time.	15 min.	Welcomes the group, moderates the Mentimeter poll, displays live results, and introduces the concept of team dynamics and group evolution.	Connect via smartphones for the poll, submit descriptors of team experiences, and participate in the opening reflection on group working patterns.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Tuckman's Stages & Belbin's Team Roles" The trainer presents Tuckman's Stages of Group Development (Forming, Storming, Norming, Performing, Adjourning) alongside Belbin's 3 Team Role categories (Action, Thought, People). Working in pairs using Handout 1, participants complete a rapid 5-minute diagnostic exercise identifying which	20 min.	Delivers a structured presentation on Tuckman's stages and Belbin's roles, explains Handout 1 diagnostic steps, and coaches	Listen actively, explore the Tuckman and Belbin frameworks in pairs using Handout 1, and identify personal	Printed copies of Handout 1 for each participant, flipchart paper, markers.

developmental stage their current youth or academic team is operating in and mapping their personal primary team role.		pairs during the self-assessment.	team roles and group stages.	
Phase 3: Gamified Simulation – "The Bridge Construction Challenge" Participants form small teams of 4–6. Each team receives a set of building materials (paper, straws, tape, string) and a scenario from Handout 1. Teams are given a dual goal: 1) Construct a functional model bridge under strict time constraints, and 2) Navigate forced group dynamic disruptions introduced mid-game (e.g. role swaps, sudden rule changes, simulated storming phase). Teams must adapt their communication, clarify roles, and re-establish team norms to succeed.	30 min.	Distributes building materials and Handout 1 scenarios, enforces time limits, introduces mid-game disruptions, and observes emergent leadership and role distribution.	Work in small teams to construct the model bridge, navigate forced group dynamic disruptions, re-align team roles, and maintain psychological safety under pressure.	Handout 1 scenario sheets, paper, straws, tape, string, timer.
Phase 4: Digital Debriefing & Team Climate Synthesis The trainer brings the group back together to analyze the simulation dynamics. Using Mentimeter, participants evaluate their team's performance across four dimensions: Role Clarity, Handling Tension, Psychological Safety, and Goal Alignment. Live results are displayed on screen. The trainer leads a structured debriefing using Handout 1, discussing how teams successfully navigate the Storming phase to reach Norming and Performing.	15 min.	Moderates plenary debriefing, projects Mentimeter evaluation results, synthesizes key insights on team climate, and connects simulation lessons to real projects.	Submit team evaluation scores via Mentimeter, participate in group discussion, and reflect on strategies to move teams from Storming to Performing.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the core takeaways of the workshop, highlighting that healthy group dynamics require continuous reflection and intentional role alignment. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and collaborative engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Team Dynamics Matrix & Group Stage Navigator

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: Tuckman's Stages of Group Development Overview

- **Forming:** High anxiety, polite orientation, low trust, reliance on trainer/leader for direction.
- **Storming:** Emerging conflicts, competing ideas, power struggles, frustration with goals or processes.
- **Norming:** Established rules, mutual respect, resolved roles, agreement on shared working procedures.
- **Performing:** High trust, fluid collaboration, autonomous problem-solving, collective achievement.
- **Adjourning:** Project completion, reflection on achievements, transition, and group closure.

Part 2: Belbin's Team Roles At-A-Glance

- **Action-Oriented Roles:** Shaper (drives progress), Implementer (organizes practical tasks), Completer Finisher (ensures accuracy and deadlines).
- **People-Oriented Roles:** Coordinator (delegates and clarifies goals), Teamworker (fosters harmony and listens), Resource Investigator (networks and finds external ideas).
- **Thought-Oriented Roles:** Plant (generates creative ideas), Monitor Evaluator (analyzes options critically), Specialist (provides deep technical expertise).

Part 3: The Storming-to-Norming Navigation Guide (Simulation Reflection)

- **Identify the Bottleneck:** Is the tension caused by unclear roles (Who does what?), vague goals (Why are we doing this?), or personal styles (How do we talk to each other?)?
- **Establish a Team Charter:** Agree on 3 non-negotiable group norms regarding communication, listening, and decision-making.
- **Foster Psychological Safety:** Ensure every team member has equal speaking airtime and that ideas can be questioned without personal criticism.

Activity 42 – Productivity & Overcoming Procrastination

Activity title: <i>“Beat the Delay: Overcoming Procrastination and Boosting Personal Productivity”</i>	
Abstract	This interactive, practical workshop explores the psychological drivers of procrastination and equips participants with actionable productivity strategies to regain focus, manage energy, and overcome task avoidance. Moving beyond superficial time-management advice, the session examines procrastination as an emotional regulation challenge rather than a flaw in discipline. Through gamified individual planning exercises, peer accountability circles, and practical micro-skill challenges, learners explore proven frameworks such as the Eisenhower Matrix, the Pomodoro Technique, Implementation Intentions (If-Then planning), and the 5-Minute Rule. Designed for young people, students, youth workers, and educators, this workshop transforms overwhelming workloads into manageable action plans, cultivating sustainable productivity habits for personal, academic, and professional success.
Aims / Objectives	The main aim of this activity is to help participants understand the root causes of procrastination, build emotional regulation strategies, and apply practical productivity tools to optimize workflow and accomplish daily goals.
Topics / Skills covered	Participants: <ul style="list-style-type: none">• Reframe procrastination as an emotional regulation response to anxiety, perfectionism, or task overwhelm.• Master practical time-blocking and prioritization tools including the Eisenhower Matrix and the Pomodoro Technique.• Develop "Implementation Intentions" (If-Then triggers) to initiate action without cognitive friction.• Apply the "5-Minute Rule" and task-chunking methods to break through initial starting resistance.• Establish peer accountability routines and sustainable focus habits in personal and group projects.
Target group	Young people (aged 14–25), university students, youth workers, project coordinators, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop room with adaptable seating, writing tables for individual planning, and breakout areas for peer circles.
Requirements	Printed copies of Handout 1 (Procrastination Diagnostic & Productivity Toolkit) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time procrastination trigger polling and Forest / Toggl (https://www.forestapp.cc) for digital focus tracking demonstrations.
Suggested resources	<ul style="list-style-type: none"> • Steel, P. (2010). The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done. • Clear, J. (2018). Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones. Avery. • Pychyl, T. A. (2013). Solving the Procrastination Puzzle: A Concise Guide to Strategies for Change. TarcherPerigee.
Handouts	Handout 1. Procrastination Diagnostic & The Productivity Toolkit.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "The Procrastination Trigger Matrix" The trainer welcomes participants and launches an interactive Mentimeter poll asking: "What is your primary reason for putting off important tasks?" (Options: Perfectionism / fear of failure, feeling overwhelmed by task size, lack of clear starting point, boredom / instant gratification distractions). Live poll results appear on screen. The trainer leads an opening reflection demystifying procrastination, clarifying that it is driven by emotional regulation and task aversion rather than poor time management or laziness.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the psychological roots of procrastination vs. time management.	Connect via smartphones for the poll, vote on personal procrastination triggers, and participate in the opening reflection on task avoidance habits.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The Productivity Toolkit" The trainer presents four core anti-procrastination frameworks using Handout 1: 1) The Eisenhower Matrix (Urgent vs. Important prioritization), 2) The 5-Minute Rule (committing to just 5 minutes of action to bypass starting friction), 3) Implementation Intentions ("If [Situation X occurs], Then [I will execute Action	20 min.	Delivers a concise presentation on productivity frameworks, explains Handout 1 diagnostic steps, and coaches	Listen actively, explore anti-procrastination tools in pairs using Handout 1, and identify a real-life	Printed copies of Handout 1 for each participant, notebooks, pens.

Y]"), and 4) The Pomodoro Technique (25-minute sprint focus intervals). Working in pairs, participants complete a rapid 5-minute diagnostic exercise using Handout 1 to categorize a current delayed task.		pairs during the task classification.	delayed task for the upcoming challenge.	
Phase 3: Gamified Productivity Lab – "The 25-Minute Task Sprint" Participants transition to an experiential application challenge using Handout 1. Working individually with support from a peer accountability partner, each participant selects a real, delayed personal, academic, or project task (e.g. drafting an essay outline, planning a youth activity, organizing project emails). Participants break the task into micro-chunks, set an Implementation Intention, and execute a live 15-minute focused work sprint utilizing quiet environment cues and timer tracking.	30 min.	Distributes sprint worksheets, establishes a focused quiet environment, manages sprint timers, and assists participants in chunking complex tasks into micro-steps.	Deconstruct a delayed real-life task into micro-steps using Handout 1, pair up with an accountability partner, and participate in the live focus sprint.	Handout 1, notebooks, pens, timer, quiet background focus music.
Phase 4: Digital Debriefing & Accountability Circle The trainer gathers the group to analyze the sprint outcomes. Using Mentimeter, participants post reflections on two prompts: "How did it feel to apply the 5-Minute Rule during the sprint?" and "What single focus habit will you integrate into your daily routine?". Live responses are showcased on screen. Participants form peer accountability triads to exchange contact details and agree on a 48-hour progress check-in commitment.	15 min.	Moderates plenary debriefing, projects live Mentimeter submissions on screen, synthesizes focus strategies, and facilitates peer accountability commitments.	Submit anonymous reflections via Mentimeter, participate in group discussion, and form a 48-hour peer accountability agreement with two group members.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's core takeaways, emphasizing self-compassion over self-criticism when building new productivity routines. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and focused engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Procrastination Diagnostic & The Productivity Toolkit

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The Procrastination Root Cause Diagnostic

- **Perfectionism Trait:** "If I cannot do this perfectly, I shouldn't start at all." -> **Antidote:** Adopt a "v1.0 mindset" (Focus on getting a rough draft done first; refinement comes later).
- **Task Overwhelm:** "This project is too big and intimidating; I don't know where to start." -> **Antidote:** Micro-chunking (Break the project into tiny 5-minute action steps).
- **Low Reward Clarity:** "This task feels boring and offers no immediate satisfaction." -> **Antidote:** Gamification & Pomodoro rewards (Pair 25 minutes of work with a clear, enjoyable break).

Part 2: The Core Productivity Frameworks

- **The Eisenhower Matrix:**

- *Quadrant 1 (Do First):* Urgent & Important (Crises, imminent deadlines).
- *Quadrant 2 (Schedule):* Not Urgent & Important (Personal growth, strategic planning, health, long-term goals).
- *Quadrant 3 (Delegate/Streamline):* Urgent & Not Important (Interruptions, minor requests).
- *Quadrant 4 (Eliminate):* Not Urgent & Not Important (Distracting time-wasters).

- **The 5-Minute Rule:** When facing resistance, commit to working on the task for just 300 seconds. If you want to stop after 5 minutes, you have permission to stop. Over 80% of the time, overcoming starting friction keeps you moving forward.

- **Implementation Intentions (If-Then Formula):** "If it is 10:00 AM on Tuesday at my desk, Then I will open my project document and write 3 bullet points."



Part 3: Sprint Action Worksheet & Accountability Agreement

- Selected Delayed Task: _____
- Micro-Step 1 (Takes under 5 min): _____
- Micro-Step 2 (Takes under 15 min): _____
- My 48-Hour Accountability Partner: _____
- Our Check-In Method & Date: _____

Activity 43 – Digital Distractions and Time Control

Activity title: <i>“Digital Control: Overcoming Distractions and Reclaiming Focus”</i>	
Abstract	This practical, interactive workshop addresses the challenges of digital distraction, information overload, and fragmented attention in the hyper-connected era. Moving beyond simplistic digital detox advice, the session examines the persuasive design mechanisms embedded in modern software and social media that trigger habitual screen checking. Through self-audits, environment-design challenges, and gamified focus exercises, participants learn to build healthy digital boundaries, optimize notification environments, and apply intentional attention-management strategies. Designed for young people, students, educators, and youth workers, this activity empowers individuals to reclaim cognitive agency, protect deep focus, and align tech usage with personal priorities.
Aims / Objectives	The main aim of this activity is to equip participants with practical digital wellness strategies, environment-design tools, and attention-management habits to reduce digital distractions and cultivate intentional focus in daily life.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Understand the psychology of persuasive design, variable rewards, and digital attention hooks. • Conduct a comprehensive audit of personal screen time, app usage patterns, and notification triggers. • Apply environment-design principles to create distraction-free digital and physical study/work spaces. • Master deep work techniques, batching strategies, and intentional smartphone management rules. • Design a personalized digital hygiene action plan for sustainable lifestyle integration.
Target group	Young people (aged 14–25), university students, youth workers, peer educators, and project coordinators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop room with adaptable seating, writing surfaces for individual mapping, and screen presentation facilities.
Requirements	Printed copies of Handout 1 (Digital Wellness Audit & Attention Control Canvas) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time digital habit polling and screen-time benchmarking, and Freedom / Opal (https://freedom.to) for focus app demonstrations.

Suggested resources	<ul style="list-style-type: none"> • Newport, C. (2016). Deep Work: Rules for Focused Success in a Distracted World. Grand Central Publishing. • Newport, C. (2019). Digital Minimalism: Choosing a Focused Life in a Noisy World. Portfolio. • Harris, T. (2017). Center for Humane Technology: https://www.humanetech.com/
Handouts	Handout 1. Digital Wellness Audit & Attention Control Canvas.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "The Screen-Time Benchmark" The trainer greets participants and opens with an interactive Mentimeter poll asking: "How many times a day do you think you check your phone?" and "What is your primary digital distraction when trying to focus?" Participants cast votes on their mobile devices. The trainer displays the live poll results alongside global statistical averages, introducing the concept of the "Attention Economy" and explaining how app notifications are engineered to trigger habitual checking loops.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live screen-time benchmarking results, and introduces the mechanics of the attention economy.	Connect via smartphones for the poll, check personal daily screen time statistics in phone settings, and participate in the opening reflection on digital habits.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Persuasive Design & Digital Architecture" The trainer presents the core mechanics of digital distraction using Handout 1: 1) Variable Rewards (why scrolling social media feeds feels like a slot machine), 2) Friction Analysis (making bad digital habits high-friction and good focus habits low-friction), and 3) The Monotasking vs. Multitasking Paradigm (explaining cognitive switching costs). Working in pairs, participants review their phone settings using Handout 1 to identify top notification triggers and app time-wasters.	20 min.	Delivers a concise presentation on persuasive software design, explains Handout 1 friction analysis, and assists pairs during the mobile device setting audit.	Listen actively, explore persuasive design concepts in pairs using Handout 1, and conduct a live audit of app notification settings on personal devices.	Printed copies of Handout 1 for each participant, smartphones, pens.

Phase 3: Gamified Innovation Challenge – "The Focus Environment Sprint" Participants transition to an interactive environment-design challenge using Handout 1. Working in small design teams of 3–4, participants draft a "Focus Environment Blueprint" for a high-distraction scenario (e.g. studying for exams at home, working on a youth project deadline, managing constant group chat notifications). Teams design 5 concrete, actionable rules covering physical desk layout, phone placement, notification batching, and app-blocking schedules within 25 minutes.	30 min.	Distributes blueprint challenge prompts, manages team timing, offers practical suggestions on digital hygiene configurations, and keeps energy high.	Form small teams, analyze high-distraction scenarios using Handout 1, co-create 5 digital control rules, and prepare a visual presentation on flipchart paper.	Printed copies of Handout 1, flipchart paper, markers, timer.
Phase 4: Digital Debriefing & Strategy Showcase Teams present their Focus Environment Blueprints to the plenary. Using Mentimeter, peers vote on the most practical and innovative digital boundary strategies. The trainer facilitates a structured reflection on screen-time management, highlighting habits such as turning screens to grayscale mode, establishing "phone-free zones", and setting intentional digital check-in windows.	15 min.	Moderates team presentations, manages live Mentimeter peer evaluation, synthesizes key digital boundary strategies, and leads plenary reflection.	Present team blueprints, review peer proposals, submit evaluation votes via Mentimeter, and discuss individual digital wellness commitments.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's key takeaways, emphasizing intentional technology use over total digital deprivation. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and reflective participation.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Digital Wellness Audit & Attention Control Canvas

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The Screen-Time & Notification Audit

- **Daily Pickups Check:** Open your phone settings -> Screen Time / Digital Wellbeing. Record your average daily pickups and top 3 most used apps.
- **Notification Triaging:** Categorize app alerts:
 - *Essential (Keep ON):* Direct personal messages, phone calls, calendar alerts.
 - *Non-Essential (Turn OFF):* Social media likes/comments, news app pop-ups, promotional emails, game alerts.
 - *Batched (Schedule):* Group chats and messaging apps (Set specific check-in times: e.g. 12:00 PM and 5:00 PM).

Part 2: Friction Engineering Rules

- **Increase Friction for Distractions:** Move social media apps off the home screen, log out of accounts after use, enable phone grayscale mode, or place the phone in another room during focus work.
- **Decrease Friction for Deep Work:** Keep study materials visible on your desk, use browser site-blockers, keep a notebook nearby for distraction logging, and prepare workspace the night before.

Part 3: The Focus Environment Action Blueprint

- **Rule 1 (Device Placement):** Where does your phone live during deep work sessions? _____
- **Rule 2 (Notification Protocol):** Which notifications are disabled entirely during focus periods? _____
- **Rule 3 (App-Blocking Schedule):** Which digital focus tools / site-blockers will you use? _____
- **Rule 4 (Digital Sunset):** What time do all screens turn off before sleep? _____

Activity 44 – Timeboxing

Activity title: <i>“Mastering Timeboxing: Structuring Time for Deep Focus and Execution”</i>	
Abstract	This interactive, practical workshop equips participants with the timeboxing methodology—a highly effective time-management practice of allocating fixed, non-negotiable time blocks to specific activities. Moving away from reactive to-do lists that foster decision fatigue and task switching, learners explore how timeboxing integrates goal setting, calendar management, and focus control into a visual daily schedule. Through practical time-mapping exercises, Parkinson's Law simulations, and peer scheduling feedback, participants learn to protect deep-work slots, account for buffer zones, and build balanced schedules for personal, academic, and project commitments.
Aims / Objectives	The main aim of this activity is to help participants master timeboxing methodology, optimize calendar management, and build practical daily schedules that mitigate Parkinson's Law and prevent task switching.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Differentiate between open-ended to-do lists and fixed-duration timeboxing schedules. • Understand Parkinson's Law (work expands to fill the time available for its completion) and how timeboxing counters it. • Master the 3-step timeboxing workflow: Brain Dump, Prioritisation, and Calendar Mapping. • Incorporate reactive buffer time, rest intervals, and deep-work slots into personal timetables. • Apply digital and analog calendar tools to maintain focus and account for unexpected schedule disruptions.
Target group	Young people (aged 14–25), university students, youth project coordinators, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop room with adaptable seating, writing surfaces for individual planning, and presentation equipment.
Requirements	Printed copies of Handout 1 (Daily Timeboxing Template & Planning Guide) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Google Calendar (https://calendar.google.com) or Notion (https://www.notion.so) for timeboxing demonstration, and Mentimeter (https://www.mentimeter.com) for real-time schedule audit polling.

Suggested resources	<ul style="list-style-type: none"> • Zao-Sanders, M. (2023). Timeboxing: The Power of Doing One Thing at a Time. Harvard Business Review Press. • Newport, C. (2016). Deep Work: Rules for Focused Success in a Distracted World. Grand Central Publishing. • Harvard Business Review – Timeboxing Is the Most Useful Time Management Tool: https://hbr.org/
Handouts	Handout 1. Daily Timeboxing Template & Planning Guide.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "The To-Do List Trap" The trainer opens the session and launches an interactive Mentimeter poll asking: "How many items on your daily to-do list do you typically complete?" (Options: 100%, 70-80%, under 50%, I lose my list). Live poll results appear on screen. The trainer leads a short reflection on why traditional to-do lists fail—they lack time boundaries, invite decision fatigue, and ignore calendar constraints—introducing timeboxing as a visual, boundary-driven alternative.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the cognitive differences between to-do lists and timeboxing.	Connect via smartphones for the poll, vote on personal planning habits, and participate in the opening reflection on to-do list limitations.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Parkinson's Law & The 3-Step Timeboxing Workflow" The trainer presents the core mechanics of timeboxing using Handout 1: 1) Brain Dump (unloading all commitments), 2) Top 3 Priorities Selection, and 3) Calendar Mapping (assigning strict start and end times to every block). The trainer explains Parkinson's Law, demonstrating how setting tight, realistic timeboxes forces cognitive efficiency and eliminates perfectionist delay. Working in pairs, participants conduct a rapid 5-minute schedule audit analyzing how much unallocated time they have in a typical day.	20 min.	Delivers a concise presentation on timeboxing and Parkinson's Law, explains Handout 1 steps, and coaches pairs during the unallocated time audit.	Listen actively, explore the 3-step timeboxing workflow in pairs using Handout 1, and audit personal daily time availability.	Printed copies of Handout 1 for each participant, notebooks, pens.

Phase 3: Gamified Planning Lab – "The Ideal Day Challenge" Participants transition to a practical scheduling sprint using Handout 1. Each participant selects an upcoming busy day (e.g. tomorrow or a major project deadline day) and creates a complete 12-hour Timeboxed Schedule. Participants must allocate blocks for: 1) Deep Focus Tasks (Top 3 Priorities), 2) Reactive Buffer Time (emails, admin, delays), 3) Shallow Routine Tasks, and 4) Rest & Meals. Participants exchange their draft timeboxes with a peer reviewer who tests the schedule for unrealistic expectations and missing buffer zones.	30 min.	Distributes planning sheets, guides participants through calendar mapping, enforces strict buffer allocation rules, and facilitates peer schedule reviews.	Draft a complete 12-hour visual timeboxed day using Handout 1, account for buffer zones and deep work, exchange drafts with a peer, and adjust based on feedback.	Handout 1 sheets, pens, flipchart paper, colored markers, timer.
Phase 4: Digital Showcase & Adaptability Synthesis Selected volunteers present their timeboxed daily schedules on screen or flipchart. Using Mentimeter, the group votes on the most balanced schedule. The trainer leads a structured debriefing on how to handle real-world disruptions (the "Flexible Timeboxing" rule: when a block gets interrupted, move the remaining box rather than abandoning the schedule entirely).	15 min.	Moderates volunteer schedule presentations, manages live Mentimeter peer evaluation, and explains adaptive strategies for handling schedule interruptions.	Present timeboxed schedules, evaluate peer layouts via Mentimeter, and discuss practical methods for adjusting timeboxes when unexpected events occur.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, highlighting that timeboxing is a tool for personal freedom and clarity rather than rigid control. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.



Handout 1. Daily Timeboxing Template & Planning Guide

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 3-Step Timeboxing Workflow

- **Step 1: The Brain Dump** – Write down every task, commitment, and errand on your mind without worrying about order.
- **Step 2: Define Top 3 Priorities** – Select the 3 absolute non-negotiable tasks that will yield the highest impact today.
- **Step 3: Map the Blocks** – Convert tasks into specific time slots on your hourly grid. Include start and end times.

Part 2: The Golden Rules of Timeboxing

- **Rule 1 (Parkinson's Law Protection):** Assign slightly tighter time blocks than you think you need to maintain focus and prevent work expansion.
- **Rule 2 (The Buffer Guarantee):** Always schedule at least one 30-minute "Reactive / Buffer" block in the afternoon for unexpected tasks, messages, or delays.
- **Rule 3 (Honor the Box):** When the timebox ends, stop working on that task and move to the next scheduled block. Schedule a second block later if incomplete.



Part 3: Daily Timeboxing Grid (Sample Planning Worksheet)

- **08:00 – 08:30:** Morning Routine & Day Review
- **08:30 – 10:00:** [DEEP WORK BLOCK 1] _____
- **10:00 – 10:15:** Break & Movement
- **10:15 – 11:30:** [DEEP WORK BLOCK 2] _____
- **11:30 – 12:00:** Communications & Quick Admin (Emails, Messages)
- **12:00 – 13:00:** Lunch & Full Disconnect
- **13:00 – 14:30:** [DEEP WORK BLOCK 3] _____
- **14:30 – 15:00:** [REACTIVE BUFFER BLOCK] (Handling unexpected tasks / overflow)
- **15:00 – 16:00:** Collaborative Meetings / Peer Project Work
- **16:00 – 16:30:** Daily Wrap-up & Tomorrow's Brain Dump

Activity 45 – SMART vs HARD Goals

Activity title: <i>“Beyond SMART: Harnessing HARD Goals for Transformative Vision and Execution”</i>	
Abstract	This practical, interactive workshop explores goal-setting methodologies by comparing traditional SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) with Mark Murphy’s HARD goals framework (Heartfelt, Animated, Required, Difficult). While SMART goals excel at tactical, incremental execution, they often fail to inspire deep emotional commitment or groundbreaking innovation. Through gamified individual exercises, peer goal-refinement challenges, and digital reflection tools, participants learn to synthesize both frameworks—using HARD goal principles to kindle intrinsic motivation and visionary purpose, and SMART goal mechanics to build structured execution pathways for youth initiatives, academic ambitions, and personal development.
Aims / Objectives	The main aim of this activity is to equip participants with comprehensive goal-setting tools by comparing SMART and HARD goal frameworks and teaching them how to integrate emotional drive with tactical precision.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the strengths and limitations of traditional SMART goals versus visionary HARD goals. • Master the 4 pillars of HARD goals: Heartfelt (intrinsic value), Animated (vivid visualization), Required (urgency & necessity), and Difficult (optimally challenging). • Transform mechanical or dry objectives into emotionally resonant, high-impact vision statements. • Combine HARD goal inspiration with SMART goal execution milestones to prevent goal abandonment. • Develop peer-coaching and constructive feedback skills in goal alignment.
Target group	Young people (aged 14–25), student leaders, project coordinators, youth workers, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop room with adaptable seating, writing surfaces for individual planning, and breakout areas for peer coaching.
Requirements	Printed copies of Handout 1 (SMART vs. HARD Goal Transformation Matrix) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time goal motivation polling, word cloud mapping, and anonymous peer feedback.
Suggested resources	<ul style="list-style-type: none"> • Murphy, M. (2010). <i>HARD Goals: How to Get from Where You Are to Where You Want to Be</i>. McGraw-Hill Education. • Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. <i>Management Review</i>. • Leadership IQ Goal Setting Benchmarks: https://www.leadershipiq.com/
Handouts	Handout 1. The SMART vs. HARD Goal Transformation Matrix.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Why Goals Fail" The trainer opens the session and launches an interactive Mentimeter poll asking: "What usually happens to your personal or academic New Year's resolutions / goals by Month 3?" (Options: Completely forgotten, abandoned due to boredom, achieved as planned, still struggling blindly). Live poll results appear on screen. The trainer leads a brief reflection on why traditional SMART goals can sometimes feel mechanical or uninspiring, introducing the HARD goal concept as the emotional engine for long-term commitment.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the cognitive differences between tactical and visionary goals.	Connect via smartphones for the poll, vote on personal goal-setting experiences, and participate in the opening reflection on goal abandonment.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "SMART vs. HARD Mechanics" The trainer presents the two complementary goal frameworks using Handout 1: 1) SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound) for operational clarity, and 2) HARD Goals (Heartfelt, Animated, Required, Difficult) for emotional drive and high performance. Working in pairs, participants review sample goal statements on Handout 1 and	20 min.	Delivers a concise presentation on SMART vs. HARD goal mechanics, explains Handout 1 classification steps, and coaches pairs during the exercise.	Listen actively, explore both goal frameworks in pairs using Handout 1, and evaluate sample goals for tactical vs. emotional gaps.	Printed copies of Handout 1 for each participant, notebooks, pens.

classify whether they lack tactical precision (SMART deficit) or emotional inspiration (HARD deficit).				
Phase 3: Gamified Goal Lab – "The Hybrid Goal Sprint" Participants transition to an individual and peer-coaching challenge using Handout 1. Each participant selects a real, current ambition (personal, academic, or youth project objective). First, they apply the HARD framework to articulate why the goal matters deeply (Heartfelt), visualize the outcome vividly (Animated), establish genuine necessity (Required), and stretch its challenge level (Difficult). Next, they build 3 SMART milestones to track tactical progress. Participants test their hybrid goals with a peer coach.	30 min.	Distributes worksheets, guides participants through the hybrid goal transformation, enforces peer coaching time limits, and offers individual advice.	Draft a hybrid HARD/SMART goal using Handout 1, engage in reciprocal peer-coaching, refine goal statements, and establish clear progress milestones.	Handout 1 sheets, pens, flipchart paper, markers, timer.
Phase 4: Digital Showcase & Peer Feedback Loop Selected volunteers present their transformed hybrid goals to the plenary. Using Mentimeter, peers rate the goals on two dimensions: Emotional Inspiration (HARD score) and Execution Clarity (SMART score). The trainer facilitates a structured reflection on how combining visionary heart with structured habits ensures sustainable achievement in youth initiatives.	15 min.	Moderates volunteer goal presentations, manages live Mentimeter peer evaluation, and synthesizes key takeaways on goal integration.	Present transformed goals, evaluate peer goals via Mentimeter, and discuss strategies for maintaining motivation during long-term projects.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, highlighting that SMART goals tell you how to step, while HARD goals remind you why you are climbing. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and thoughtful engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The SMART vs. HARD Goal Transformation Matrix *(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).*

Part 1: Comparison Framework

- **SMART Goals (Tactical Roadmap):** Specific (clear target), Measurable (quantifiable metrics), Achievable (realistic scope), Relevant (aligned with broader needs), Time-bound (fixed deadline).
- **HARD Goals (Emotional Engine):** Heartfelt (connected to personal values/passions), Animated (vividly imagined visual outcome), Required (essential for future success, creating urgency), Difficult (stretching capabilities into the growth zone).

Part 2: The Goal Transformation Formula

- **Boring / Weak Goal:** "I want to improve my public speaking."
- **SMART Version:** "I will deliver a 5-minute presentation to my youth group by December 1st using 3 visual slides." *(Clear, but lacks emotional spark).*
- **HARD Version:** "I will master charismatic public speaking so I can confidently advocate for youth mental health on a city stage, feeling the thrill of inspiring 100 peers to seek support." *(High emotional drive).*
- **Integrated Hybrid Goal:** Combine the HARD emotional vision statement as your overarching "North Star", supported by 3 concrete SMART monthly milestones to measure step-by-step progress.

Part 3: Goal Lab Worksheet

- **My Core Ambition / Project:** _____
- **Heartfelt Connection (Why does this matter to my values?):** _____
- **Animated Picture (What does success look and feel like?):** _____
- **Required Urgency (Why must I start this now?):** _____
- **Difficult Challenge (How does this push me past my comfort zone?):** _____
- **SMART Milestone 1 (30-Day Metric):** _____
- **SMART Milestone 2 (60-Day Metric):** _____

Activity 46 – Risk management

Activity title: <i>“Navigating the Unknown: Practical Risk Management for Youth Projects”</i>	
Abstract	This interactive, practical workshop equips participants with essential risk management frameworks to identify, assess, and mitigate potential obstacles in youth initiatives and community projects. Moving beyond fear of failure, the session frames risk management as a proactive tool for strategic decision-making and project resilience. Through a gamified simulation, learners explore the 4-step risk management lifecycle (Identify, Assess, Treat, Monitor), map probability and impact on a 5x5 matrix, and formulate concrete mitigation strategies (Avoid, Mitigate, Transfer, Accept). Designed for young leaders, project coordinators, and educators, this activity builds collective problem-solving skills and ensures smooth, resilient execution of real-world projects.
Aims / Objectives	The main aim of this activity is to introduce risk management principles, enable participants to map project uncertainties using a Probability-Impact Matrix, and build practical risk response strategies for youth initiatives.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the fundamental steps of project risk management (Identification, Assessment, Mitigation, Monitoring). • Apply the 5x5 Probability vs. Impact Matrix to categorize and prioritize project threats and opportunities. • Master the 4 core risk response strategies: Avoidance, Mitigation, Transfer, and Acceptance (AMTA). • Formulate actionable contingency plans and trigger points for early risk intervention. • Foster transparent communication, critical thinking, and psychological safety when addressing project vulnerabilities.
Target group	Young people (aged 14–25), student council members, youth project leaders, educators, and community organizers; group size: 10–24 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Flexible workshop room with moveable tables, breakout areas for small group work, and wall space for hanging risk maps.
Requirements	Printed copies of Handout 1 (Risk Identification & Mitigation Register) for each participant; flipchart paper and markers; sticky notes (red, yellow, green); digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time risk perception polling and Trello (https://www.trello.com) or Miro for digital risk log mapping.

Suggested resources	<ul style="list-style-type: none"> • Project Management Institute (PMI). (2021). A Guide to the Project Management Body of Knowledge (PMBOK Guide) – 7th Edition. Project Management Institute. • Chapman, R. (2014). Simple Tools and Techniques for Enterprise Risk Management. Wiley. • Project Management Institute – Risk Management Resources: https://www.pmi.org/
Handouts	Handout 1. The Project Risk Register & Matrix Toolkit.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "What Could Go Wrong?" The trainer greets participants and launches an interactive Mentimeter poll asking: "What unexpected project disaster or failure have you experienced in the past?" Live responses are displayed on screen. The trainer leads a short reflection demystifying risk, clarifying that risks are uncertain future events that can be anticipated and managed, rather than inevitable crises that must be suffered passively.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live responses, and introduces the concept of proactive risk management versus reactive crisis handling.	Connect via smartphones for the poll, share personal experiences of project disruptions, and participate in the opening discussion.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The Risk Matrix & Mitigation Strategies" The trainer presents the core risk management framework using Handout 1: 1) Risk Identification (Brainstorming internal vs. external risks), 2) Risk Assessment (Scoring Probability 1–5 and Impact 1–5 to place risks on the 5x5 Matrix), and 3) Risk Response Strategies (Avoid, Mitigate, Transfer, Accept). Working in pairs, participants conduct a rapid 5-minute exercise categorizing sample project threats into low, medium, and high severity zones.	20 min.	Delivers a concise presentation on risk matrix mapping and response strategies, explains Handout 1 steps, and coaches pairs during the classification task.	Listen actively, explore the Risk Matrix and response strategies in pairs using Handout 1, and classify sample project risks according to severity.	Printed copies of Handout 1 for each participant, notebooks, pens.

Phase 3: Gamified Simulation – "The Project Rescue Challenge" Participants form small design teams of 3–5. Each team receives a realistic youth project scenario card from Handout 1 (e.g. organizing an outdoor charity festival, launching a mobile app, planning an international youth exchange). Teams perform a 20-minute "Pre-Mortem Analysis": imagining the project has failed completely, identifying 5 key causes, mapping them on the 5x5 Matrix, and drafting concrete mitigation and contingency plans for the top 2 critical risks.	30 min.	Distributes scenario cards, guides teams through the Pre-Mortem technique, enforces time limits, and offers practical advice on contingency planning.	Work in teams to perform a Pre-Mortem analysis, plot identified risks on flipchart matrices using color-coded sticky notes, and formulate action plans using Handout 1.	Handout 1 sheets, flipchart paper, markers, sticky notes, timer.
Phase 4: Digital Showcase & Peer Risk Audit Teams present their Risk Registers and Matrices to the plenary. Using Mentimeter, peers audit other teams' proposals by voting on: 1) Thoroughness of Risk Identification, and 2) Realism of Mitigation Strategies. The trainer facilitates a structured debriefing on setting "Risk Triggers" (early warning signs that indicate when a contingency plan must be activated).	15 min.	Moderates team presentations, manages live Mentimeter peer evaluation, and highlights the importance of early warning risk triggers.	Present team Risk Registers, evaluate peer risk matrices via Mentimeter, and discuss strategies for monitoring ongoing project risks.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, highlighting that effective risk management builds team resilience and confidence rather than fear. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and strategic collaboration.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Project Risk Register & Matrix Toolkit

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 5x5 Risk Assessment Matrix

- **Probability Scale (1–5):** 1 = Rare, 2 = Unlikely, 3 = Possible, 4 = Likely, 5 = Almost Certain.
- **Impact Scale (1–5):** 1 = Negligible, 2 = Minor, 3 = Moderate, 4 = Major, 5 = Critical.
- **Risk Severity Score = Probability x Impact:**
 - *Score 1–6 (Low / Green Zone):* Accept and monitor periodically.
 - *Score 8–12 (Medium / Yellow Zone):* Mitigate through proactive preventive steps.
 - *Score 15–25 (High / Red Zone):* Critical priority; requires immediate mitigation and dedicated contingency plan.

Part 2: The 4 Core Risk Response Strategies (AMTA)

- **Avoidance:** Change the project plan entirely to eliminate the threat (e.g. moving an outdoor event indoors to eliminate weather risks).
- **Mitigation:** Take proactive actions to reduce the probability or impact of the risk (e.g. sending reminder SMS messages to decrease attendee drop-out rate).
- **Transfer:** Shift the financial or operational impact to a third party (e.g. purchasing equipment insurance or hiring an external expert).
- **Acceptance:** Acknowledge the risk and prepare a fallback contingency plan if it occurs (e.g. setting aside a 10% emergency budget buffer).

Part 3: Project Rescue Scenario Cards (Select 1 per team for Phase 3)

- **Scenario A (Outdoor Youth Festival):** Organizing a 300-person community concert in a local park with external sound equipment, youth performers, and food stalls.
- **Scenario B (International Exchange):** Hosting a 7-day international peer youth exchange involving travel, accommodation, multi-language workshops, and cultural activities.
- **Scenario C (Tech for Good App):** Developing and launching a digital mental health support platform for youth within a strict 3-month deadline.

Activity 47 – Emotional Intelligence

Activity title: <i>“Mastering Emotional Intelligence: Navigating Self-Awareness, Empathy, and Social Harmony”</i>	
Abstract	This interactive, highly practical workshop explores the core dimensions of Emotional Intelligence (EQ)—Self-Awareness, Self-Regulation, Internal Motivation, Empathy, and Social Skills—and their transformative impact on personal growth, leadership, and interpersonal communication. Grounded in Daniel Goleman's EQ framework, participants discover how emotional agility and self-regulation techniques help navigate stress, manage interpersonal conflict, and foster strong team relationships. Through self-assessment exercises, empathetic listening drills, and gamified scenario discussions, young leaders, educators, and youth workers develop concrete tools to recognize emotional triggers, respond thoughtfully rather than react impulsively, and build empathetic, resilient communities.
Aims / Objectives	The main aim of this activity is to develop participants' emotional intelligence, self-regulation capabilities, and empathetic communication skills to enhance interpersonal relationships and personal leadership.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Understand Goleman's 5 domains of Emotional Intelligence (Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills). • Identify personal emotional triggers and apply the "Pause-Breathe-Choose" regulation technique under pressure. • Practice perspective-taking and active empathetic listening to resolve interpersonal friction. • Master non-judgmental communication ("I-statements") to express emotions constructively. • Formulate an actionable personal EQ development plan for youth leadership and daily life.
Target group	Young people (aged 14–25), student council members, youth workers, peer educators, and project coordinators; group size: 10–24 participants.
Duration	90 min.
Venue	Comfortable, quiet workshop room with moveable chairs, writing tables for reflection, and breakout space for paired exercises.
Requirements	Printed copies of Handout 1 (EQ Diagnostic & Empathetic Communication Matrix) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for anonymous mood mapping, real-time emotional check-ins, and peer reflection.
Suggested resources	<ul style="list-style-type: none"> • Goleman, D. (2005). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books. • Brackett, M. (2019). Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive. Celadon Books. • Yale Center for Emotional Intelligence: https://www.ycei.org/
Handouts	Handout 1. The EQ Diagnostic & Empathetic Communication Guide.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Mood Check – "The Emotional Weather Report" The trainer opens the session and launches an interactive Mentimeter poll asking: "What word or weather metaphor best describes your internal emotional state right now?" Live word cloud results appear on screen. The trainer leads a short reflection on how emotional states influence decision-making, focus, and social interactions, introducing Emotional Intelligence as a crucial skill that can be trained and developed over time.	15 min.	Welcomes the group, moderates the Mentimeter mood check-in, projects live results, and introduces the 5 pillars of Emotional Intelligence.	Connect via smartphones for the poll, submit emotional descriptors, and participate in the opening reflection on emotional awareness.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Goleman's 5 EQ Domains & The Brain Hijack" The trainer presents Daniel Goleman's 5 EQ domains using Handout 1, explaining the concept of the "Amygdala Hijack" (why emotional reactions can overpower rational thought) and the "Pause-Breathe-Choose" regulation technique.	20 min.	Delivers a concise presentation on EQ domains and emotional regulation, explains Handout 1 diagnostic	Listen actively, explore EQ domains in pairs using Handout 1, and conduct a personal emotional self-audit.	Printed copies of Handout 1 for each participant, notebooks, pens.

Working in pairs using Handout 1, participants complete a 5-minute self-audit evaluating their strengths across the 5 EQ pillars and identifying their primary emotional triggers.		steps, and coaches pairs during the self-audit.		
Phase 3: Gamified Empathy Challenge – "Perspective Swapping & The EQ Lab" Participants form small practice teams of 3–4. Each team draws a challenging interpersonal scenario card from Handout 1 (e.g. dealing with a defensive team member, navigating a miscommunication during a deadline, responding to critical feedback). Participants practice applying empathetic listening and "I-statements" (expressing feelings without blaming) in role-play rounds, testing the transition from reactive impulse to constructive response.	30 min.	Distributes scenario cards, manages round timing, observes team role-plays, and provides constructive coaching on non-judgmental communication.	Practice active empathetic listening in small teams, apply "I-statements" in scenario role-plays, and provide constructive feedback to peers.	Handout 1 scenario cards, timer.
Phase 4: Digital Debriefing & Strategy Synthesis The trainer reconvenes the group to analyze the simulation insights. Using Mentimeter, participants post responses on two prompts: "What was the most challenging part of pausing before reacting?" and "What is one empathetic listening habit you will practice this week?". Live responses are projected on screen, and the trainer synthesizes key principles for building emotional resilience and team trust.	15 min.	Moderates plenary reflection, displays Mentimeter posts on screen, synthesizes learnings, and connects EQ practices to real-world leadership.	Submit anonymous reflections via Mentimeter, participate in plenary discussion, and draft a personal EQ growth commitment.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's core takeaways, emphasizing self-compassion when developing emotional habits. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their vulnerability and active engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The EQ Diagnostic & Empathetic Communication Guide

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 5 Domains of Emotional Intelligence

- **Self-Awareness:** Recognizing your emotions, triggers, and their impact on your behavior in real time.
- **Self-Regulation:** Managing impulsive emotional reactions and adapting constructively to changing circumstances.
- **Internal Motivation:** Pursuing goals with passion, resilience, and persistence rather than relying solely on external rewards.
- **Empathy:** Understanding and validating the emotional perspective of others, even when you disagree with their views.
- **Social Skills:** Building healthy relationships, managing conflict constructively, and inspiring collaboration in groups.

Part 2: The "Pause-Breathe-Choose" Regulation Technique

- **Step 1 (Pause):** Recognize physical signs of emotional escalation (e.g. raised heart rate, clenched jaw, hot face). Stop speaking or typing immediately.
- **Step 2 (Breathe):** Take one deep, 4-second diaphragmatic breath to disengage the stress response and give your prefrontal cortex time to process.
- **Step 3 (Choose):** Choose a response aligned with your long-term values rather than your short-term emotional impulse.

Part 3: Empathetic Communication Formula ("I-Statements")

- **Blaming Statement (Avoid):** "You never listen to me and you ruined the project deadline!"
- **Empathetic "I-Statement" (Use):** "When project updates are missed [Observation], I feel anxious [Emotion] because I value our team's reliability [Need]. Can we agree on a daily check-in routine [Request]?"



Part 4: Scenario Challenge Cards (Select 1 per team for Phase 3)

- **Scenario A (Defensive Team Member):** A peer becomes angry and defensive when you point out a mistake in a joint project presentation. Respond using empathetic listening and "I-statements".
- **Scenario B (Crisis Under Stress):** During a live youth event, plans fall apart and team members begin blaming each other. Step in using self-regulation and calm perspective-taking to stabilize the group.
- **Scenario C (Critical Feedback):** You receive sharp criticism about your leadership style from a fellow team member. Practice pausing, validating their feelings, and responding without defensiveness.

Activity 48 – Social Entrepreneurship

Activity title: <i>“Forge for Good: Social Entrepreneurship Through Play”</i>	
Abstract	This practical, gamified workshop introduces participants to the fundamentals of social entrepreneurship by merging business model innovation with positive community impact. Grounded in the Social Business Model Canvas framework, learners explore how hybrid organizations balance financial viability with social mission. Through a gamified simulation quest ("The Social Venture Simulation"), small teams draw real-world community problem cards, design sustainable business mechanics, establish social impact metrics, and pitch their ventures to a peer board of investors. The activity bridges civic responsibility with entrepreneurial thinking, empowering youth to create self-sustaining solutions for local and global challenges.
Aims / Objectives	The main aim of this activity is to equip participants with social enterprise design frameworks, sustainable business modeling skills, and impact-pitching techniques through a gamified simulation game.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Differentiate between traditional commercial business models, traditional non-profit organizations, and hybrid social enterprises. • Master the Social Business Model Canvas (Value Proposition, Social Impact, Revenue Model, Beneficiaries vs. Customers). • Balance financial self-sustainability with ethical, measurable community impact. • Develop pitching, value articulation, and rapid business prototyping skills. • Collaborate in multidisciplinary teams to solve real-world environmental and social challenges.
Target group	Young people (aged 14–25), student entrepreneurs, youth leaders, educators, and community project managers; group size: 12–28 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Spacious workshop room with breakout tables for team prototyping and space for plenary pitching presentations.
Requirements	Printed copies of Handout 1 (The Social Business Model Canvas & Challenge Cards) for each team; flipchart paper and markers; play money / voting tokens; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time venture voting, peer investment simulation, and reflection polling.
Suggested resources	<ul style="list-style-type: none"> • Yunus, M. (2010). Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs. PublicAffairs. • Social Enterprise UK Resources: https://www.socialenterprise.org.uk/ • Ashoka – Innovators for the Public: https://www.ashoka.org/
Handouts	Handout 1. The Social Business Model Canvas & Venture Quest Deck.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Profit vs. Purpose" The trainer opens the session and launches an interactive Mentimeter poll asking: "Can a business be successful while giving all its profits back to society?" Live results appear on screen. The trainer leads an opening reflection exploring famous global and local social enterprises (e.g. TOMS, Fairphone, Tony's Chocolonely), introducing the concept of the double bottom line: measuring success through both financial sustainability and measurable social impact.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live responses, and introduces the dual-engine model of social entrepreneurship.	Connect via smartphones for the poll, vote on social enterprise concepts, and participate in the opening discussion on profit vs. purpose.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The Social Business Model Canvas" The trainer presents the core pillars of the Social Business Model Canvas using Handout 1: 1) Social Problem & Beneficiaries, 2) Unique Social Value Proposition, 3) Revenue Engine (How do we generate income?), and 4) Impact Metrics (How do we measure good done?). Working in pairs,	20 min.	Delivers a concise presentation on social business modeling, explains Handout 1 canvas steps, and assists pairs during the mini case study analysis.	Listen actively, explore the Social Business Model Canvas in pairs using Handout 1, and analyze sample	Printed copies of Handout 1 for each pair, flipchart paper, markers.

participants review a case study on Handout 1, mapping how a community cafe funds local youth employment programs.			revenue-impact models.	
Phase 3: Gamified Simulation – "The Social Venture Hackathon" Participants form small venture teams of 3–5. Each team draws a Social Quest Card from Handout 1 (e.g. Food Waste Reduction, Digital Inclusion for Seniors, Youth Mental Health Access). Using Handout 1 and flipchart paper, teams have 25 minutes to build a viable social enterprise concept. The venture must define a clear paying customer segment, a beneficiary target group, a self-sustaining revenue stream, and prepare a 2-minute "Shark Tank" style pitch.	30 min.	Distributes quest cards, acts as venture advisor, enforces strict time limits, and ensures teams keep revenue streams financially realistic.	Work in teams to complete the Social Business Model Canvas, design a sustainable social enterprise, write a 2-minute pitch, and create a visual poster.	Handout 1 quest cards, flipchart paper, markers, timer.
Phase 4: Digital Pitching & Impact Investment Game Venture teams deliver their 2-minute pitches to the plenary "Impact Board". Following each presentation, audience members use Mentimeter to allocate virtual "Impact Tokens" across three categories: 1) Innovation of Solution, 2) Financial Viability, and 3) Social Impact Potential. The trainer displays the live investment leader board and facilitates a debriefing on balancing business rigor with mission integrity.	15 min.	Moderates the pitch session, manages the live Mentimeter token investment voting, and provides feedback on revenue-impact alignment.	Deliver team social venture pitches, review peer proposals, cast virtual impact investment votes via Mentimeter, and offer peer feedback.	Projector, screen, smartphones, Mentimeter link.
Phase 5: Evaluation & Closing The trainer summarizes the core takeaways of the workshop, highlighting that social entrepreneurship is a mindset applicable to youth projects, non-profits, and commercial careers. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their innovative social visions.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Social Business Model Canvas & Venture Quest Deck

(Instructions for trainer: Print 1 copy per team for Phase 2 and Phase 3).

Part 1: The Social Business Model Canvas Building Blocks

- **1. Social Problem:** What systemic community or environmental issue are you solving?
- **2. Beneficiaries:** Who directly benefits from your social mission (often receiving free or subsidized support)?
- **3. Paying Customers:** Who pays for your product, service, or solution (can be the same as beneficiaries or a distinct market)?
- **4. Social Value Proposition:** What unique social benefit do you deliver?
- **5. Revenue Stream:** How does the business generate sustainable revenue? (e.g. Buy-One-Give-One model, premium service cross-subsidization, eco-product sales).
- **6. Impact Metric:** What concrete metric proves your success? (e.g. Tons of food saved, youth employed, free literacy hours provided).

Part 2: Social Quest Scenario Cards (Select 1 per team for Phase 3)

- **Quest A – Urban Food Rescue:** Create a self-sustaining social enterprise that collects surplus edible food from supermarkets and redistributes it to vulnerable families while remaining financially viable.
- **Quest B – Tech for Seniors:** Design a hybrid business that sells eco-friendly mobile accessories to young professionals to fund free digital literacy and anti-loneliness workshops for elderly citizens.
- **Quest C – Sustainable Youth Fashion:** Launch a upcycled clothing brand run by local youth that reinvests 100% of profits into mental health support services for disadvantaged teenagers.

Activity 49 – Building a Personal Brand

Activity title: <i>“Crafting Your Identity: Authentic Personal Branding for Youth Leadership”</i>	
Abstract	This practical, highly interactive workshop guides participants through the process of building an authentic, compelling personal brand rooted in self-awareness, core values, unique strengths, and digital professionalism. Moving beyond superficial self-promotion, the session positions personal branding as an alignment tool connecting internal identity with professional and civic impact. Through self-discovery exercises, Elevator Pitch crafting, and peer feedback challenges, learners discover how to articulate their unique value proposition, navigate professional digital channels responsibly, and communicate their vision confidently across youth projects, academic environments, and career pathways.
Aims / Objectives	The main aim of this activity is to help participants identify their unique strengths, define an authentic personal brand identity, and craft a compelling personal statement for career and youth leadership development.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the fundamentals of personal branding (Authenticity, Consistency, Value Proposition, Digital Footprint). • Identify personal core values, unique strengths, and professional differentiators using the Personal Brand Matrix. • Craft a 60-second Elevator Pitch summarizing identity, passion, and future vision. • Optimize professional digital presence across platforms such as LinkedIn and digital portfolios. • Give and receive constructive peer feedback on personal brand clarity and authentic impact.
Target group	Young people (aged 14–25), university students, youth leaders, peer educators, and early-career professionals; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop room with adaptable seating, writing surfaces for individual mapping, and presentation space.
Requirements	Printed copies of Handout 1 (Personal Brand Canvas & Elevator Pitch Formula) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time word cloud icebreakers and LinkedIn / Canva (https://www.canva.com) for professional profile prototyping.

Suggested resources	<ul style="list-style-type: none"> • Chritton, S. (2014). Personal Branding For Dummies. Wiley. • Clark, D. (2011). Reinventing You: Define Your Brand, Imagine Your Future. Harvard Business Review Press. • Peters, T. (1997). The Brand Called You. Fast Company.
Handouts	Handout 1. The Personal Brand Canvas & Elevator Pitch Guide.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "What's Your Brand Word?" The trainer welcomes participants and launches an interactive Mentimeter poll asking: "What three words would your closest peers use to describe your greatest strengths?" Live word cloud results appear on screen. The trainer leads a brief opening reflection demystifying personal branding, clarifying that personal branding is not about bragging or creating a fake persona, but rather bringing your authentic values, skills, and vision into clear focus for others.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live word cloud results, and introduces the concept of authentic personal branding vs. superficial self-promotion.	Connect via smartphones for the poll, submit personal strength keywords, and participate in the opening reflection on personal reputation and digital presence.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The Personal Brand Matrix" The trainer presents the 4 pillars of authentic personal branding using Handout 1: 1) Core Values & Passions (What drives you?), 2) Unique Strengths & Expertise (What are you exceptionally good at?), 3) Audience & Impact (Who do you serve/help?), and 4) Digital Footprint (How are you perceived online?). Working in pairs, participants complete a rapid 5-minute diagnostic exercise using Handout 1 mapping their current online and offline personal brand alignment.	20 min.	Delivers a concise presentation on personal brand pillars, explains Handout 1 diagnostic steps, and coaches pairs during the self-audit.	Listen actively, explore the Personal Brand Matrix in pairs using Handout 1, and audit current brand consistency across personal channels.	Printed copies of Handout 1 for each participant, notebooks, pens.

Phase 3: Gamified Pitch Lab – "The 60-Second Elevator Pitch Challenge" Participants transition to an individual planning and peer-coaching challenge using Handout 1. Each participant uses the Elevator Pitch Formula (Who I am + What value I create + Who I help + Where I am going) to draft a 60-second personal introduction. Participants form practice pairs to rehearse their pitches, receive warm peer feedback, and refine their tone, posture, and message clarity within 25 minutes.	30 min.	Distributes planning sheets, guides participants through the pitch formula, manages peer rotation timing, and offers individual advice on message clarity.	Draft a 60-second Elevator Pitch using Handout 1, engage in reciprocal peer coaching, refine pitch delivery, and practice authentic communication.	Handout 1 sheets, pens, flipchart paper, markers, timer.
Phase 4: Digital Showcase & Peer Feedback Circle Selected volunteers deliver their 60-second Elevator Pitches to the plenary group. Using Mentimeter, audience members provide real-time, warm feedback on two dimensions: 1) Brand Clarity & Authenticity, and 2) Memorable Value Proposition. The trainer facilitates a structured reflection on how to translate personal brand statements into digital bio profiles for LinkedIn or CVs.	15 min.	Moderates volunteer pitch showcase, manages live Mentimeter peer evaluation, and synthesizes key takeaways on personal brand articulation.	Deliver personal pitches to the group, evaluate peer pitches via Mentimeter, and discuss strategies for optimizing professional social profiles.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that an authentic personal brand evolves continuously with personal growth. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and inspiring contributions.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Personal Brand Canvas & Elevator Pitch Guide

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The Personal Brand Matrix Building Blocks

- **Pillar 1: Core Values** – What 3 non-negotiable principles guide your decisions and actions? (e.g. Innovation, Inclusivity, Sustainability).
- **Pillar 2: Superpower / Distinctive Skill** – What specific talent, knowledge, or personality trait do others frequently seek your help for?
- **Pillar 3: Impact Target** – Who do you want to inspire, help, or collaborate with in your youth projects or future career?
- **Pillar 4: Digital Consistency** – Does your online profile (LinkedIn, bio, social media) accurately reflect your real-world values and ambitions?

Part 2: The 60-Second Elevator Pitch Formula

- **Step 1 (The Hook):** "I am a [Your Identity / Role] passionate about [Core Passion or Subject]..."
- **Step 2 (The Value):** "I help [Target Audience / Group] achieve [Specific Outcome / Solution] through my skills in [Your Key Strengths]..."
- **Step 3 (The Proof):** "Recently, I [Short key achievement, project, or leadership initiative]..."
- **Step 4 (The Future Vision):** "Looking ahead, I am eager to connect with [Target Collaborators / Industry] to [Future Goal or Vision]..."

Part 3: Personal Brand Action Checklist

- **Action 1:** Write a compelling 2-sentence bio for your LinkedIn profile or project resume based on your pitch.
- **Action 2:** Conduct a digital audit: search your name online and ensure public profile settings align with your intended professional identity.

Activity 50 – Real Stories of Young Entrepreneurs

Activity title: <i>“Real Stories of Young Entrepreneurs: Unpacking Failure, Resilience, and Success”</i>	
Abstract	This interactive, story-driven workshop explores the authentic journeys, setbacks, and triumphs of diverse young entrepreneurs across youth-led ventures and social start-ups. Deconstructing the myth of "overnight success", participants analyze real case studies of young founders to extract practical lessons on entrepreneurial resilience, pivot strategies, resourcefulness, and risk mitigation. Through gamified case analysis, role-play decision scenarios, and peer reflection, young learners discover how real-world challenges were overcome, enabling them to demystify business creation, cultivate a growth mindset, and apply entrepreneurial problem-solving techniques to their own future ventures and community initiatives.
Aims / Objectives	The main aim of this activity is to analyze real-life youth entrepreneurship case studies, identify key resilience and pivot strategies, and inspire participants to develop an entrepreneurial growth mindset for personal and youth-led projects.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Analyze real-world case studies of young entrepreneurs, identifying critical decision points, pivots, and failures. • Master the "Pivot or Persevere" framework to evaluate project trajectories under uncertainty. • Develop entrepreneurial resilience, emotional coping strategies for failure, and adaptive problem-solving. • Identify resourcefulness strategies (bootstrapping, community building, leverage) accessible to youth. • Formulate personal action plans for applying entrepreneurial thinking to real-life ideas.
Target group	Young people (aged 14–25), aspiring entrepreneurs, student leaders, youth workers, and educators; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop space with moveable tables, breakout areas for group discussions, and visual presentation facilities.
Requirements	Printed copies of Handout 1 (Real Entrepreneur Stories & The Pivot Canvas) for each participant; flipchart paper and markers; sticky notes; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time entrepreneur myth-busting polls and anonymous reflection on personal fear of failure.

Suggested resources	<ul style="list-style-type: none"> • Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business. • Dweck, C. S. (2006). Mindset: The New Psychology of Success. Random House. • Young Enterprise UK Case Studies & Resources: https://www.young-enterprise.org.uk/
Handouts	Handout 1. Youth Entrepreneur Case Cards & The Pivot Canvas.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Digital Poll – "Demystifying Overnight Success"</p> <p>The trainer launches an interactive Mentimeter poll asking: "What do you think is the biggest cause of early business failure among young entrepreneurs?" (Options: Lack of capital, fear of failure, wrong team, poor product-market fit, giving up too early). Live results appear on screen. The trainer leads an opening discussion contrasting popular media myths of instant tech billionaires with the realistic, iterative journeys of young founders who built success through resilience and strategic pivots.</p>	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and sets the stage for exploring real entrepreneurial journeys.	Connect via smartphones for the poll, vote on failure causes, and participate in the opening reflection on entrepreneurship myths.	Digital projector, screen, smartphones, Internet access.
<p>Phase 2: Framework Input – "The Anatomy of a Pivot & Growth Mindset"</p> <p>The trainer presents the core principles of entrepreneurial learning using Handout 1: 1) The Fail-Forward Mindset (viewing failure as data rather than personal defeat), 2) The Pivot vs. Persevere Decision Model, and 3) Youth Resourcefulness Strategies (bootstrapping, crowdfunding, micro-networks). Working in pairs, participants analyze a rapid 5-minute case study snippet on Handout 1 to identify where a young founder faced a critical crisis and chose a pivot pathway.</p>	20 min.	Delivers a concise presentation on failure analysis and pivot frameworks, explains Handout 1 case analysis, and coaches pairs during the task.	Listen actively, explore pivot mechanics and growth mindset in pairs using Handout 1, and analyze a real founder's turning point.	Printed copies of Handout 1 for each participant, notebooks, pens.

<p>Phase 3: Gamified Case Challenge – "The Founder's Dilemma Lab"</p> <p>Participants form small consultancy teams of 3–4. Each team draws a Real Youth Entrepreneur Case Card from Handout 1 (e.g. A youth eco-fashion brand facing supply chain collapse, a young app developer with zero user growth, a local social cafe running out of cash). Teams analyze the founder's situation, map their resources, debate strategic choices, and draft a 3-step "Rescue & Growth Action Plan" to present on flipchart paper within 25 minutes.</p>	30 min.	Distributes case cards, acts as venture advisor, manages team timing, and challenges teams to think resourcefully without relying on unrealistically high funding.	Work in small teams to analyze assigned entrepreneur case cards, evaluate strategic options using Handout 1, and create a visual rescue action plan.	Handout 1 case cards, flipchart paper, markers, sticky notes, timer.
<p>Phase 4: Digital Debriefing & Founder Strategy Showcase</p> <p>Teams present their case solutions to the plenary. Using Mentimeter, audience members vote on the most realistic and resourceful pivot strategy. The trainer reveals the actual historical outcome of each real young entrepreneur's story, leading a plenary debriefing on how real-world perseverance, adaptability, and seeking mentorship shaped their eventual success.</p>	15 min.	Moderates team presentations, manages live Mentimeter peer voting, reveals real-life case outcomes, and synthesizes key takeaways on entrepreneurial resilience.	Present team case strategies, review peer proposals, vote via Mentimeter, compare proposed solutions with real founder outcomes, and participate in plenary discussion.	Projector, screen, smartphones.
<p>Phase 5: Evaluation & Closing</p> <p>The trainer summarizes the session's key takeaways, emphasizing that entrepreneurial skills are mindsets for life rather than just tools for starting companies. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and reflective engagement.</p>	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Youth Entrepreneur Case Cards & The Pivot Canvas

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The "Pivot or Persevere" Decision Framework

- **Persevere:** Maintain the current vision and strategy when metrics show steady user growth, high customer satisfaction, and clear engagement.
- **Pivot (Strategic Change):** Keep the overarching vision but fundamentally change one strategic element when initial assumptions fail.
- **Types of Pivots:**
 - *Customer Segment Pivot:* Same product, but targeted at a completely different audience who values it more.
 - *Problem Solving Pivot:* Realizing the customer's real pain point is different from what you originally assumed, so you alter the core feature.
 - *Channel / Revenue Pivot:* Changing how you deliver or monetize the service (e.g. moving from direct sales to subscription or community model).

Part 2: The Fail-Forward Mindset Rules

- **Rule 1 (Separate Ego from Idea):** A failed project or rejected proposal is a hypothesis that was disproven, not a personal reflection of your worth.
- **Rule 2 (Speed of Learning):** The ultimate measure of success in early youth ventures is not short-term profit, but how fast you convert feedback into improvement.
- **Rule 3 (Resource Leverage):** Start with what you have: personal skills, social networks, free digital tools, and community partnerships before seeking external capital.

Part 3: Real Youth Entrepreneur Case Cards (Select 1 per team for Phase 3)

- **Case A (The Eco-Packaging Venture):** Maya (aged 19) launched a biodegradable packaging start-up for local cafes. After 6 months, high raw material costs made local cafes refuse to buy. *Dilemma: How can Maya pivot her revenue model or target audience without abandoning her eco-mission?*
- **Case B (The Community Fitness App):** Liam (aged 21) spent 8 months building a fitness tracking app for youth. Post-launch, he achieved only 40 downloads because users found the app too complex. *Dilemma: What feature reduction or customer segment pivot should Liam execute immediately?*
- **Case C (The Upcycled Youth Hub):** A team of three 18-year-old student founders opened a local upcycled clothing workshop. After initial launch excitement, foot traffic plummeted on weekdays, threatening rent payments. *Dilemma: How can they leverage their physical space and community network to generate weekday revenue?*

Activity 51 – Social Media and Digital Identity

Activity title: <i>“Social Media and Digital Identity”</i>	
Abstract	This activity invites participants to critically reflect on the impact of their online presence in the professional world, starting from the analysis of fictitious social media profiles. Participants explore both the opportunities and risks linked to digital identity, developing a responsible awareness of how social media can be used in a professional context. The activity encourages debate, peer exchange and the collaborative construction of shared guidelines for informed digital citizenship.
Aims / Objectives	<ul style="list-style-type: none"> • To stimulate reflection on digital identity and its relevance in the workplace. • To develop the ability to critically analyse online content. • To promote responsible behaviours in the professional use of social media. • To collaboratively build shared guidelines for an ethical and conscious use of the internet.
Topics / Skills covered	Skills developed: digital citizenship, critical thinking, responsible use of technology. Topics: digital identity, social media and employment, online privacy, digital reputation.
Target group	Adults and young adults (18-35 years old). Minimum 8 participants, maximum 25.
Duration	Approximately 90 minutes (including introduction, group work and plenary debrief phases).
Venue	Training room with internet connection, projector or shared screen, chairs and tables arranged in working clusters.
Requirements	<ul style="list-style-type: none"> • Computer or tablet with internet access (1 per working group). • Projector or interactive whiteboard. • Printed cards with fictitious social media profiles. • Post-its, markers and flipchart sheets for the debrief phase. • Shared document (e.g. Google Docs) for drafting the guidelines.
User friendly digital tools used	<ul style="list-style-type: none"> • Google Docs / Google Slides - for the collaborative creation of guidelines and presentation of results. • Mentimeter or Padlet - to collect participants' opinions in real time during the discussion. • Canva (optional) - for the creative visualisation of the produced guidelines.
Suggested resources	<ul style="list-style-type: none"> • Ribble, M. (2015). Digital Citizenship in Schools. ISTE.

	<ul style="list-style-type: none"> • AgID guidelines on digital identity: https://www.agid.gov.it • Digital Civics Toolkit: https://digitalcivicstoolkit.org • Video: 'How to Build a Professional Online Presence' - LinkedIn Learning.
Handouts	<ul style="list-style-type: none"> • Handout 1 - Fictitious social profiles: three LinkedIn/Instagram profiles with different characteristics (e.g. a well-curated professional profile; a profile with inappropriate content; an anonymous/absent profile). Participants analyse them in groups. • Handout 2 - Analysis grid: guiding questions for each profile (e.g. 'Would you hire this person? Why?', 'What risks do you see in this profile?'). • Handout 3 - Shared document for drafting the guidelines (accessible via QR code or link). <p>All materials must be prepared by the trainer before the session. Fictitious profiles must be realistic and represent genuine situations, avoiding offensive stereotypes.</p>

CONTENT / DESCRIPTION OF THE ACTIVITY

The activity is structured in five main phases: introduction to the topic, analysis of fictitious social media profiles, guided discussion on risks and opportunities, collaborative development of guidelines for the professional use of social media, and a final plenary debrief.

The description develops over approximately 2-3 pages. Do not forget fixed activity elements such as: introduction to the activity, explanation of tasks, warm-up/energiser, evaluation methods.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1 - Introduction and warm-upThe trainer presents the activity objectives and poses a thought-provoking question: 'Has your online presence ever opened or closed a door for you?'	10 min	Introduces the topic, poses the stimulus question, facilitates the initial brainstorming.	Answer the question, share brief personal experiences.	Projector, introductory slide.

Phase 2 - Analysis of fictitious profiles Groups receive cards with social profiles and analysis grids. They analyse the profiles and discuss within their small group.	25 min	Distributes materials, monitors the groups, offers support where needed.	Analyse the profiles, complete the grid, discuss within the group.	Printed cards, analysis grids.
Phase 3 - Plenary discussion Each group presents its observations. The trainer guides the discussion on the risks and opportunities of digital identity.	20 min	Facilitates the debate, synthesises the main points, integrates with real-world examples.	Present their analyses, listen to other groups, participate in the discussion.	Mentimeter or Padlet to collect real-time feedback.
Phase 4 - Developing the guidelines Groups work collaboratively to produce a shared document containing guidelines for the professional use of social media.	20 min	Shares the collaborative document, guides the structuring of the guidelines.	Draft the document in Google Docs, contributing ideas and proposals.	Shared Google Docs, tablet or PC.
Phase 5 - Debrief and evaluation Presentation of the produced document. The trainer administers an anonymous reflective questionnaire for evaluation.	15 min	Concludes with a summary, administers the evaluation questionnaire, collects feedback.	Present the guidelines, complete the reflective questionnaire.	Questionnaire (Google Forms or printed), projector.

Activity 52 – Job Interview

Activity title: “*Job Interview Simulation: Preparing for Your Professional Future*”

Abstract	This activity is designed for young adults aged 18 to 25 who are preparing to enter the workforce or wish to gain greater confidence in job selection and recruitment situations. Through CV writing, mock job interviews, and peer feedback sessions, participants will have the opportunity to develop communication, interpersonal, and self-presentation skills. The experience aims to reduce interview-related anxiety and promote greater awareness of personal and professional strengths.
Aims / Objectives	<ul style="list-style-type: none">• Develop skills useful for facing a job interview.• Promote understanding of effective self-presentation strategies.• Increase confidence in communication abilities.• Encourage reflection on personal strengths and areas for improvement.• Enhance listening skills and the ability to provide constructive feedback.
Topics / Skills covered	<ul style="list-style-type: none">• Career orientation and employability.• Verbal and non-verbal communication.• Public speaking.• Self-assessment skills.• Managing emotions in stressful situations.• Basic digital skills for CV writing.
Target group	Young adults aged 18–25 years . Minimum number: 8 participants . Maximum number: 20 participants .
Duration	3 hours in total.
Venue	Training room or meeting space equipped with chairs, tables, projector, and internet connection.
Requirements	Computers or tablets, A4 paper, pens, sample CVs, observation sheets, projector, access to CV creation platforms.

User friendly digital tools used	Canva for creating CVs; Europass for consulting CV templates; Google Docs for collaborative editing; Mentimeter for collecting impressions and final feedback.
Suggested resources	Europass CV writing guide; video tutorials on interview techniques; articles on soft skills required in the labor market; examples of common interview questions.
Handouts	<ul style="list-style-type: none"> • CV writing guide sheet. • Example of an effective CV. • List of the most common job interview questions. • Peer feedback observation sheet. • Final self-reflection worksheet on the skills acquired.

CONTENT / DESCRIPTION OF THE ACTIVITY

The activity aims to guide participants through a practical process of preparing for the world of work. Following a brief introduction, participants will be presented with the essential elements of an effective curriculum vitae and the main characteristics of a job interview. They will then take part in practical exercises that allow them to experience both the candidate's and the recruiter's roles firsthand.

Through **role-playing**, participants will have the opportunity to face a simulated job interview in a supportive environment, receiving constructive observations and suggestions from peers and the facilitator. This active-learning methodology encourages direct engagement, critical reflection, and the strengthening of communication and interpersonal skills.

The activity concludes with a debriefing and evaluation phase, during which each participant can share their impressions, recognize the progress made, and identify aspects to improve for future professional experiences.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Welcome and icebreaker. Introduction to the activity and brief discussion about expectations and fears related to job interviews.	20 min.	Facilitates introductions and presents the objectives of the session.	Share experiences and expectations and participate in the initial discussion.	Flip chart, sticky notes, markers.
Theoretical introduction. Presentation of the characteristics of an effective CV and the main rules for handling a job interview successfully.	30 min.	Provides information, practical examples, and answers questions.	Listen, take notes, and actively participate	PowerPoint presentation, projector, sample CVs.
CV Writing Workshop. Each participant creates or updates their own curriculum vitae using digital templates.	40 min.	Supports participants, offers personalized suggestions, and clarifies doubts.	Prepare their CV and exchange feedback with peers.	Computers or tablets, internet connection, Europass or Canva templates.
Interview Simulation (Role-Playing). In pairs or small groups, participants take turns acting as candidate and recruiter.	60 min.	Observes, guides the activity, and proposes typical interview questions.	Actively participate in simulations, alternating roles.	Interview question sheets, chairs arranged face-to-face.
Peer Feedback and Self-Reflection. Constructive feedback on strengths and areas for improvement identified during the simulations.	20 min.	Moderates the discussion and fosters a respectful and supportive atmosphere.	Give and receive feedback using the provided observation sheets.	Observation sheets and pens.
Final Debriefing and Evaluation. Sharing acquired skills and completing a short final questionnaire.	10 min.	Collects impressions, summarizes learning outcomes, and closes the session.	Reflect on the experience and complete the final questionnaire.	Paper-based or digital evaluation questionnaire.

Activity 53 – Work-life balance

Activity title: <i>“The Art of Balance”</i>	
Abstract	Our activity is a simple game that rewards you for completing useful TASKs, rest and doing your hobbies. We know how hard it can sometimes be to maintain balance between what’s good for our well-being and what is being awaited from us. That’s why we think this kind of game might prove helpful for young people who are still learning how to manage their time.
Aims / Objectives	We want to stimulate the process of learning healthy behaviours in order to avoid burnouts
Topics / Skills covered	The goal is to metaphorically show what’s the impact of stress on one’s life and how to balance everything in order not to go insane
Target group	GEN-Z & GEN-A
Duration	Throughout the day (also possible for multiple days)
Venue	Pretty much any possible place
Requirements	Everything players need is their phones and the will to participate in the activity 😊
User friendly digital tools used	Stepmeter (and phone ofc!)
Suggested resources	Burnout: The Secret to Unlocking the Stress Cycle. Emily Nagoski & Amelia Nagoski.
Handouts	Handout 1. Burnout: The Game Theory Logic

The description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Energizer	20 min	To explain the energizer	To attend the energizer	Attention
Briefing & General Presentation	10 min	Explaining the group what work-life balance is and explaining the rules	Listening to the trainer	None
Beginning of the game	5 min	Showing the stepmeter app, making the participants choose between two decks of cards (these are TASKS and HOBBYS)	Participating	Stepmeter, smartphone
Playing the game	? hours	None	The participants are supposed to be making the best use of their cards	Stepmeter, smartphone, will to participate
Counting the balance-points	5 min	The trainer collects balance-points summaries from the participants	Gives the person with most steps bonus points	Stepmeter, smartphone
Debriefing	20 min	Managing the debriefing	Gives a quick recap of the session	Voice XD

Handout 1. Burnout: The Game Theory Logic

Burnout isn't a lack of willpower; it's a failed strategy in a repeated game. To win the long game of work-life balance, use these mechanics:

- Finite vs. Infinite Games: Don't play every week like a "one-shot" sprint. If your pace isn't sustainable for 6+ months, you are borrowing energy from your future self at high interest.
- The Responsiveness Trap: High availability triggers a "tragedy of the commons." Being too helpful rewards you with more work. Optimize for predictability, not speed.
- Commitment Devices: "Future You" will be tired and make bad choices. Use hard constraints (locked calendars, disabled notifications) to force healthy boundaries.
- Strategic Unevenness: Perfectionism is a losing strategy. Use a mixed strategy: give 100% to high-impact TASKs but intentionally give 70% to low-value ones to preserve "mana."
- Resource ROI: Sleep and recovery are strategic assets, not rewards. Losing them kills your bargaining power and decision quality in future rounds.
- Bad Equilibria: If the system rewards overwork, individual effort won't fix it. You must either renegotiate the rules or exit the game.

Bottom Line: Winning requires refusing to play unwinnable games. Optimize for Optionality and Long-term Resource Preservation.

Goal of the game is to get our stress meter to zero.

RULES:

1. Each player will be starting at 0 points balance-points and 50 points of stress (out of hundred in both cases).
2. The most stressed person in the room (by vote XD) begins.
3. The player must choose from 3 different activities: picking a card from the TASKs deck, picking a card from hobbies deck and rest for one minute.
 - 4.1. If you picked a TASK card, you get +5 balance-points and +15 stress.
 - 4.2. If you picked a hobby card, you get -3 balance-points and -10 stress HOWEVER after 2 consecutive hobby card the player must pick a task card.
 - 4.3. If you decide to rest for at least one minute (depending on the gametime), you get -20 stress points HOWEVER then you get to pick a TASK card.
5. Next person's turn.
6. The person who gets first to 0 stress points ends the game and then we compare the balance-points.

Activity 54 – Leader’s Communication

Activity title: “PASS THE LEADER”	
Abstract	This gamified activity is designed for 16 participants to explore how different leadership styles influence communication, teamwork, and problem-solving. Participants work in teams to solve the same school-related issue, but each round requires a different leadership approach: democratic, autocratic, transformational, and delegative leadership. By rotating the leader role inside each group, learners experience how communication changes depending on the leadership style used. The activity helps Gen Z and Gen Alpha participants build leadership awareness, communication skills, adaptability, and teamwork in a practical and engaging way.
Aims / Objectives	<ul style="list-style-type: none"> • Understand the differences between four major leadership styles. • Develop communication and teamwork skills. • Practice leadership in real-life problem-solving situations • Improve active listening and decision-making. • Reflect on how leadership style affects group dynamics and outcomes.
Topics / Skills covered	<ul style="list-style-type: none"> • Leadership skills • Problem-solving • Critical thinking • Conflict resolution • Public speaking
Target group	Age: 14–25 years old Number of participants: 16 participants Group setup: 4 groups with 4 participants each
Duration	75 - 90 min
Venue	Classroom, workshop room, or indoor training space with movable chairs and tables.
Requirements	<ul style="list-style-type: none"> • Printed leadership style cards • Scenario cards

	<ul style="list-style-type: none"> • Whiteboard or flipchart • Sticky notes • Markers and pens • Timer • Score sheets • Projector (optional)
User-friendly digital tools used	<ul style="list-style-type: none"> • Mentimeter (for reflection) • Kahoot (optional leadership quiz) • Canva (optional poster/reflection task)
Suggested resources	<ul style="list-style-type: none"> • TED Talks on leadership communication • Articles about leadership styles • School teamwork and conflict-management resources
Handouts	<ul style="list-style-type: none"> • Handout 1. How to conduct the activity • Leadership style explanation sheet • Scenario description • Reflection worksheet • Team evaluation sheet • Leadership rotation cards

Description of each phase/part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
1. Introduction & Briefing The trainer explains the four leadership styles: democratic, autocratic, transformational, and delegative. Participants are divided into 4 groups of 4 people.	10 min	Introduce leadership styles and explain activity rules.	Listen, ask questions, form groups.	Presentation slides, leadership cards
2. Warm-Up Activity: “Who Is the Leader?” Quick energizer where participants identify leadership behaviors from short examples.	5 min	Facilitate discussion and examples.	Participate and share opinions.	Scenario examples

3. Main Scenario Introduction All groups receive the same school issue: “The school festival is in 3 days, but half of the student volunteers canceled. Your team must reorganize the event quickly.”	5 min	Explain the school problem and expectations.	Read and understand the challenge.	Printed scenario cards
<ul style="list-style-type: none"> Round 1 – Democratic Leadership One participant becomes the democratic leader. The leader encourages discussion, asks for ideas, and the group solves the issue collaboratively. 	10 min	Observe communication and teamwork.	Discuss solutions equally and collaborate	Leadership role card, timer
<ul style="list-style-type: none"> Round 2 – Autocratic Leadership A new leader takes control using an autocratic style. The leader makes quick decisions with limited discussion. Same issue, different approach. 	10 min	Monitor group reactions and communication.	Follow directions and complete the task.	Leadership role card
<ul style="list-style-type: none"> Round 3 – Transformational Leadership Another participant becomes leader and motivates the team with inspiration, positivity, and vision. 	10 min	Encourage observation of motivation techniques.	Brainstorm creatively and stay engaged	Leadership role card
<ul style="list-style-type: none"> Round 4 – Delegative Leadership Final leader gives freedom to team members to organize tasks independently with minimal supervision. 	10 min	Observe independence and task management.	Self-organize and complete the mission.	Leadership role card
4. Group Reflection & Comparison Teams compare how communication, motivation, stress and teamwork changed in each leadership style.	10 min	Lead discussion and ask reflection questions.	Share thoughts and compare experiences.	Reflection worksheets
5. Debriefing & Evaluation Participants vote for the most effective leadership style for the situation and explain why. Trainer summarizes key lessons.	10 min	Provide final feedback and connect learning outcomes.	Reflect and participate in discussion.	Mentimeter or whiteboard

Handout 1. How to conduct the activity

Person 1 (1.5 minutes) – Introduction & Activity Flow

“Hello everyone, today we will present our activity called ‘Pass the Leader.’

This is a gamified teamwork activity designed for 16 participants aged 14 to 25. The goal is to help young people understand how different leadership styles affect communication, teamwork, and problem-solving.

Participants are divided into 4 groups of 4 people. Each group receives the same challenge:

‘The school festival is in 3 days, but half of the volunteers canceled. The team must reorganize the event quickly.’

Before starting, the trainer explains four leadership styles:

- Democratic
- Autocratic
- Transformational
- Delegative leadership

We also begin with a short warm-up activity called ‘Who Is the Leader?’ where participants identify leadership behaviors from simple examples.

Then the main activity starts. In every round, a different participant becomes the leader and uses one specific leadership style to solve the same problem.

In the democratic round, everyone shares ideas together.

In the autocratic round, the leader makes quick decisions alone.

The trainer observes communication, teamwork, and group reactions during each round.”

Person 2 (1.5 minutes) – Final Rounds, Reflection & Outcomes

“In the third round, participants use transformational leadership. The leader motivates the team with positive energy, encouragement, and vision.

In the final round, delegative leadership is used. The leader gives freedom to team members to organize tasks independently with minimal supervision.

After all rounds, groups compare their experiences and discuss questions such as:

- Which leadership style felt most effective?
- Which style created stress or motivation?
- How did communication change?

For evaluation, participants can vote using Mentimeter or discuss together on a whiteboard.

This activity helps participants develop:

- Leadership skills
- Communication
- Critical thinking
- Conflict resolution
- Public speaking
- Teamwork

The activity is simple, interactive, and engaging for Gen Z and Gen Alpha learners because they learn through real teamwork and experience instead of only theory.

Activity 55 – Change Management

Activity title: “Change Management”	
Abstract	The workshop aims to develop awareness of life changes, stress, and social interdependence through interactive movement-based and group activities. Participants learn cooperation, communication, and practical strategies for coping with difficulties and pressure in everyday life. The activities encourage reflection on personal resources and support the creation of a shared network of support.
Aims / Objectives	Increasing awareness of self-management in the process of change, experiencing change and ways of coping with situations beyond our control.
Topics / Skills covered	Change management, emotional awareness, group cooperation, communication skills, adaptability, social support group, and coping strategies for life transitions.
Target group	Young people (adolescents and young adults), school or youth group settings, Approx. 15 people, age: 15-25 years
Duration	1,5h
Venue	Spacious room / conference room
Requirements	Colored cards (1–5), stickers, markers, string/wool, chairs, smartphones, internet access, projector/screen.
User friendly digital tools used	Mentimeter (for collecting ideas and creating a shared toolkit via QR code).
Suggested resources	<p>Elisabeth Kübler-Ross’s theory of change describes five stages of human reaction to difficult changes and loss: denial, anger, bargaining, depression, and acceptance. This model helps to understand the emotions accompanying life changes and shows that the process of adaptation requires time and support.</p> <p>Materials on stress management and resilience in youth, basic introduction to systems thinking, and information on support services (school counsellors, helplines, youth mental health resources).</p>
Handouts	Link or qr code to mentimeter

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Introduction to the activity (introducing oneself, presenting the activity objective, and learning the names of participants)</p> <p>First step: pre-evaluation</p> <p>Each participant votes on 3 questions by walking around the room and standing in the chosen spot. The moderator arranges five colored cards numbered 1 to 5 in the room. Participants stand next to the cards as if on a scale. 1 indicates the least, 5 the most.</p> <p>Example question: Can you name at least three ways to cope with difficulties during life changes?</p>	15 min	Welcomes participants, introduces the objectives and rules of the workshop, explains the voting activity, asks opening questions, facilitates discussion.	Introduce themselves, listen actively, move around the room to express opinions, answer questions through positioning on the scale.	Colored cards numbered 1–5, open space for movement.
<p>Energizer:</p> <p>Participants stand in a circle. The facilitator invites everyone to introduce themselves through a short creative game. The facilitator passes an imaginary object to the next person, who then transforms it into another object and passes it on. Each time, the facilitator says their own name and the name of the person who gave them the object. Each participant also gestures to represent the imaginary object.</p>	10 min	Explains the rules, models the activity, encourages creativity and participation, keeps the energy high.	Participate actively, remember names, transform imaginary objects creatively, interact with others.	Open space for standing in a circle.
<p>Task 1: Find one person...</p> <p>All participants stand in a circle. Instructions: Everyone mentally chooses one person. After choosing, they signal that they're finished. The facilitator says the task: Go around the person you chose three times and return to your seat.</p> <p>After completing the task, a short summary and an invitation to the second exercise.</p>	10 min	Gives instructions, observes group dynamics, leads short reflection after the exercise.	Choose one person silently, complete the movement task, reflect on the experience.	Open space for movement.

<p>Task 2: Triangle of change</p> <p>Participants stand in a circle. This time, each person chooses two people; they don't say who they chose. The leader gives instructions: silently stand to form an equilateral triangle with the chosen people. Find your spot; when you're ready, raise your hand. You cannot change other people's spots; you can only change your spot. After completing the task, discuss the interdependencies and variables of the environment in the group. A conversation at the meta-level.</p>	15 min	Explains the task, moderates the activity, facilitates discussion about interdependence and adaptation to change.	Cooperate nonverbally, adjust their own position, reflect on group processes and interconnectedness.	Spacious room allowing free movement.
<p>Task 3: Social network of change</p> <p>Once again, participants stand in a circle. Together, they decide which elements are important in their lives (theirs and the lives of their peers, e.g., family, school, hobbies, free time, health, friendship, love). The leader writes each suggestion on a separate colored sticker. The leader selects volunteers to hold the stickers during the activity. The others observe the activity. The leader explains that this reflects our lives; everything is connected, trainer connects with string wool every connection between pairs of examples / stickers given by the participants. He demonstrates that tensions in different areas affect others by slightly moving one person with sticker, so the others must move with their strings. He demonstrates this by moving one person, and the others must react. Reactions can vary: resistance, submission, or a collapse of one area. This is an introduction to a discussion about changes in the lives of young people.</p>	15 min	Facilitates brainstorming, writes ideas on stickers, connects participants with string, demonstrates interdependence, moderates reflection.	Suggest important life areas, volunteer to hold stickers, observe and discuss the exercise.	Colored stickers, markers, ball of string/wool, open space
<p>Task 4: Discussion</p> <p>Participants are invited to speak at the group forum about changes in the lives of young people, the consequences of</p>	10 min	Moderates discussion, asks guiding questions, ensures respectful	Share experiences, opinions, and coping strategies;	Chairs arranged for group discussion.

pressure, and the opportunities they know and can recommend for effective self-management in the change process.		communication and equal participation.	listen actively to others.	
<p>Task 5: Cloud of helpful tools</p> <p>Participants are invited to create a shared online toolkit that they can refer back to in the future. Using Mentimeter, the group creates a collection of useful tips and tricks for navigating difficult life changes. The facilitator begins by providing a few examples (if they haven't already come up during the discussion). Suggested examples include: talking to a friend, seeking professional help, a favorite playlist with songs for a bad day, action toys for stress relief, breathing exercises.</p> <p>The presenter uses the Mentimeter tool. He creates a QR code and asks participants to enter all the tips using their phones.</p>	15 min	Introduces the digital tool, provides examples, creates and displays the QR code, supports participants technically.	Use their phones to submit ideas and coping strategies, contribute to the shared toolkit.	Internet connection, projector/screen, Mentimeter account, smartphones.
<p>Evaluation:</p> <p>Finally, each participant votes on the same three questions from the beginning, walking around the room and standing in the appropriate spot. The facilitator arranges five colored cards numbered 1 to 5 in the room. Participants stand next to the cards as if on a scale. 1 indicates the least, 5 the most.</p> <p>Example question: Can you name at least three ways to cope with stress during life changes?</p>	5 min	Repeats the initial questions, facilitates closing reflection, summarizes the workshop outcomes.	Reflect on their learning, compare their answers with the beginning of the workshop, provide feedback through movement.	Colored cards numbered 1–5, open space for movement.

Activity 56 – Creating memes as a form of self-expression

Activity title: “ <i>Memes Against Work</i> ”	
Abstract	A game about creating memes (about school, university, the hiring process and work) to facilitate discussions to help deal with the issues touched upon. There is a pool of cards and each player draws five. The trainer draws a topic card (from another pool) and presents it to the players. The players have to pick out one of their five cards and write a caption for it that best fits the topic. Through voting, the funniest meme is chosen as winner and afterwards a discussion can be opened about the topic. Whoever has the most cards voted as winner, gets one of their memes posted on the official social media Instagram account, and the chance to go viral.
Aims / Objectives	<ul style="list-style-type: none"> • Improve communication among the players • Practice creativity and improvisation skills • Use humour as a tool of self-expression • Learn the importance of respectful and responsible humour online
Topics / Skills covered	<p>Skills:</p> <ul style="list-style-type: none"> • Communication • Self-expression • Active listening • Public speaking and presentation • Understanding Internet culture • Empathy • Improvisation • Recognizing positive vs harmful humour • Reflecting on online trends <p>Topics:</p> <ul style="list-style-type: none"> • Hiring processes • Work environment • Work-life balance
Target group	Gen Z and Alpha who are just finishing their education and entering the workforce.

Duration	20 min. - 1 hour
Venue	A table and a few chairs
Requirements	<ul style="list-style-type: none"> • TV/Projector • Phones • Stable internet connection
User friendly digital tools used	Miro.com
Suggested resources	<ul style="list-style-type: none"> • imgflip.com • knowyourmeme.com • tiktok.com • instagram.com • facebook.com
Handouts	<p>Handout 1. Additional Activity Description</p> <p>Handout 2. Ruleset Details</p> <p>Handout 3. Miro Board Link</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
1. Intro	5 - 10 mins	To show some memes	Open Miro.com	TV/Projector, phones, internet
2. Briefing	10 mins	Explain the rules	Listen and understand	
3. Preparation	2 mins	Select a first topic	Draw cards	
4. First round	4-5mins	Facilitate the turn of each player	Select best meme template and write a caption to match the topic	
5. First round (vote)	1-2 mins	Guarantee fair play	Vote on best template	
6. Discuss touched upon topics	2-15 mins	Address players' concerns if any	Speak up about the created memes (optional)	
7. Player input (optional)	2-10 mins	Moderate player input	Find new templates and/or topics	
8. Repeat steps 4 - 7	∞			

Handout 1. Additional Activity Description

The activity is created and best played in Miro.com. It can be recreated by anyone and there are no special resources required for its recreation. It consists of topic cards and meme template cards. The cards can be created via the card feature and inserting photos into them. Ideally the two types would be different colors so that they may be differentiated. It is best played with as many template cards as possible to allow the participants to express themselves without hindrance. The number of topic cards and whether participants can add more topics is up to the facilitator of the activity.

Topics covered during the game can be discussed immediately after each round or they may be recorded to be discussed at a later time so as to not interrupt the play session.

Handout 2. Ruleset Details

Each player draws five cards in their own separate corner of the Miro board. Ideally, players should not look at each other's cards. After playing one card, they must draw another one so they may always have five. Each player must caption their meme template however they choose via the text box feature in Miro. After submitting their memes, players vote on the best one. The winner takes the topic card into their corner which will count as one point.

Handout 3. Miro Board Link

Miro Board Link: https://miro.com/app/board/uXjVHVJZuwc=/?share_link_id=187398627923

Activity 57 – Team Time (Collective Productivity)

Activity title: <i>“Mission Impossible”</i>	
Abstract	“Mission Impossible” is a team-building activity based on a cooperative game where participants work in small groups and complete the same base mission across several consecutive rounds. In each iteration, new information (knowledge cards) and constraints are added, changing the way the task must be performed. The activity simulates real-life situations where teams must quickly adapt to new rules and conditions. It promotes adaptability, communication and strategic thinking in newly formed groups.
Aims / Objectives	Develop teamwork, improve adaptability and mental flexibility, communication, simulate strategic thinking and problem solving.
Topics / Skills covered	Teamwork under pressure, communication and coordination, problem solving, adaptability, strategic thinking, group dynamics.
Target group	<ul style="list-style-type: none"> • Young people and adults aged 15–30 • Minimum: 10 participants • Maximum: 30 participants
Duration	60-90 min.
Venue	Indoor space with tables for group work
Requirements	Mission cards, knowledge cards (rules), paper, pens, simpler materials (various object), timer, score sheet
User friendly digital tools used	Kahoot optional for final debrief
Suggested resources	Erasmus+ non -formal education toolkits, collaborate problem solving exercises, based learning games
Handouts	Mission sheet (base task), knowledge cards, score sheet, final reflection sheet

CONTENT / DESCRIPTION OF THE ACTIVITY

“Mission Impossible”: Team Challenge System

This activity is designed as a dynamic team-building game based on short missions, constraints, and unexpected rule changes. The main goal is to develop participants’ ability to collaborate effectively under pressure, adapt quickly to changing conditions, and communicate efficiently within newly formed teams. The activity is particularly suitable for groups that do not know each other well, as it supports fast team formation and the emergence of natural group roles.

Introduction and team formation

The activity begins with a short introduction from the facilitator, who explains the overall concept: teams will complete a series of short missions within a limited time, while facing different constraints and unexpected changes in rules.

Participants are then divided into small groups of 3 to 6 people. Each group can choose a team name to strengthen identity and engagement. This initial phase also serves as an informal icebreaker, allowing participants to start interacting and building basic communication.

Optionally, the facilitator may include a short energizer activity to increase energy levels and encourage interaction between participants before the main game begins.

Explanation of rules and game structure

The facilitator introduces the three core components of the game:

- Mission Cards (what to do)
- Constraint Cards (how to do it)
- Twist Cards (unexpected changes during the game)

Each round consists of a mission that must be completed under specific constraints. In some rounds, additional “twist” cards will be introduced during the execution phase, changing the rules in real time.

Participants are informed that success depends not only on completing the mission but also on how well the team adapts, communicates, and reorganizes itself under changing conditions.

Round 1 – Base mission

In the first round, teams receive a simple mission without any additional constraints. This round serves as a baseline to observe natural group behavior, communication patterns, and spontaneous role distribution.

Example missions include:

- Build the tallest structure using limited paper materials
- Create a stable shape or structure
- Design a simple team logo

Teams have 3–5 minutes to complete the task. The facilitator observes without interfering, taking note of teamwork dynamics, communication styles, and emerging leadership.

Rounds 2 and 3 – Introduction of constraints

In the following rounds, Constraint Cards are introduced. These cards significantly change how the team must approach the same type of mission.

Examples of constraints include:

- No speaking allowed
- Only one person can touch the materials
- Only one hand per participant can be used
- Communication only through gestures

These restrictions force teams to adapt their communication methods, rethink their strategy, and often reorganize internal roles. This phase promotes creativity, cooperation, and leadership emergence within the group.

Round 4 – Twist phase (controlled chaos)

In the final round, the facilitator introduces Twist Cards during the execution of the mission. This means that rules can change unexpectedly while the team is actively working.

Examples of twists include:

- Reduction of available time
- Sudden change of team leader
- Introduction of a new rule in the middle of the task
- Reversal of existing constraints

This phase creates a “controlled chaos” environment where participants must react quickly, remain flexible, and maintain team coordination despite unexpected changes.

Conclusion, scoring and reflection

After 6–8 total rounds, the facilitator evaluates team performance using a simple scoring system:

- 3 points: mission completed successfully with strong teamwork
- 2 points: mission completed
- 1 point: partial completion
- 0 points: not completed

An additional bonus point can be awarded if all team members actively participated.

The activity ends with a debriefing and reflection session. Participants discuss questions such as:

- How did communication change during the activity?
- Which strategies worked best?
- How did the team react to unexpected changes?

- What roles emerged within the group?

This reflection phase is essential, as it transforms the game experience into meaningful learning outcomes.

Expected results

By the end of the activity, participants will be able to:

- collaborate effectively under pressure
- adapt quickly to changing rules and conditions
- improve verbal and non-verbal communication
- demonstrate leadership and initiative
- better understand group dynamics and teamwork processes

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
1. Introduction & Group division – Explanation of the game, rules, and division into teams.	10 m	Explains rules, creates teams, sets energy level	Listen, form teams, engage in introduction	Open space
2. Game explanation & card introduction – Explanation of missions, constraints, and twist system.	5 min	Explains structure and gives examples	Ask questions, understand rules	Card sets

3. Round 1 – Basic mission execution – Teams perform a simple mission without constraints.	10–15 min	Observes and evaluates baseline performance	Collaborate freely	Mission cards
4. Round 2 – Constraints added – Teams receive mission + 1 constraint card.	10–15 min	Introduces rules and monitors adaptation	Adapt strategy and communicate	Constraint cards
5. Round 3 – Increased complexity – Multiple constraints are added.	15–20 min	Increases difficulty level	Improve coordination and leadership	Cards + materials
6. Round 4 – Twist phase (chaos round) – Unexpected rule changes are introduced during execution.	10–15 min	Introduces twist cards dynamically	React quickly and adapt roles	Twist cards + timer
7. Scoring & feedback – Evaluation of each team's performance.	5–10 min	Assigns points and gives feedback	Listen and compare results	Score sheet
8. Reflection & debriefing – Group discussion about teamwork and adaptation.	10 min	Facilitates discussion with guiding questions	Share experience and insights	Reflection sheet

Activity 58 – Brainstorming

Activity title: <i>"Impossible Stories"</i>	
Abstract	<p>Our work begins with brainstorming. By putting our ideas on paper, we created our own game called "Impossible Stories." It's a creative and narrative card game for teams in which participants must invent an engaging story using random images drawn from the cards.</p> <p>An ancient "Book of Lost Stories" has been shattered, and its pages have been transformed into mysterious cards. Only by creating new stories using the elements on the cards will it be possible to reconstruct the book. Each player receives two illustrated cards representing characters, objects, places, emotions, or events. Teams must collaborate to create an original, entertaining, and detailed story, connecting all the cards coherently.</p> <p>The team that tells the most creative, comical, emotional, and engaging story wins.</p> <p>The teams become "Storytelling Companies" called upon to save the world of imagination.</p> <p>The game serves to: Stimulate creativity, imagination, collaboration, and communication skills through the shared construction of original stories.</p>
Aims / Objectives	<ul style="list-style-type: none"> • Encourage cooperation and teamwork among participants, • Encourage personal expression, improvisation, and problem solving, • Stimulate creativity, • Improve the ability to construct a narrative and communicate, • Develop humour and imagination, • HAVE FUN!
Topics / Skills covered	Communication, emotional, creative, and social skills, Public Speaking, Storytelling, Active listening, Collaboration, group management, Improving personal confidence, Lateral thinking (which welcomes random intrusions and is less logical), Improvisation, Narrative creativity, Memory and association of ideas
Target group	4-12 participants, 6-99 years old
Duration	20-40 minutes

Venue	Everywhere
Requirements	Instruction sheet, Timer, Deck of illustrated cards (Dixit and cards created by us), Score sheet, Storage box for the best stories
User friendly digital tools used	Timer
Suggested resources	Applied Imagination (1953). Alex Osborn Ultimate Brainstorming: A Toolbox for Brainstormers and Facilitators. Arthur Kaptein Creative Acts for Curious People. Sarah Stein Greenberg
Handouts	Deck of illustrated cards (Dixit and cards created by us), Score sheet

CONTENT / DESCRIPTION OF THE ACTIVITY

The Book of Lost Stories

Teams must invent a story using the cards they receive to reconstruct the "Book of Lost Stories".

Components:

- Illustrated cards
- Timer
- Score sheet
- Storage box for better stories

Card types:

- Characters → Pirate, Depressed Robot
- Objects → Exploding Banana, Magic Key
- Locations → Flying Island, Underwater Castle
- Events → Alien Invasion
- Emotions → Fear, Happiness

Preparation

1. Divide the players into two teams
2. Shuffle the cards
3. Each team draws 5 random cards
4. Choose a judge or vote together

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
1. Story creation Each team must invent a story using all the cards drawn. The story must have: <ul style="list-style-type: none">• a beginning• a middle• an ending	5 min	Explains activity.	Each team must invent a story using all the cards drawn.	Illustrated cards Timer Score sheet Storage box for better stories
2. Story The team tells the story to the others. You can use: <ul style="list-style-type: none">• strange voices• gestures• sound effects ---	3 min	Supervises scoring.	The team tells the story to the others.	Illustrated cards Timer Score sheet Storage box for better stories

Scores

Each category is worth 1 to 5 points:

- Creativity
- Comedy
- Use of cards
- Interpretation

Bonuses:

- Surprising ending: +2
- Everyone participates: +2

Penalties

- Unused card: -2
- Time exceeded: -2

The team with the most points at the end of the game wins.

Activity 59 – Storytelling and Narrative Creation

Activity title: <i>Searching for Alex: The Empathy Algorithm</i>	
Abstract	This investigative and role-playing serious game explores social inclusion, empathy, and multimodal communication dynamics among adolescents. Teams collaborate to solve a mystery: the voluntary isolation of a peer, Alex, who feels "different" and misunderstood. By analyzing a chain of broken communication channels—combining digital footprints (QR codes, hidden files on Google Drive) and physical, non-verbal constraints (mimes, whispers, and emotional drawings)—participants experience how information distorts and causes isolation. To unlock Alex's location, teams must overcome these psychological barriers by sharing personal stories in a safe environment. The activity proves that embracing diversity and human connection is the ultimate tool to combat loneliness.
Aims / Objectives	<ul style="list-style-type: none"> • To promote social inclusion and empathy by reflecting on the concept of "feeling different" and isolated. • To analyze the mechanics of misunderstanding and subjective bias in both digital and real-life peer communication. • To experience multimodal communication, developing active listening and feedback verification skills under constraints. • To encourage self-expression and personal storytelling in a structured, safe, and supportive team environment.
Topics / Skills covered	<p>Skills developed: Social inclusion, empathy, active listening, personal storytelling, multimodal communication & adaptability, decoding and interpretation, teamwork.</p> <p>Topics: Diversity and uniqueness, social isolation, mechanics of misunderstanding, communication channels, positive use of technology for community building.</p>
Target group	Generation Z and Alpha (14-19 years old). Minimum 12 participants, maximum 28 (arranged in investigative chains/teams of 4 to 5 players)
Duration	120 minutes (including setup, multimodal investigation, emotional checkpoints, and live digital debrief)
Venue	A dynamic indoor environment within a school or youth center (HQ main room for briefing/debriefing, combined with adjacent corridors, library, or specific safe spaces to separate players)
Requirements	<ul style="list-style-type: none"> • Digital Equipment: Smartphones/tablets with internet and QR scanners (1 per group); projector/whiteboard. • Physical Materials: Sealed envelopes/boxes, blindfolds (optional for sensory constraints), printed clue cards.

	<ul style="list-style-type: none"> • Connection Cards: A custom deck with empathy prompts and emotional abstract words (e.g., Fear, Anger, Invisible, Different). • Stationery: Papers, pens, pencils, markers, and flipchart sheets
User friendly digital tools used	<ol style="list-style-type: none"> 1. Google Drive / Google Docs: To host Alex's digital files, locked audio logs, and hidden text files. 2. QR Code Generator: To scatter physical access points around the school linking to the digital clues. 3. Mentimeter: To create a live word cloud and display the final decoded emotional concepts side-by-side with the original ones, making the verification phase visual and highly engaging
Suggested resources	<ul style="list-style-type: none"> • UNESCO (2021). <i>Empathy in the Classroom: Guidelines for Educators</i>. UNESCO Digital Library. • Christian Cohen: <i>Multimodal Communication and the Perils of Miscommunication</i>. • Digital Civics Toolkit - Community Engagement: https://digitalcivicstoolkit.org
Handouts	<ul style="list-style-type: none"> • The Investigation Dossier & Role Cards: Explains Alex's absence and assigns specific, low-anxiety tasks to protect shy players (e.g., <i>Player 1: The Mimer/Digital Explorer</i>; <i>Player 2: The Whisperer</i>; <i>Player 3: The Artist/Drawer</i>; <i>Player 4: The Final Decoder/Writer</i>). • The Connection Deck: Cards with instructions for the "Empathy Gates" where personal storytelling unlocks the next digital passwords. • Alex's Final Message: A video link or letter revealing his ultimate social experiment

CONTENT / DESCRIPTION OF THE ACTIVITY

The activity is an immersive group dynamic where investigative teams must crack "The Empathy Algorithm" to find Alex. It blends a dynamic scavenger hunt with a structured multimodal communication chain. To decode Alex's digital footprints, players cannot simply talk; they must pass information down a strict chain using entirely different communication channels (Miming / Whispering / Drawing / Writing), experiencing how isolation is built through misinterpretation. The activity transitions from a competitive game into a deep relational experience as players share personal stories to open physical locks, concluding with a powerful video resolution and a live Mentimeter debrief.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1 - Briefing & Setup The trainer introduces the story: Alex has isolated himself because he feels "different". He left a digital-physical puzzle to challenge the school. Teams are formed, and Role Cards (Players 1-4) are distributed to assign specific communication tasks, protecting shy participants.	15 min	Acts as the Lead Investigator. Explains the rules of multimodal communication constraints and digital tools.	Listen to the backstory, absorb the safety rules, and accept their designated role in the team chain.	Projector, printed Investigation Dossiers, Role Cards.
Phase 2 - The Multimodal Scavenger Hunt Teams scatter across the school spaces. Player 1 scans a QR code to find a hidden emotional word on Google Drive (e.g., "Invisible"). Player 1 must mime it to Player 2, who whispers it to Player 3, who draws it for Player 4. Player 4 types the final decoded word into a Google Doc to unlock Alex's next journal fragment.	40 min	Supervises the school spaces, ensures players respect their communication channel constraints, and monitors the Google Docs.	Position themselves so they cannot see/hear other stations; execute their unique communication tasks in sequence	Smartphones, hidden QR codes, papers, pens, blindfolds (optional).
Phase 3 - The Empathy Gates (Self-Telling) To open Alex's final physical box, the gameplay loops halt. Teams must sit together at an "Empathy Gate" and draw a Connection Card. To get the final padlock combination, members must share a brief personal story about a time they felt "different", misunderstood, or left out.	30 min	Acts as the Guardian of the Gates. Ensures a safe, respectful environment and verifies that emotional sharing takes place before giving the combination.	Pause the dynamic hunt, sit in a tight circle, practice active listening, and share small parts of themselves with their peers.	Quiet team corners, Connection Cards, locked boxes/envelopes.
Phase 4 - Finding Alex (The Resolution) The combination opens the physical box, revealing a final QR code. It leads to Alex's final video/letter. Alex reveals he didn't disappear out of malice, but to force them to connect. He states: <i>"Grazie per esservi impegnati a cercarmi e non farmi sentire solo, ho raggiunto il mio obiettivo se anche voi vi sentite meno soli." » "Thank you for putting in the effort</i>	15 min	Recalls all teams to the main room (HQ) and facilitates the collective viewing/reading of Alex's message, letting the emotional peak resonate.	Gather back in the main room, open the final digital link together, read/watch Alex's message, and absorb the impact of his words.	Projector or shared screens, Alex's final video/letter link.

to look for me and for not letting me feel alone. I have reached my goal if you feel a little less lonely too."

Phase 5 - Plenary Debrief & Mentimeter Canvas

The trainer opens a live Mentimeter presentation. Participants anonymously submit the emotional words they started with vs. what they ended with, showcasing the distortion. They answer questions about loneliness, uniqueness, and how technology can be used as an inclusive bridge.

20 min

Guides the final discussion, displays the live Mentimeter word clouds, connects the game's mechanics to real-world empathy and school inclusion.

Use smartphones to input anonymous reflections, view the collective data on the screen, and participate in the open circle discussion.

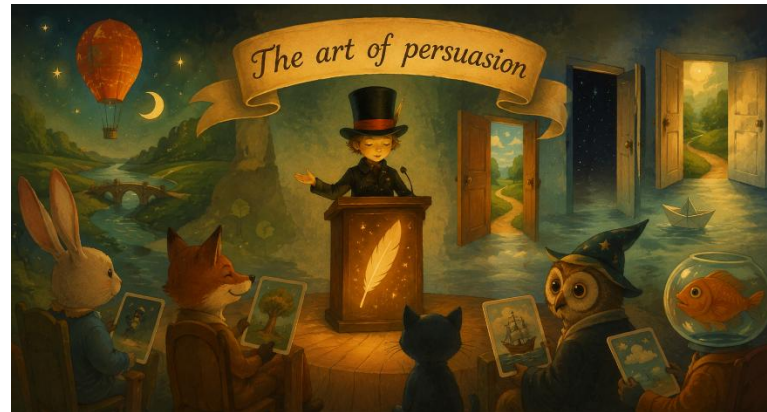
Projector, Mentimeter platform, smartphones.

Activity 60 – Laws of persuasion

Activity title: <i>“The Art of Persuasion”</i>	
Abstract	<p>“The Art of Persuasion” is an educational game inspired by the Dixit style, based on symbolic illustrations, associations and the interpretation of emotions. The game is a quiz game available in the dedicated Dixit app. Players learn about the various facets of persuasion and eloquence. The game mechanics are based on associations and take the form of a quiz. The game features, amongst other things, the six principles of persuasion described by Robert Cialdini, such as authority, reciprocity and social proof. The game develops creativity, communication and critical thinking, demonstrating how words, emotions and images influence human decisions.</p>
Aims / Objectives	<ul style="list-style-type: none"> • Learning the six principles of persuasion described by Robert Cialdini, • Developing critical thinking and conscious decision-making.
Topics / Skills covered	<ul style="list-style-type: none"> • Developing the ability to recognise techniques of persuasion and manipulation, • Practising creativity, communication and the interpretation of emotions through narrative cards inspired by Dixit.
Target group	A group of students 20+
Duration	20 to 30 minutes
Venue	No special requirements
Requirements	You'll need the ‘Dixit Word’ app, mobile phone, the internet
User friendly digital tools used	Mobile phone, tablet, internet access
Suggested resources	Give an introduction to the laws of persuasion
Handouts	<p>Link: https://play.google.com/store/apps/details?id=com.libelluddigital.dixit&hl=pl</p> <p>Nick: JanePL</p> <p>Quiz: Level 1, The art of persuasion; Level 2, The art of persuasion</p>

CONTENT / DESCRIPTION OF THE ACTIVITY

"The Art of Persuasion"



General game details:

Type: Dixit Universum-style game

Requirements: Internet connection and the app "Dixit word"

Number of players: Unlimited

Playing time: 10 to 20 minutes

Theme: The law of Persuasion

The game encourages participants to understand that a single image can be interpreted in many different ways, depending on their emotions, experiences and point of view.

An important element of this task is the quiz format. In each round, participants are shown one question and four symbolic cards/images. Only one card depicts the correct principle of persuasion or psychological concept related to the question. Participants select the answer they believe to be correct using the app.

Once an answer is selected, the app immediately displays a detailed explanation of the symbolism, the principle of persuasion and the psychological significance of the correct card. This system ensures that participants are not left confused or uncertain. Rather than merely

indicating whether an answer is correct or not, the exercise teaches, explains and encourages reflection. Participants learn why a given image represents concepts such as authority, reciprocity, social proof, scarcity, emotional framing or conformity.

The quiz consists of two stages: Level 1, The Art of Persuasion, and Level 2, The Art of Persuasion. To pass to the second level, players must achieve at least 65% correct answers in Level 1. The participant with the highest final score wins the game. In the event of a draw, no winner is declared.

This educational explanatory element transforms the game from a simple quiz into an interactive learning experience focused on psychology, emotional intelligence and critical thinking.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Literature review	20 min	Submission of materials	An overview of knowledge on persuasion	the internet, laptop, paper
Preparation	5 min	Information on how to download apps	Downloading the application, creating an account	mobile phone, the internet
Activity and summary	15 min	Explanation of where to find the quiz and what the rules are	Finding level 1, completing level 1, if you pass level 1, move on to level 2	mobile phone, the internet
Evaluation	5 min	Evaluation of activity, selection of the winner	Listen to the assessment	-

Activity 61 – Networking (Building Business Relationships)

Activity title: “*NETWORKING – Building Business Relationships*”

Abstract	<p>This high-energy, structured exercise facilitates rapid professional introductions, moving participants through a series of brief, one-on-one interactions that force them to distill their professional identity and goals into a concise message. Designed to solve "networking paralysis"—the common awkwardness of entering a room full of strangers—it prevents "clique-forming" and ensures everyone, regardless of extroversion level, makes meaningful connections. The session sharpens the "elevator pitch," improves social confidence, and acts as a high-speed filter. Instead of spending 20 minutes on one unproductive conversation, participants identify 10 potential leads or partners in the same timeframe to follow up with later. Practical applications include corporate mixers (breaking down departmental silos), industry conferences (finding vendors/collaborators), and university-to-career events (connecting students with alumni or recruiters).</p>
Aims / Objectives	<p>The main aim of this activity is to provide a structured, high-energy environment that removes the "fear of the unknown" and forces meaningful professional connections in a short amount of time. Specific objectives include:</p> <ul style="list-style-type: none"> • Skill Development: Master the "Elevator Pitch" by distilling professional value into a clear 60-second message, improve active listening to identify needs/pain points, and build social confidence for introverts and younger professionals. • Networking Efficiency: Maximize lead generation (10–15 new contacts in 60 min.), break down organizational silos, and filter opportunities efficiently. • Intergenerational Synergy: Enable knowledge transfer between Digital Natives and Industry Veterans, and combat age-related bias by focusing on mutual value. • Measurable Outcomes: Ensure participants schedule at least two follow-up meetings/coffee dates and achieve a 100% digital tool adoption rate during the session.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Master Communication & Presentation Skills: Concise Messaging (60-second pitch), Active Listening, and Non-Verbal Communication (eye contact, body language, confident handshakes/digital equivalents). • Practice Strategic Networking Skills: Identifying Mutual Value ("How can I help you?" / "This is what I am looking for"), Digital Literacy (digital business cards, LinkedIn QR codes), and Information Synthesis. • Build Interpersonal & Social Skills: Social Agility, Empathy and Adaptability (adjusting tone across intergenerational/professional backgrounds), and Time Management. • Develop Follow-up Strategy: Note-Taking & Memory Anchors to personalize post-event follow-up emails.

Target group	Corporate teams & departments, entrepreneurs & small business owners, job seekers & recruiters, conference attendees, and early-career professionals; ideal group size: 20–60 participants.
Duration	90 min.
Venue	Open layout space (large conference room, hotel ballroom, or spacious foyer) with good acoustics; room setup using Long Tables, Concentric Circles, or High-Top Stations; separate Buffer Zone for follow-up discussions.
Requirements	Audio signaling (loud bell, whistle, or gong), visual digital countdown timer projected on screen, clear physical station numbering signs (1, 2, 3...), stable Wi-Fi with displayed QR codes, charged smartphones/business cards, and notebooks/pens.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for live interaction, real-time engagement, icebreaker word clouds, live polls, and instant feedback without requiring app downloads.
Suggested resources	<ul style="list-style-type: none"> • Ferrazzi, K. (2005). <i>Never Eat Alone: And Other Secrets to Success, One Relationship at a Time</i>. Currency Doubleday. • Misner, I. R. (2012). <i>Business Networking and Sex: Not What You Think</i>. Entrepreneur Press. • Mentimeter Networking Templates: https://www.mentimeter.com/
Handouts	Handout 1. Elevator Pitch Canvas & Networking Contact Log.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Welcome & Mentimeter Digital Icebreaker The trainer welcomes participants, explains the rules of speed networking, and launches a live Mentimeter poll asking: "What is your main goal for today's session?" (Options: Find new clients, seek mentorship, explore career options, build industry connections). Live word cloud results are projected on screen. The trainer briefs participants on the "Networking Mindset"—focusing	15 min.	Welcomes the group, moderates the Mentimeter icebreaker, sets expectations, and explains the speed-networking	Connect via smartphones for the Mentimeter poll, submit networking goals, review digital contact tools, and	Digital projector, screen, smartphones, Internet access, Mentimeter link.

on active listening and mutual value ("ask/offer") rather than hard selling—and ensures everyone has access to digital business cards or LinkedIn QR codes.		rotation rules and timing signals.	listen to rotation instructions.	
Phase 2: Pitch Preparation & Memory Anchor Workshop The trainer guides participants through a rapid 10-minute briefing on refining their 60-second Elevator Pitch using Handout 1. The trainer explains the 3-part pitch structure: 1) Who you are and what you do, 2) The primary value/expertise you bring, and 3) One specific "ask" or "offer" for the session. Participants complete their pitch template on Handout 1 and conduct a 3-minute warm-up practice with a neighbor to test their delivery.	15 min.	Delivers a concise briefing on the Elevator Pitch formula, explains Handout 1 exercises, and keeps time during warm-up practice.	Complete the Elevator Pitch template on Handout 1, define one specific "ask" and "offer", and rehearse delivery with a partner.	Printed copies of Handout 1 for each participant, notebooks, pens.
Phase 3: The Strategic Speed Networking Rotation Participants are organized into two facing rows or concentric circles to form pairs for timed, 3-minute "mini-meetings." During each interval, partners exchange names, professional roles, and one specific "ask" or "offer" to establish immediate value. When the trainer sounds the buzzer/bell, the visible countdown timer resets, and one row shifts one seat to the right, instantly pairing every participant with a new contact. This rhythmic rotation continues for 10–12 rounds (40 minutes) until participants have circled the room.	40 min.	Operates the loud audio signal (bell/buzzer), manages the visible countdown timer, directs row transitions, and maintains session energy and flow.	Participate in 3-minute structured paired meetings, exchange contact info/QR codes, record quick memory anchors on Handout 1, and shift seats at the signal.	Station numbering signage, loud bell/buzzer, visible digital countdown timer, Handout 1 contact logs.
Phase 4: Digital Debriefing & Follow-Up Commitments The trainer brings the group together to analyze the networking outcomes. Using Mentimeter, participants anonymously answer two prompts: "How many promising new leads/contacts did you make today?" and "What was the most valuable insight or 'offer' you received?". Results are displayed on screen. The trainer emphasizes the critical 48-hour follow-up rule, guiding participants	10 min.	Facilitates plenary debriefing, projects Mentimeter statistics on screen, highlights the 48-hour follow-up rule, and connects	Submit feedback via Mentimeter, review contact notes, identify top leads for follow-up, and commit to scheduling follow-up	Projector, screen, smartphones.

to review their memory anchors and schedule at least two follow-up meetings or coffee dates.		session lessons to career growth.	dates within 48 hours.	
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, displays a QR code for a quick 3-question digital evaluation poll, thanks participants for their active energy, and invites them to transition to the Buffer Zone for informal follow-up conversations.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and directs them to the informal Buffer Zone for open networking.	Complete the quick digital feedback form, share final remarks, and transition to the Buffer Zone for continued informal discussions.	Digital evaluation link / QR code or paper forms.

Handout 1. Elevator Pitch Canvas & Networking Contact Log

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 60-Second Elevator Pitch Canvas

- **The Hook (15 sec):** "Hello, I am [Your Name], working as [Your Role / Profession] at [Your Organization / Industry]..."
- **The Core Value (20 sec):** "My key expertise lies in [Your Main Strength / Skill / Solution], where I help [Target Group / Clients] to [Key Outcome / Benefit]..."
- **The "Ask" or "Offer" (25 sec):**
 - *My Specific Offer Today:* "I can offer insights, advice, or connections in [Topic / Skill / Industry]..."
 - *My Specific Ask Today:* "I am currently looking for [Partners / Clients / Mentors / Leads] regarding [Specific Need / Project]..."

Part 2: Speed Networking Contact & Memory Anchor Log

- **Station 1 Name & Contact:** _____
 - | **Key Ask/Offer:** _____
 - | **Memory Anchor:** _____
- **Station 2 Name & Contact:** _____
 - | **Key Ask/Offer:** _____
 - | **Memory Anchor:** _____
- **Station 3 Name & Contact:** _____
 - | **Key Ask/Offer:** _____
 - | **Memory Anchor:** _____
- **Station 4 Name & Contact:** _____
 - | **Key Ask/Offer:** _____
 - | **Memory Anchor:** _____



• Station 5 Name & Contact: _____

| Key Ask/Offer: _____

| Memory Anchor: _____

• Station 6 Name & Contact: _____

| Key Ask/Offer: _____

| Memory Anchor: _____

Part 3: The 48-Hour Follow-Up Protocol

- **Rule 1:** Send a personalized email or LinkedIn connection message within 48 hours referencing your specific "Memory Anchor".
- **Rule 2:** Propose a concrete 15-minute virtual coffee date or follow-up call with high-potential leads identified during the session.

Activity 62 – Business Simulation Game

Activity title: <i>"Sell Me This"</i>	
Abstract	The educational party game "Sell Me This" is an interactive exercise that develops creativity, pitching, and improvisation skills. Participants take on the roles of startup founders who must create and pitch an innovative business idea to an investor, based on a random combination of keywords (location, business, client, absurd twist). The game teaches quick thinking, crafting persuasive arguments, and defending ideas against tough questions from investors in a humorous and engaging environment.
Aims / Objectives	<ul style="list-style-type: none"> • Develop public speaking and improvisation skills. • Learn how to structure a short business presentation (elevator pitch). • Strengthen creative thinking and problem-solving under time pressure. • Practice argumentation and assertively defending ideas subjected to criticism.
Topics / Skills covered	Pitching (business presentation), storytelling, improvisation, creativity, handling tough questions, basic business models, interpersonal communication.
Target group	Youth (16+), university students, adults, employees (for integration/team-building). The optimal group size is 3 to 6 people (for larger groups, divide them into smaller sub-groups with separate card decks).
Duration	45 – 60 minut.
Venue	Any place with a table
Requirements	A physical deck of "Sell Me This" cards (or a printed substitute), paper and pens for each participant, a timer, tokens or fake banknotes representing investments (\$10M per round).
User friendly digital tools used	<p>Digital Timer / Stopwatch (e.g., Google Timer, a built-in app, or a visual timer on a projector): To strictly measure preparation and pitch time.</p> <p>Optional: Online random word generator (e.g., Wheel of Names) to draw categories for the startups if physical cards are missing.</p>

Suggested resources	Short video clips from shows like "Shark Tank" or "Dragon's Den" (as inspiration before the game), articles on creating an effective Elevator Pitch.
Handouts	<ul style="list-style-type: none"> • Game Rules: A brief manual describing the round structure and rules for using special power cards. • Card Deck: Printed and cut-out sets of cards (Locations, Business Categories, Clients, Twists, Investor Questions, Special Cards). • Pitch Template: A short document reminding participants of the mandatory presentation elements: 1) Name, 2) Problem, 3) Solution, 4) Client, 5) Revenue Model, 6) Why it will succeed. • Budget: Printed "banknotes" or investment tokens with a total value of \$10M for the Investor per round.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
1. Introduction and Role Assignment	5-10 min.	The trainer explains the game rules, roles (Founder vs. Investor), and the structure of an effective pitch. The trainer helps choose the first Investor and deals the special cards	Participants actively listen, draw initial roles, and collect 2 hidden special cards per person.	Brief game manual, card decks, investment banknotes/tokens.
2. Drawing and Brainstorming	5 min.	The trainer starts the timer for preparation (2-3 minutes) and observes participants, ensuring everyone incorporates their 4 drawn keywords.	Participants draw 4 cards (Location, Business, Client, Twist) and work individually to create an absurd yet convincing startup idea	Card decks, paper, pens, online timer/stopwatch
3. Presentations / Pitching	15-20 min.	The trainer keeps track of speaking time (60-90 seconds per person) and ensures pitches include all required elements (Problem, Solution, Business Model).	Founders take turns pitching their ideas with enthusiasm. The Investor listens and takes notes.	Timer/stopwatch.

4. Hater Questions & Investor Q&A	10 min.	The trainer moderates the discussion, ensuring each founder is asked only one question from the "haters" (other players) and one official question from the Investor's deck.	Founders assertively and humorously defend their ideas. Others try to point out flaws. Players can use special cards here	Investor Question decks, Special Cards.
5. Funding and Role Change	5 min.	The trainer facilitates the process of distributing the \$10M, oversees the summary of results, and manages the transfer of the Investor role to the next person.	The Investor evaluates ideas (humour, defense, creativity) and distributes the budget (all to one or split). Others record their profits.	Investment banknotes/tokens, score sheets.
6. Debriefing / Reflection Time	10 min.	The trainer leads the discussion: What was the most difficult part? Which defense tactics worked best? What can be applied from the game to real professional life?	Participants share reflections, analyze the strengths and weaknesses of their own and others' presentations	Whiteboard (optional) to write down key takeaways.

Activity 63 – Critical Thinking

Activity title: “ <i>THINK TWICE</i> ”	
Abstract	The game is about critical thinking and how to not be brainwashed. We assume that there is some lack of this skill in Alpha generation and Gen -Z
Aims / Objectives	<ul style="list-style-type: none">• Improving critical thinking,• Increase awareness about this powerful skill in this target of people.
Topics / Skills covered	<ul style="list-style-type: none">• Critical thinking,• Meaningful problems about our daily life.
Target group	For Alpha and Gen- Z. Min players: 4. Max players 16
Duration	50’-100’ min
Venue	Indoor
Requirements	Pencil/pens, papers, clepsydras, 2 baskets, tables, chairs
User friendly digital tools used	No digital tools! We want participants not to use smartphones, etc
Suggested resources	https://en.wikipedia.org/wiki/Critical_thinking
Handouts	Handout 1. Voting dashboard: https://docs.google.com/spreadsheets/d/11imj4fE8byeIUNcxrnLOW6KBc_YFrdFvmVBfT7m5WJw/edit?gid=0#gid=0

CONTENT / DESCRIPTION OF THE ACTIVITY

THINK TWICE! (GAME ABOUT CRITICAL THINKING)

SCENARIO:

TARGET: GEN-Z, ALPHA

PLAYERS: FROM 4 TO 16 PEOPLE

TIME: 50'-100'

LEARNING GOALS: DEVELOP CRITICAL THINKING, INCREASE AWARENESS ABOUT SOME CONTROVERSIAL TOPICS

THEORY USED: POWERFUL QUESTIONS (WHY, HOW...)

Activity (game): there will be a basket (that the facilitator had prepared in advance) containing some pieces of paper with the topics (each topic is repeated twice). On each paper there will also be written some words linked to the powerful questions.

Participants have some minutes to pick 1 paper and then they have to find the other person that has the same topic (if necessary, the facilitator can also play) then they start to discuss this topic, and they have to argue opposite thesis: every 2' (they will have clepsydras) each person has to stop speaking and give space to the 2nd person of the couple and so on until the time finishes.

Then they will have to write their ideas on the papers, filling the gaps near to the powerful questions.

On the next phase the facilitator will pick from another basket the same topics and the pair/couple who has that topic "goes on stage" and they start to present their divergent ideas to the others participants (audience), trying to convince them that they are right and have goods reasons to say something in order to get points.

They can use their leadership skills, trying to do brainwashing to the audience (that has to use critical thinking to recognise wrong ideas) .

Each person of the audience gives points to one of the two people of the couple using a voting dashboard (which has various categories).

AT THE END, THE PERSON THAT RECEIVES THE HIGHEST POINTS WINS!

THEN THERE WILL BE A MOMENT FOR REFLECTION IN WHICH PARTICIPANTS HAVE SPACE TO SHARE THEIR FEEDBACKS AND THOUGHTS

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Preparation and explanation	7 min	Prepare the space and give rules	Listen carefully	Papers, baskets, pencils, tables, clepsydras, chairs
Get a random paper with a topic from the 1st basket	2 min	/	/	Papers, basket
Find your pair (pair = 2 people with the same topic)	2 min	/	/	/
Discuss about the topic, using "powerful questions"	8 min	/	Argument their opposite thesis	clepsydra
Write to fill the gaps	3 min	/	Sum up their ideas (so the group will always have them)	Tables, chairs, clepsydra, Paper and pencils
Facilitator picks from another basket the topic	2 min	Hold the basket and pick from it	Be ready to start	Papers, basket
Presentation + voting for each couple	8 min	/	Argument their opposite thesis, trying to be convincing	/
Reflection	10 min	Moderates and gives space to everybody and can also add his thoughts	Can provide meaningful reflections	chairs

Handout 1. Voting dashboard

Topic:	ecology		Topic:	drugs		Topic:	social media		Topic:	AI	
	points (1-10)			points (1-10)			points (1-10)			points (1-10)	
	1st person	2nd person		1st person	2nd person		1st person	2nd person		1st person	2nd person
clear speech			clear speech			clear speech			clear speech		
creativity			creativity			creativity			creativity		
self- confidence			self- confidence			self- confidence			self- confidence		
acting skills			acting skills			acting skills			acting skills		
improvisation			improvisation			improvisation			improvisation		
adherence to the topic			adherence to the topic			adherence to the topic			adherence to the topic		
TOTAL	0	0	TOTAL	0	0	TOTAL	0	0	TOTAL	0	0

Topic:	migrants		Topic:	LGBT		Topic:	education		Topic:	alcohol	
	points (1-10)			points (1-10)			points (1-10)			points (1-10)	
	1st person	2nd person		1st person	2nd person		1st person	2nd person		1st person	2nd person
clear speech			clear speech			clear speech			clear speech		
creativity			creativity			creativity			creativity		
self- confidence			self- confidence			self- confidence			self- confidence		
acting skills			acting skills			acting skills			acting skills		
improvisation			improvisation			improvisation			improvisation		
adherence to the topic			adherence to the topic			adherence to the topic			adherence to the topic		
TOTAL	0	0	TOTAL	0	0	TOTAL	0	0	TOTAL	0	0

Activity 64 – Delegating & Communicating

Activity title: “THE MINFIELD MAZE”

Abstract	Create a minefield maze of objects that participants have to navigate through. Participants are divided into pairs where one is blindfolded and the other one acts as their guide. The guide has to give verbal instructions to their partner on navigating throughout the minefield without touching any object.
Aims / Objectives	Encourage participant to communicate and work together
Topics / Skills covered	Enhance trust in each other and delegating tasks
Target group	Group of people up to 50 pax from 8 to 90 years old
Duration	From 30 min. to 2 hours
Venue	Indoor activity with track already prepared obviously. It can be a big room or a gym room
Requirements	Basic tools and objects adaptable to indoor situation
User friendly digital tools used	Clock for the time limits for ex.
Suggested resources	If You Want It Done Right, You Don't Have to Do It Yourself! Donna M. Genett Who Not How. Dan Sullivan, Dr. Benjamin Hardy
Handouts	Minefield maze of various objects

CONTENT / DESCRIPTION OF THE ACTIVITY

During the debriefing part the trainer explain the game in general focusing in particular on the rules. The rules are simple and they need to be respected in order for anyone to cheat or to get advantages during the game itself.

The room should be already properly prepared and the maze should be there with different object used as obstacles and signals and tools used as mines. The whole track is disseminated of obstacles and mines where the participants have to navigate through. The participants are divided in pairs, where one is blindfolded and the other act as their guide.

The guide has to give verbal instructions to the other partner on navigating throughout the minefield maze without touching any object and avoiding mines. The participant can switch role after every successful turn and they can also change partner.

There is a time limit and the number of obstacles can be increased.

The aim of the game is basically to encourage participants to communicate and to work together, even under stress conditions (time limit..) to navigate through the minefield. They have to delegate their safety by trusting their partner completely since they cannot see. By doing this they go out of their comfort zone and enhance their trust in themselves and in the others.

It is possible to play with kids, teenagers or adult with small or bigger groups up to a couple of hours.

It can be useful the debriefing and the evaluation part in order to make the participants express themselves, what they like it or not, how they felt in such a conditions and also how to improve the game in the future occasions for the trainer.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Briefing	5 min.	Explain clearly the rules and the activity in general	Listen to the trainer carefully	Maze
Play on	30 – 120 min.	Checking time and properly blinded pax	Going through the game by exchanging their role every turn	Maze
Debriefing	15 min.	Make the right questions and listen attentively to the answer to improve the game itself	Feel free to express themselves and give suggestions to improve the game	n/a

Activity 65 – Delegating Tasks

Activity title: <i>"Delegation sprint"</i>	
Abstract	That is a simple team-based training game designed to improve delegation, communication, and leadership skills. The game can be completed in 20-180 minutes and is suitable for workshops.
Aims / Objectives	Practice giving clear tasks and trusting others to complete them. Finish all tasks without overloading anyone. Adopt to random 'chaos' events.
Topics / Skills covered	Delegation, teamwork, communication, decision-making, problem solving, adaptability. Players can accept, trade tasks, reject with "no bro", convince others to play.
Target group	Gen Z and alpha youth
Duration	20-180 minutes
Venue	Room
Requirements	Table, chairs and cards with task
User friendly digital tools used	Chatgpt
Suggested resources	Internet and books
Handouts	<p>Cards with task as: reply to emails, prepare slides, plan a team building, plan a business trip.</p> <p>Random drama cards as: no internet +20 min, someone left you on read lose -10 min, coffee boost +20min, boss is here lose -20 min.</p>

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Setup	10-20 min.	Assigning roles, explaining rules, introduce time limit and goal	Listen, ask for clarification	The trainer is not a player- they control the flow and chaos
Task drop	5 min.	Presents 6-10 tasks	Read and immediately assess difficulty. Each task is min 20 to 160 min	
Starts timer	2 min.	Does not interfere unless needed	focus on speed over perfection	Team negotiates, accepts, or rejects
Chaos card	2 min.	Introduces 1-3 random chaos events, can use humour, pressure or urgency	React fastly, re-negotiate or adapt tasks. Stay flexible under pressure in	Time adjustment for the task.
Execution simulation	20-160 min.	Observes group behaviour, track for overload and balance	Work on tasks through communication, redistribute the workload through negotiation.	Extra small disruption can be added.
Wrap-up and scoring	25 min.	Calculate and discusses results. Highlight key milestones	See results of delegation choices	n/a
Debrief	20 min.	Ask reflection questions,	Share experience	n/a

Activity 66 – Motivating Your Team

Activity title: “Aero-Build”

Abstract	The “Aero-Build” challenge activity is a high-energy gamified simulation designed to explore the psychological drivers of team motivation under shifting conditions. It addresses the common problem of "project fatigue" by breaking down complex goals into a series of fast-paced, manageable tasks that trigger frequent "dopamine hits" through small wins. In practice, this model is used by project managers and team leaders to teach groups how to maintain momentum, adapt to market-like "shocks," and transition from individual competition to collective achievement. By the end, participants don't just build paper models; they gain a practical understanding of how ownership and visible progress fuel long-term commitment.
Aims / Objectives	The primary objective is to demonstrate how breaking a complex project into a series of "small wins" creates a dopamine-driven feedback loop that sustains team energy and prevents burnout. Every small win adds up to the team's motivation to come up with better results.
Topics / Skills covered	Connecting team members, better communication and problem solving, getting new ideas
Target group	8 - 30 people. All ages, specifically targeted Gen-Z and Gen-Alpha.
Duration	60 - 70 minutes
Venue	Inside. Big space for planes to fly.
Requirements	A4 paper, stickers/paper tape to measure distance, whiteboard for scores.
User friendly digital tools used	Timer
Suggested resources	-

Handouts	The activity aims to trigger consistent "dopamine hits" by breaking a complex challenge into three manageable sprints to prevent team burnout. It focuses on teaching participants how to maintain high-level motivation and adaptability when faced with shifting goals and external pressure.
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Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Energizer. Provide energizer before the start of the activity.	5-10 min	Choose to do the energizer by themselves or by the participants.	-	-
Briefing. Participants are divided into teams (4-5 people). The trainer explains the "Global Contract" narrative: teams are engineering firms competing for points. Rules regarding resource limits and the point system are established.	10 min	Divide participants into groups of 4-5 people per group. Defines the vision, enforces strict deadlines, and assigns people to random teams to break social silos.	Must quickly assign roles (Project Manager, Designer, Builder) and choose a company name(group name) to build identity.	Whiteboard (for points)
Sprint 1: Aero-Distance. Teams must build the most aerodynamic paper plane. The goal is to maximize flight distance. The teams can make a test flight at any time in these 15 minutes. For every try a sticker (can be paper tape too) measures the distance. At the end the group with the farthest distance gets the most points.	10 min	Looking after the flights. Puts stickers for the distance of the flights of every group. Keep track of the time. At the end, the group with the farthest flight receives 10 points, the second - 9, and etc. Players throw their planes from a certain line.	Prototyping and testing. They must stay motivated despite failed test flights to achieve the "Longest Flight" bonus.	A4 paper, tape/stickers to measure distance

Sprint 2: Vertical Stability. Using only paper, teams must build the tallest free-standing tower. It must stand for 10 seconds without support.	7-10 min	Looking after players not to use anything besides paper to keep the competition fair. Keep track of the time. If participants manage to do the tower, they receive +5 points, otherwise - 0.	Building under stress. Must manage the desire to go higher with the risk of total collapse.	A4 paper, ruler
Sprint 3: The Integration. The "Master Mission." Teams must combine their models. They need to try to knock down the top 1 piece of paper of their towers.	Up to 15 min	Final evaluator. Check if everything goes fair. If the player knocks down the top piece/brick of the tower, they receive 15 points. If they can't do it, they receive 0 points. If they hit the second, third or other part of the tower, they get -5 points for every brick/piece. Minimum distance for throwing the plane is 3 metres.	Try to hit the top piece of their tower.	Existing models from previous rounds.
Debriefing. Discussion about the results from the games. Talk about their feelings, about their team work.	10 min	Provoke discussion between the participants. Ask about why they think the structure of the game was exactly like this, ask about how were their feelings and motivation throughout the game. In the end, if no one said it, explain that the three games were going from the easier to the hardest one and they were getting small doses of dopamine after every game which stimulates their motivation in the game.	Think about the game. Discuss what has been done and how they feel about it.	None.

Activity 67 – Patience and Delayed Gratification

Activity title: <i>“Waiting Challenge”</i>	
Abstract	The Waiting Challenge is an interactive team-based activity designed to help participants develop patience, self-control, teamwork, and decision-making skills. Participants work in small groups and face a series of choices between immediate rewards and delayed rewards with higher value. Through discussion and collective decision-making, they learn to evaluate short-term benefits versus long-term gains. The activity encourages reflection on how patience and cooperation can influence outcomes in everyday life. At the end of the game, participants discuss their experiences and the importance of making thoughtful decisions.
Aims / Objectives	<ul style="list-style-type: none">• Develop patience and delayed gratification skills.• Improve self-control and emotional regulation.• Strengthen teamwork and group decision-making abilities.• Encourage critical thinking when evaluating different options.• Promote reflection on the benefits and challenges of waiting for greater rewards.
Topics / Skills covered	<ul style="list-style-type: none">• Patience• Self-control• Teamwork• Communication• Decision-making• Problem-solving• Critical thinking• Reflection and self-awareness
Target group	Young people, adults, or intergenerational groups aged 12 years and above. Minimum participants: 10 Maximum participants: 20
Duration	20–25 minutes

Venue	Place or space needed to conduct the activity
Requirements	<ul style="list-style-type: none"> • Numbered envelopes • Challenge cards • Paper sheets • Pens or pencils • Score sheet • Timer or stopwatch • Small prizes or certificates (optional)
User friendly digital tools used	Online timer
Suggested resources	<ul style="list-style-type: none"> • Materials related to delayed gratification and teamwork activities. • Educational resources on decision-making and self-control.
Handouts	<p>It only takes imagination and patience to create:</p> <ul style="list-style-type: none"> • 10-15 challenge cards; • a score card; • a "Masters of Patience" certificate; • 4 final reflection questions, such as: <ul style="list-style-type: none"> ○ Was it difficult to wait for a bigger reward? ○ How did your team make decisions? ○ Did everyone agree on the same strategy? ○ How can patience help in real-life situations? <p>One thing that would greatly improve the game is to include some "trap" envelopes.</p>

CONTENT / DESCRIPTION OF THE ACTIVITY

Participants are divided into two teams of five players each. Every team receives a set of numbered envelopes that must be opened in the correct order. Each envelope contains either a challenge to complete immediately or a decision involving a delayed reward.

When a team opens an envelope, members must discuss the options and make a collective decision. Some challenges can be completed immediately to earn a small number of points, while other cards offer the possibility of waiting for a certain amount of time in exchange for a higher reward.

Examples of challenges include building a paper tower, solving a riddle, completing a quick teamwork task, or remaining silent for a specific period. During waiting periods, participants are not allowed to use mobile phones or discuss game strategies. This rule encourages self-control and patience.

The trainer keeps track of the time and records the points earned by each team. Teams must carefully balance immediate rewards and delayed rewards to maximize their final score.

At the end of the activity, all points are counted, and the team with the highest score wins the challenge. The activity concludes with a short reflection session where participants discuss their choices, the difficulties they encountered while waiting, and the importance of patience and long-term thinking in everyday life.

Game Rules

1. Participants are divided into two teams of five players.
2. Each team receives a set of numbered envelopes.
3. Envelopes must be opened in numerical order.
4. Teams must make decisions collectively before acting.
5. Some envelopes contain immediate challenges worth a small number of points.
6. Some envelopes offer delayed rewards worth a higher number of points.
7. During waiting periods, participants cannot use phones or discuss strategies.
8. The trainer records all points earned by the team.
9. The team with the highest total score at the end of the game wins.
10. All participants take part in the final reflection discussion.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Create the material needed for the game	15-20 min.	Commit to creating everything needed for the game (with a lot of inventiveness)	They do not have a role because this step should be done first	Paper, pens, pencils, glue, scissors and whatever you want to use to create the material
Choose the teams	1-2 min.	Divide the players into teams	Divide into teams	/
Start of the game	20-25 min.	Act as a judge and monitor the success of the game	Play the game and have fun	The previously created material + a timer
End of the game	5 min.	Declare the winning team and lead the discussion of the game and the wait	Discuss the game and give your opinions	/

Activity 68 – Multitasking

Activity title: “Multitasking”	
Abstract	The game is based on improving multitasking and memory skills. In a simple way, the game is based on passing the ball while saying words related to a randomly selected topic.
Aims / Objectives	Practice doing multiple actions together, improving physical and mental coordination, and in educational settings, helping children with their studies in a fun way.
Topics / Skills covered	Reactivity, mental flexibility and learning to do 2 things together, Multitasking
Target group	The game is designed for all ages and has a minimum of 2 players but not a maximum.
Duration	15-20 min.
Venue	The space needed to create a circle of people (depends on how many players there are)
Requirements	Sheets of paper to write down the topics on and something to pass around (preferably a ball or any object that weighs less than 1kg)
User friendly digital tools used	https://codebeautify.org/random-topic-generator
Suggested resources	-
Handouts	Just imagination for the topics

CONTENT / DESCRIPTION OF THE ACTIVITY

Step 1: Choose the topics

Step 2: Get something to throw

Step 3: Make a circle

Step 4: Play

Step 5: Have fun with your imagination

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Topic creation	2 min.	Choose and write the topics on slips of paper	Wait for	Pieces of paper
Start of the game	15+-min.	Either play or judge (the judge can play)	Stand in a circle and play the game	A ball or something not too heavy to throw
End of the game	1 min.	Announce the winner	The last one left in the circle will be the winner	

Activity 69 – Mutual Understanding

Activity title: <i>"Beyond Misunderstanding"</i>	
Abstract	This game is about multimodal communication and empathy; is a structured, team-based adaptation of the classic "telephone game" designed to explore communication dynamics. The activity is specifically created to address the psychological and physical barriers that cause misunderstandings, highlighting the challenges of active listening and the distortion of information as it transitions across different communication channels
Aims / Objectives	The goals are: exploring mutual understanding and active listening; analysing the mechanics of misunderstanding; experiencing multimodal distortion; improving workplace collaboration; reflecting on subjective bias; promoting feedback verification
Topics / Skills covered	Active listening; mutual understanding & empathy; multimodal communication & adaptability; decoding and interpretation; mechanics of misunderstanding; communication channels; subjective decoding; communication feedback loops
Target group	Alpha gen. and Gen-z; From 8 to 8*n players
Duration	From 30' to 60'
Venue	Everywhere
Requirements	Chairs, papers, pens, pencils, blindfolds (optional)
User friendly digital tools used	The facilitator could also use Mentimeter to create a live word cloud. Player 4 from each team can submit their final written word digitally, and the facilitator can display them side-by-side with the original words on a main screen. This makes the "Verification" and "Debrief" phases highly visual, engaging, and easy to follow for all generations
Suggested resources	Multimodal Communication and the Perils of Miscommunication: https://www.christian-cohen.de/multimodal-communication-and-the-perils-of-miscommunication/#:~:text=Multimodal%20communication%2C%20while%20broadening%20the%20spectrum%20of%20expression%2C,these%20can%20be%20easily%20misinterpreted.%20Navigating%20Miscommunication%20Challenges

Handouts

<https://www.mentimeter.com/>

Cards examples:



CONTENT / DESCRIPTION OF THE ACTIVITY

“Beyond Misunderstanding” is a structured group dynamic where teams of four players attempt to pass a secret keyword (related to emotions, abstract concepts, or complex actions) down a chain using entirely different communication channels. Each team arranges its four players in a single file or at separate stations.

Each participant has a unique task and a specific mode of expression. The process begins with Player 1 miming a secret concept to Player 2, who must then interpret the gestures and whisper a single word to Player 3. Player 3 translates that whispered word into a silent drawing, leaving Player 4 with the final task of decoding the artwork and writing down the definitive text. The activity concludes with a comparison of the starting and ending words, followed by a guided debrief to analyze exactly where and why the communication broke down

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Preparation of the cards	4 min.	Writes the words	-	Papers, pens
Briefing	4 min.	Explains the rules	Listen	Chairs
Preparation and Game Setup	5 min.	Shows a card with a secret word (related to emotions, abstract concepts or complex actions) exclusively to Player 1.	Teams of 4 players position themselves so they cannot see or hear each other.	Chairs, papers, pens, pencils, blindfolds (optional)
Gameplay Loop	10 min.	Gives the go-ahead, supervisor	Player 1 pass the message to player 2 (miming the word) -> player 2 pass the message to player 3 (whispering it) -> player 3 pass the message to player 4 (drawing the word) -> player 4 has to write it. (Players 2, 3 and 4 have their backs turned until it is their turn or wait in silence without looking, possibly blindfolded.) This gameplay phase stops once all final players have written down their word.	Chairs, papers, pens, pencils, blindfolds (optional)
Stop and Check	3 min.	Declares a general stop and a public comparison takes place between the initial word on the card shown to player 1 and the final word on the paper written by player 4.	Each team gives back the paper written by player 4 to the facilitator.	Chairs
Debriefing	4 min.	Guides group discussion to analyze the breakdown of communication, subjective biases, and real-life solutions.	Listen carefully and can provide meaningful reflections.	Chairs

Activity 70 – Working on Personal Leadership Values

Activity title: <i>“Anchored Leadership: Uncovering and Living Your Personal Values”</i>	
Abstract	This deeply reflective, experiential workshop guides participants through identifying, clarifying, and operationalizing their core personal leadership values. Anchored in values-based leadership frameworks, the session helps young leaders, peer educators, and youth project managers align their inner ethical compass with everyday decision-making and group leadership practice. Through value card sorting, dilemma-resolution simulations, and peer coaching circles, learners examine how personal principles guide authentic choices, help navigate ethical pressure, and foster long-term trust within teams and community initiatives.
Aims / Objectives	The main aim of this activity is to enable participants to uncover their core personal leadership values, translate abstract principles into concrete behaviors, and build an ethical compass for decision-making under pressure.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Identify non-negotiable core personal values using structured audit and clarification methods. • Translate abstract value statements into actionable, observable daily leadership behaviors. • Resolve value conflicts and navigate tough ethical dilemmas under group pressure. • Enhance authenticity, integrity, and ethical self-awareness in youth project management. • Develop peer coaching and empathetic listening skills to support values-aligned growth.
Target group	Young leaders (aged 14–25), student representatives, peer educators, youth workers, and project coordinators; group size: 10–24 participants.
Duration	90 min.
Venue	Quiet, comfortable workshop space with moveable seating, writing tables for individual reflection, and breakout areas for peer coaching.
Requirements	Printed copies of Handout 1 (The Personal Leadership Values Compass & Dilemma Cards) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time anonymous values mapping, word cloud creation, and reflective poll debriefing.

Suggested resources	<ul style="list-style-type: none"> • Brown, B. (2018). Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. Random House. • George, B. (2003). Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value. Jossey-Bass. • Kraemer, H. M. J. (2011). From Values to Action: The Four Principles of Values-Based Leadership. Jossey-Bass.
Handouts	Handout 1. The Personal Leadership Values Compass & Ethical Dilemma Deck.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "What Drives Your Compass?" The trainer opens the session and launches an interactive Mentimeter poll asking: "What single quality do you respect most in a leader when times get tough?" (Options: Unyielding integrity, total honesty, deep empathy, courage under fire, consistency). Live word cloud results appear on screen. The trainer leads an opening reflection on values-based leadership, explaining how personal values serve as an anchor during group conflicts and uncertain decisions.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live word cloud results, and introduces the core tenets of values-based leadership.	Connect via smartphones for the poll, vote on key leadership traits, and participate in the opening reflection on personal values and integrity.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Values Discovery & Behavioral Translation" The trainer presents the Values-to-Behavior framework using Handout 1: 1) Value Identification (narrowing down a list of 30 values to 3 core principles), 2) Defining Non-Negotiables, and 3) Behavioral Operationalization (converting abstract words like "Integrity" into specific "I will / I will not" statements). Working individually and then sharing in pairs, participants	20 min.	Delivers a concise presentation on personal values clarification, explains Handout 1 steps, and coaches pairs during the values refinement process.	Listen actively, complete the values discovery exercise on Handout 1, select top 3 values, and translate them into concrete action rules.	Printed copies of Handout 1 for each participant, notebooks, pens.

complete Handout 1 to select their Top 3 Personal Leadership Values and draft corresponding behaviors.				
Phase 3: Gamified Simulation – "The Values Stress Test" Participants form small practice teams of 3–4. Each team draws an Ethical Dilemma Card from Handout 1 (e.g. choosing between loyalty to a friend and project honesty, managing budget shortages fairly, handling peer pressure during a public campaign). Participants take turns role-playing the leader, making a decision aligned with their core values while explaining their rationale to the group. Peers test the decision by presenting realistic pushback and counter-pressures.	30 min.	Distributes dilemma cards, manages role-play timing, observes team discussions, and guides participants in reflecting on trade-offs and integrity under pressure.	Work in small teams to analyze assigned dilemma cards, role-play values-based decision-making, handle peer pushback, and evaluate alignment with personal values.	Handout 1 dilemma cards, timer.
Phase 4: Digital Debriefing & Leadership Values Charter The trainer reconvenes the group for a plenary debrief. Using Mentimeter, participants anonymously post their core value statements and answer: "What was the hardest trade-off when defending your values in the lab?". The live responses are showcased on screen. The trainer synthesizes the findings, highlighting how authentic leaders maintain consistency between internal values and external actions even when costly.	15 min.	Moderates plenary debriefing, projects live Mentimeter submissions on screen, synthesizes learnings, and leads group reflection on ethical consistency.	Submit anonymous reflections via Mentimeter, participate in group discussion, and finalize personal leadership value statements.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's key takeaways, emphasizing that values are not just words on paper, but habits practiced daily. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their vulnerability and thoughtful engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Personal Leadership Values Compass & Ethical Dilemma Deck

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: Values Selection Inventory

- **Step 1:** Review the master list: [Accountability, Authenticity, Courage, Compassion, Fairness, Honesty, Inclusion, Innovation, Loyalty, Respect, Responsibility, Transparency, Wisdom].
- **Step 2:** Circle your top 5, then eliminate 2 to select your **Top 3 Non-Negotiable Leadership Values**.

Part 2: Operationalizing Values into Behaviors

- **Core Value 1:** _____ -> *Action Rule:* "In my team, this means I will..." _____ / "I will not..." _____
- **Core Value 2:** _____ -> *Action Rule:* "In my team, this means I will..." _____ / "I will not..." _____
- **Core Value 3:** _____ -> *Action Rule:* "In my team, this means I will..." _____ / "I will not..." _____

Part 3: Ethical Dilemma Scenario Cards (Select 1 per team for Phase 3)

- **Dilemma A (Loyalty vs. Transparency):** You discover that a close friend on your project team lied about completing their assigned safety check, putting project compliance at risk. Do you report it to the coordinator or cover for them while fixing it yourself?
- **Dilemma B (Inclusion vs. Efficiency):** Your team faces a tight 24-hour grant deadline. A quieter member wants to share an alternative approach that would take hours to discuss. Do you cut off discussion to hit the deadline or slow down to uphold total inclusion?
- **Dilemma C (Honesty vs. Reputation):** Your youth organization made a minor budgeting error that no external auditor will notice, but fixing it requires publicly admitting an oversight. How do you handle the situation while protecting organizational trust?

Activity 71 – Leading Through Crisis

Activity title: <i>“Leading Through Crisis: Calm Command, Rapid Decisions, and Team Resilience”</i>	
Abstract	This high-energy, experiential workshop explores the critical leadership capabilities required to navigate unexpected crises, high-pressure disruptions, and acute uncertainty within youth initiatives and organizational projects. Grounded in crisis leadership frameworks and psychological safety under pressure, participants examine how leaders maintain emotional composure, execute rapid decision-making with incomplete information, communicate transparently, and preserve team morale. Through a gamified crisis simulation challenge, small leadership teams face evolving emergency scenarios, managing real-time information injections and trade-offs to stabilize their teams and execute structured recovery plans.
Aims / Objectives	The main aim of this activity is to equip participants with practical crisis leadership frameworks, rapid decision-making models, and transparent communication techniques to lead teams effectively through high-stakes emergencies and organizational volatility.
Topics / Skills covered	Participants: <ul style="list-style-type: none"> • Understand the 4 phases of crisis management (Preparedness, Response, Recovery, Resilience). • Apply the "OODA Loop" (Observe, Orient, Decide, Act) for rapid decision-making in high-uncertainty environments. • Master clear, empathetic crisis communication protocols to prevent team panic and misinformation. • Maintain psychological composure and emotional regulation ("bounded optimism") under extreme pressure. • Conduct post-crisis debriefings ("After-Action Reviews") to extract organizational learnings.
Target group	Young leaders (aged 16–25), student council members, youth project coordinators, peer educators, and community organizers; group size: 10–24 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Flexible workshop room with moveable tables, breakout areas for crisis command cells, and projection facilities.
Requirements	Printed copies of Handout 1 (Crisis Command Framework & Simulation Injections) for each participant; flipchart paper and markers; timer or countdown clock; digital projector and screen.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time crisis response polling and live situation room debriefing.
Suggested resources	<ul style="list-style-type: none"> • George, B. (2009). 7 Lessons for Leading in Crisis. Jossey-Bass. • Heifetz, R. A., Grashow, A., & Linsky, M. (2009). The Practice of Adaptive Leadership. Harvard Business Press. • Harvard Business Review – Leadership in a Crisis: https://hbr.org/
Handouts	Handout 1. The Crisis Command Framework & Emergency Simulation Deck.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Crisis Baseline Check" The trainer opens the session and launches an interactive Mentimeter poll asking: "What is the biggest mistake a leader can make when a crisis hits?" (Options: Hiding information, panicking publicly, delaying decisions too long, blaming team members). Live results appear on screen. The trainer leads an opening reflection on the realities of crisis leadership, contrasting reactive panic with "bounded optimism"—combining realistic assessment with decisive, reassuring confidence.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the core principles of leading through crisis.	Connect via smartphones for the poll, vote on crisis leadership pitfalls, and participate in the opening reflection on leadership composure under stress.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The Crisis Command Toolkit & OODA Loop" The trainer presents the Crisis Command Toolkit using Handout 1: 1) The OODA Loop (Observe, Orient, Decide, Act) for fast-paced environments, 2) The 3-C Communication Rule (Clear, Concise, Compassionate), and 3) Priority Triaging (Protecting People -> Stabilizing Operations -> Preserving Trust). Working in	20 min.	Delivers a concise presentation on crisis response frameworks, explains Handout 1 diagnostic steps, and coaches	Listen actively, explore crisis command frameworks in pairs using Handout 1, and map decision steps	Printed copies of Handout 1 for each participant, notebooks, pens.

pairs, participants complete a rapid 5-minute diagnostic exercise applying the OODA loop to a sample mini-scenario.		pairs during the OODA loop exercise.	using the OODA loop formula.	
Phase 3: Gamified Simulation – "The Crisis Command Center" Participants form small "Crisis Command Teams" of 3–5. Each team receives a complex emergency scenario card from Handout 1 (e.g. major data breach during a youth event, sudden venue cancellation 2 hours before a conference, acute public relation scandal). Every 5 minutes, the trainer introduces new "Crisis Injections" (e.g. media pressure, budget cuts, team member withdrawal). Teams must apply the OODA loop, triage priorities, draft an immediate action plan, and prepare a 2-minute emergency stakeholder briefing.	30 min.	Distributes scenario cards, drops real-time crisis injections every 5 minutes, enforces strict countdown timers, and acts as external media/stakeholders.	Work in small command teams to process fast-moving crisis injections, triage operational priorities, complete Handout 1 action logs, and practice rapid decision-making.	Handout 1 scenario cards, flipchart paper, markers, timer/countdown clock.
Phase 4: Digital Debriefing & After-Action Review Crisis Command Teams deliver their 2-minute emergency stakeholder briefings to the plenary. Using Mentimeter, audience members rate each team's response on: 1) Calmness & Composure, 2) Decision Clarity, and 3) Empathy & Transparency. The trainer leads a plenary After-Action Review (AAR) using Handout 1, guiding participants on how to extract long-term organizational learnings from sudden setbacks.	15 min.	Moderates emergency briefing presentations, manages live Mentimeter peer evaluation, and leads the After-Action Review process.	Deliver 2-minute emergency briefings, evaluate peer command teams via Mentimeter, and participate in plenary discussion on crisis recovery.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that leaders are not expected to have all the answers in a crisis, but must provide clarity, presence, and direction. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their high-energy engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Crisis Command Framework & Emergency Simulation Deck

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The OODA Loop Rapid Decision Model

- **Observe:** Gather immediate facts rapidly without getting trapped in analysis paralysis. What is happening right now?
- **Orient:** Filter the facts through your core values and reality check. What does this situation mean for our team and stakeholders?
- **Decide:** Formulate a clear, actionable choice based on the best available current data. In a crisis, a good decision today is better than a perfect decision tomorrow.
- **Act:** Execute the decision immediately with clear delegation and visible composure. Communicate actions transparently.

Part 2: The 3-C Emergency Communication Protocol

- **Clear:** Eliminate technical jargon and ambiguous promises. State plain facts about what is known and what is unknown.
- **Concise:** Keep updates short and structured: 1) What happened, 2) What we are doing right now, 3) What we need from you.
- **Compassionate:** Acknowledge stress and fear explicitly, showing empathy and psychological support for affected team members.

Part 3: Crisis Simulation Scenarios & Injections (Select 1 per team for Phase 3)

- **Scenario A (Venue & Logistics Disaster):** 2 hours before an international youth forum with 150 attendees, the main venue suffers a major power failure and flooding.

– *Injection 1 (Min 5):* Keynote speaker cancels due to transit strikes.

– *Injection 2 (Min 10):* Local media arrives asking for an immediate statement regarding safety conditions.

- **Scenario B (Public Relations & Trust Crisis):** A rogue social media post published from your project's official account sparks intense public backlash and partner sponsor threats.

– *Injection 1 (Min 5):* Main financial sponsor threatens to pull funding within 1 hour unless an apology is posted.

– *Injection 2 (Min 10):* Internal team members begin arguing publicly on social media threads regarding who was responsible.

Activity 72 – Empowerment (Supporting Others as a Leader)

Activity title: <i>“Empowerment in Leadership: Unlocking Capability and Fostering Autonomy”</i>	
Abstract	This practical, interactive workshop explores empowerment as a core leadership capability for youth initiatives, peer development, and organizational growth. Moving away from heroic, command-and-control leadership models, the session focuses on servant leadership, delegation, coaching mindsets, and psychological safety. Participants learn how to transition from solving problems for others to enabling others to solve problems themselves. Through gamified delegation challenges, coaching conversation role-plays, and self-assessment matrices, learners explore practical frameworks like the 7 Levels of Delegation and the GROW coaching model, equipping them to build autonomous, confident, and high-performing teams.
Aims / Objectives	The main aim of this activity is to equip participants with practical empowering leadership tools, delegation frameworks, and active coaching techniques to foster autonomy, initiative, and psychological safety in peer groups and youth projects.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the shift from controlling leadership to empowering and enabling leadership styles. • Master the GROW Coaching Model (Goal, Reality, Options, Will) to guide others toward self-directed solutions. • Apply the 7 Levels of Delegation to balance control with team operational autonomy. • Build psychological safety and constructive feedback loops that encourage initiative and learning from mistakes. • Formulate individual coaching strategies to support young team members' personal and professional growth.
Target group	Young leaders (aged 14–25), student council members, youth project coordinators, peer educators, and community organizers; group size: 10–24 participants.
Duration	90 min.
Venue	Flexible workshop room with moveable chairs, writing surfaces for individual reflection, and breakout areas for peer coaching pairs.
Requirements	Printed copies of Handout 1 (The Empowerment Toolkit & Coaching Guide) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time leadership style polling, word cloud creation, and reflective peer feedback.
Suggested resources	<ul style="list-style-type: none"> • Whitmore, J. (2017). Coaching for Performance: The Principles and Practice of Coaching and Leadership (5th ed.). Nicholas Brealey Publishing. • Appelo, J. (2011). Management 3.0: Leading Agile Developers, Developing Agile Leaders. Addison-Wesley Professional. • Edmondson, A. C. (2018). The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley.
Handouts	Handout 1. The Empowerment Toolkit & Coaching Guide.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Hero vs. Enabler" The trainer launches an interactive Mentimeter poll asking: "What is the biggest barrier preventing leaders from empowering their team members?" (Options: Fear of losing control, lack of time to explain, belief that 'I do it better myself', fear of team mistakes). Live poll results appear on screen. The trainer leads an opening reflection contrasting "Heroic Leadership" (doing everything yourself) with "Empowering Leadership" (building capability in others).	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the concept of empowering leadership vs. micromanagement.	Connect via smartphones for the poll, vote on delegation barriers, and participate in the opening reflection on enabling others.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Delegation Levels & The GROW Model" The trainer presents two empowering leadership frameworks using Handout 1: 1) The 7 Levels of Delegation (from "Tell" to "Delegate fully") and 2) The GROW Coaching Model (Goal, Reality, Options, Will). The trainer demonstrates how asking powerful open questions empowers individuals to find their	20 min.	Delivers a concise presentation on delegation matrices and coaching dialogue, explains Handout 1 steps, and coaches pairs	Listen actively, explore delegation levels and the GROW coaching model in pairs using Handout 1, and practice	Printed copies of Handout 1 for each participant, notebooks, pens.

own solutions rather than relying on answers from the leader. Working in pairs, participants review a rapid case scenario on Handout 1 to classify delegation levels.		during the classification task.	identifying coaching questions.	
Phase 3: Gamified Coaching Lab – "The Empowerment Triad Challenge" Participants form practice triads (Role A: Empowering Leader, Role B: Team Member with a real project challenge, Role C: Observer/Coach). Using Handout 1, Role A guides Role B through a 10-minute GROW coaching conversation without giving direct advice or solutions. Role C observes, tracks open-ended question usage, and evaluates psychological safety. Triads rotate roles across 3 rounds so every participant acts as the empowering leader.	30 min.	Distributes role cards, manages triad rotation timing, observes coaching conversations, and provides feedback on avoiding the advice trap.	Engage in reciprocal coaching triads, apply GROW questions using Handout 1, refrain from giving direct answers, and provide peer observer feedback.	Handout 1 coaching guides, timer.
Phase 4: Digital Debriefing & Empowerment Synthesis The trainer brings the group together to analyze the coaching experience. Using Mentimeter, participants post reflections on two prompts: "How hard was it to withhold giving advice?" and "What single coaching question made the biggest difference?". Live responses are projected on screen, and the trainer synthesizes key principles for building trust, autonomy, and psychological safety in youth teams.	15 min.	Moderates plenary reflection, displays live Mentimeter submissions on screen, synthesizes learnings, and highlights trust-building behaviors.	Submit anonymous reflections via Mentimeter, participate in plenary discussion, and share insights on empowering peer group members.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes the session's key takeaways, emphasizing that true leadership success is measured by how many leaders you create, not how many followers you command. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and supportive engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Empowerment Toolkit & Coaching Guide

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 7 Levels of Delegation Framework

- **Level 1 (Tell):** Leader decides and directs the team without input.
- **Level 2 (Sell):** Leader decides but explains the rationale to gain buy-in.
- **Level 3 (Consult):** Leader asks for input before making the final decision.
- **Level 4 (Agree):** Leader and team discuss and decide together as equals.
- **Level 5 (Advise):** Leader offers advice, but the team makes the final call.
- **Level 6 (Inquire):** Team decides and executes, then informs the leader of the outcome.
- **Level 7 (Delegate):** Team has full autonomy to decide and execute independently.

Part 2: The GROW Coaching Conversation Blueprint

- **G – Goal (What do you want to achieve?):** "What does success look like for this task?" / "What outcome are you aiming for?"
- **R – Reality (Where are you right now?):** "What is currently happening?" / "What obstacles have you encountered so far?"
- **O – Options (What could you do?):** "What options do you have?" / "If you had no constraints, what would be your first step?" / "What else could work?"
- **W – Will / Way Forward (What will you do?):** "Which option will you choose?" / "What specific step will you take by tomorrow?" / "How can I support you?"

Part 3: Peer Observer Feedback Checklist (For Phase 3 Triads)

- **Question Quality:** Did the leader ask open-ended questions (Starting with *What, How, Who*) rather than leading questions?
- **The Advice Trap:** Did the leader refrain from giving direct solutions or telling the team member what to do?
- **Psychological Safety:** Did the team member feel heard, validated, and encouraged to take personal initiative?

Activity 73 – Time Management Tools

Activity title: <i>“Mastering Digital and Analog Productivity Frameworks”</i>	
Abstract	This practical, interactive workshop explores modern digital and analog time management tools, enabling participants to streamline workflows, eliminate task-switching fatigue, and maintain consistent personal productivity. Moving beyond abstract scheduling theory, the session provides hands-on testing of proven productivity applications and visual tracking frameworks. Participants evaluate tools across three key operational pillars: Task Management, Time Tracking / Focus, and Calendar Management. Through interactive tool comparisons, workflow prototyping, and peer setup reviews, learners construct a personalized digital time-management system tailored to academic, professional, and youth project requirements.
Aims / Objectives	The main aim of this activity is to equip participants with practical mastery of key digital and analog time management tools, helping them build a cohesive personal productivity ecosystem for personal and project efficiency.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Map and evaluate the personal productivity tool landscape across task tracking, focus management, and scheduling. • Master digital task managers (e.g. Todoist, Trello, Notion) and calendar optimization tools (e.g. Google Calendar). • Implement time-tracking software (e.g. Toggl Track, Forest app) to identify cognitive time leaks. • Select and integrate tools using the "Tool Fit Matrix" to prevent digital bloat and tool overload. • Design a sustainable, low-friction personal time-management workflow for immediate daily adoption.
Target group	Young people (aged 14–25), university students, youth project coordinators, peer educators, and early-career professionals; group size: 10–24 participants.
Duration	90 min.
Venue	Bright, flexible workshop room with writing surfaces, electrical charging points, and screen projection facilities.
Requirements	Printed copies of Handout 1 (The Time Management Tool Audit & System Blueprint) for each participant; personal smartphones or laptops; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.
User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time productivity app polling, and Todoist (https://todoist.com) / Toggl Track (https://toggl.com) for digital tool workflow demonstrations.

Suggested resources	<ul style="list-style-type: none"> • Allen, D. (2015). <i>Getting Things Done: The Art of Stress-Free Productivity</i>. Penguin Books. • Cirillo, F. (2018). <i>The Pomodoro Technique: The Acclaimed Time-Management System That Has Transformed How We Work</i>. Currency. • Productive App Directory & Tool Reviews: https://www.productivity501.com/
Handouts	Handout 1. The Time Management Tool Audit & System Blueprint.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Icebreaker & Digital Poll – "My Current Productivity Stack"</p> <p>The trainer opens the session and launches an interactive Mentimeter poll asking: "Which tool currently holds your main to-do list?" (Options: Paper notebook, phone notes app, dedicated app like Todoist/Trello, my brain, sticky notes everywhere). Live poll results appear on screen. The trainer leads an opening reflection on "Tool Overload vs. Systemic Clarity," demonstrating how fragmented tools lead to missed deadlines and mental overwhelm.</p>	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the 3 pillars of a functional productivity system.	Connect via smartphones for the poll, vote on current tool usage, and participate in the opening reflection on personal organizational habits.	Digital projector, screen, smartphones, Internet access.
<p>Phase 2: Framework Input – "The 3-Pillar Productivity Tool Ecosystem"</p> <p>The trainer presents the 3-Pillar Tool Ecosystem using Handout 1: 1) Pillar 1: Task Capture (Todoist / Trello / Paper Bullet Journal), 2) Pillar 2: Calendar Mapping (Google Calendar / Outlook), and 3) Pillar 3: Focus & Time Tracking (Toggl / Forest App / Pomodoro Timers). Working in pairs using Handout 1, participants conduct a rapid 5-minute audit of their current device setups, evaluating where their system lacks capture clarity or focus tracking.</p>	20 min.	Delivers a concise presentation on tool ecosystems, demonstrates digital app integrations live, and coaches pairs during the system audit.	Listen actively, explore tool ecosystem frameworks in pairs using Handout 1, and conduct a personal productivity tool audit on mobile devices.	Printed copies of Handout 1 for each participant, smartphones / laptops, pens.

Phase 3: Gamified System Lab – "Building Your Personal Productivity Engine" Participants transition to a practical software setup and workflow design challenge using Handout 1. Working individually or in peer tech pairs, each participant builds a streamlined 3-tool ecosystem on their device or paper notebook. Participants configure: 1) One master task inbox, 2) Color-coded calendar timeblocks, and 3) A designated focus timer setup. Participants test their workflow by entering 5 real upcoming project tasks into their new system within 25 minutes.	30 min.	Distributes blueprint guides, acts as technical advisor for app configuration, assists participants with tool setups, and keeps energy high.	Configure a personal 3-pillar tool ecosystem on personal devices or paper using Handout 1, input real tasks, and test tool integrations with a peer partner.	Handout 1 guides, smartphones / laptops, Wi-Fi, pens, timer.
Phase 4: Digital Debriefing & Tool Workflow Showcase Selected volunteers project or demonstrate their newly configured digital productivity setups to the plenary. Using Mentimeter, audience members provide feedback on system simplicity and ease of daily maintenance. The trainer facilitates a structured reflection on avoiding common productivity tool traps, such as spending more time configuring tools than actually executing tasks ("productive procrastination").	15 min.	Moderates volunteer workflow demonstrations, manages live Mentimeter peer feedback, and summarizes best practices for sustainable tool adoption.	Demonstrate personal tool configurations, evaluate peer setups via Mentimeter, and discuss strategies for maintaining long-term digital hygiene.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that the best time management tool is the one you actually use consistently. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and practical engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Time Management Tool Audit & System Blueprint

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 3-Pillar Tool Ecosystem Matrix

- **Pillar 1: Task Management (The Capture Engine):**

- *Digital Tools:* Todoist, Trello, Notion, Microsoft To Do, Apple Reminders.
- *Analog Alternative:* Bullet Journal / Single Master Notebook.
- *Core Function:* Capture every task, project, and deadline in one searchable inbox.

- **Pillar 2: Calendar Mapping (The Time Allocator):**

- *Digital Tools:* Google Calendar, Apple Calendar, Outlook.
- *Analog Alternative:* Paper Desk Planner / Weekly Grid.
- *Core Function:* Reserve non-negotiable time blocks for deep focus, meetings, and personal rest.

- **Pillar 3: Focus & Tracking (The Execution Guard):**

- *Digital Tools:* Toggl Track, Forest app, Freedom, Minimalist Pomodoro Timers.
- *Analog Alternative:* Physical Kitchen / Hourglass Timer.
- *Core Function:* Block digital distractions and measure actual time spent on priority tasks.



Part 2: The Tool Fit Evaluation Checklist

- **Rule 1 (The 2-Minute Setup Test):** If adding a task to your tool takes longer than 15 seconds, the system is too complex and will be abandoned.
- **Rule 2 (Single Source of Truth):** Never keep active tasks in multiple unlinked places (e.g. split across sticky notes, email inbox, and 3 apps). Choose one master task inbox.
- **Rule 3 (Daily Reset Routine):** Schedule a 5-minute tool review every evening to clear your digital inbox and confirm tomorrow's calendar blocks.

Part 3: My Personal Tool System Blueprint (Phase 3 Worksheet)

- **My Master Task Tool:** _____
- **My Primary Calendar Tool:** _____
- **My Focus / Timer Tool:** _____
- **My Daily 5-Minute Reset Time:** _____

Activity 74 – Market Needs Research

Activity title: <i>“Uncovering Demand: Market Needs Research for Youth Innovations”</i>	
Abstract	This interactive, hands-on workshop introduces participants to market needs research techniques designed to validate ideas before spending resources on product or project development. Grounded in the Jobs-to-Be-Done (JTBD) framework and customer discovery interviewing, the session helps aspiring young entrepreneurs, student leaders, and youth project managers transition from assumptions to evidence-backed insights. Participants explore primary and secondary market research methods, learn to design bias-free interview questions ("The Mom Test"), and synthesize user feedback into actionable target persona profiles. Through a gamified simulation, teams conduct live speed-interviews, map customer pain points, and refine venture proposals based on genuine market demand.
Aims / Objectives	The main aim of this activity is to equip participants with practical primary and secondary market research methods, user interviewing techniques, and demand validation frameworks to build viable, market-aligned youth projects and social initiatives.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the difference between vanity metrics/assumptions and validated customer pain points. • Master the Jobs-to-Be-Done (JTBD) framework to uncover core user motivations. • Conduct bias-free discovery interviews using "The Mom Test" principles (focusing on past behavior rather than hypothetical promises). • Design digital user surveys and analyze secondary market research trends efficiently. • Synthesize qualitative research data into actionable User Personas and Value Proposition maps.
Target group	Young people (aged 14–25), student entrepreneurs, youth project coordinators, peer educators, and community organizers; group size: 10–24 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Flexible workshop space with moveable tables, open floor space for speed-interviewing exercises, and visual presentation facilities.
Requirements	Printed copies of Handout 1 (Market Discovery Canvas & Interviewing Guide) for each participant; notebooks and pens; flipchart paper and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time market assumption polling, and Google Forms / Typeform (https://www.typeform.com) for digital survey prototyping.
Suggested resources	<ul style="list-style-type: none"> • Fitzpatrick, R. (2013). The Mom Test: How to talk to customers & learn if your business is a good idea when everyone is lying to you. Robfitz Ltd. • Christensen, C. M. (2016). Competing Against Luck: The Story of Innovation and Customer Choice. HarperBusiness. • Strategyzer Customer Development Resources: https://www.strategyzer.com/
Handouts	Handout 1. Market Discovery Canvas & Interviewing Guide.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Assumption vs. Evidence" The trainer opens the session and launches an interactive Mentimeter poll asking: "What is the number one reason why new products or youth projects fail?" (Options: Running out of money, bad marketing, nobody actually wanted it, wrong team). Live poll results appear on screen. The trainer leads an opening reflection highlighting that "lack of market need" causes over 40% of startup failures, introducing customer discovery research as the ultimate risk mitigation tool for youth ventures.	15 min.	Welcomes the group, moderates the digital Mentimeter poll, projects live results, and introduces the core tenets of evidence-based market research.	Connect via smartphones for the poll, vote on project failure causes, and participate in the opening reflection on market demand validation.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "Jobs-to-Be-Done & The Mom Test" The trainer presents two customer discovery frameworks using Handout 1: 1) The Jobs-to-Be-Done (JTBD) model (Why do people "hire" a product or project?), and 2) "The Mom Test" rules for asking unbiased questions (talk about past	20 min.	Delivers a concise presentation on user research frameworks, explains Handout 1 interview rules, and	Listen actively, explore JTBD and "The Mom Test" principles in pairs using Handout 1, and evaluate sample	Printed copies of Handout 1 for each participant, notebooks, pens.

actions, never ask "Would you buy this?", listen more than you speak). Working in pairs, participants complete a rapid 5-minute exercise identifying bad, leading questions versus good, behavior-focused research questions.		coaches pairs during the question audit exercise.	research questions for bias.	
Phase 3: Gamified Research Lab – "Speed Customer Discovery" Participants form small venture teams of 3–5. Each team selects a project idea card from Handout 1 (e.g. A campus eco-refill station, a youth mental health podcast, a peer tutoring app). Teams draft a 3-question interview script. Next, teams split: half stay as "Founders" while half circulate as "Potential Users" in a fast-paced 15-minute speed-interviewing round. Teams collect live qualitative feedback on past user habits, pain points, and existing workarounds.	30 min.	Distributes scenario cards, manages the speed-interview rotation rounds, observes founder-interview dynamics, and prevents founders from pitching their idea during discovery.	Form venture teams, draft unbiased interview scripts using Handout 1, execute live speed-interviews with peers, and record qualitative feedback on customer pain points.	Handout 1 project cards, flipchart paper, markers, timer.
Phase 4: Digital Debriefing & Persona Synthesis Teams reconvene to synthesize their interview findings. Using Handout 1 and flipchart paper, teams build a target User Persona and highlight one major unexpected insight or pain point uncovered during interviews. Using Mentimeter, teams post their key discoveries. The trainer facilitates a plenary discussion on pivoting or refining initial project assumptions based on real market feedback.	15 min.	Moderates plenary debriefing, projects live Mentimeter submissions on screen, synthesizes learnings, and highlights how to adapt project features to real demand.	Synthesize interview data, complete the User Persona map on Handout 1, post key findings via Mentimeter, and discuss how to adjust project assumptions.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that market research is a continuous habit rather than a one-time event. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their active and inquisitive engagement.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. Market Discovery Canvas & Interviewing Guide

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The Mom Test Principles for Unbiased Interviewing

- **Rule 1 (Talk about their life, not your idea):** Ask about specific past behavior and current habits rather than future opinions or hypothetical promises.
- **Rule 2 (Ask about specifics, not generalities):** Ask "When was the last time you experienced [Problem X]?" and "How did you solve it?" instead of "Do you usually have trouble with [Problem X]?"
- **Rule 3 (Listen, don't pitch):** If you are talking more than 20% of the time, you are pitching, not researching. Bad question: "Would you pay £5 for a peer study app?" -> Good question: "How much money or time have you spent trying to solve this study issue in the past month?"

Part 2: Jobs-to-Be-Done (JTBD) Discovery Framework

- **Functional Job:** What basic task is the user trying to accomplish? (e.g. Find affordable study materials quickly).
- **Emotional Job:** How does the user want to feel while doing this task? (e.g. Confident, calm, avoiding exam panic).
- **Social Job:** How does the user want to be perceived by peers? (e.g. Reliable, organized, capable student).

Part 3: Discovery Script & User Persona Template (Phase 3 Worksheet)

- **Assumed Core Problem:** _____
- **Target User Group:** _____
- **Discovery Question 1 (Past Habit):** "When was the last time you tried to..." _____
- **Discovery Question 2 (Current Workaround):** "What tools or methods do you currently use to handle..." _____
- **Discovery Question 3 (Frustration / Barrier):** "What was the hardest part about that experience?" _____
- **Key Market Insight / Surprising Finding:** _____

Activity 75 – Business Model Canvas Basics

Activity title: *“Mapping Ideas into Viable Venture Ecosystems”*

Abstract	This practical, interactive workshop introduces participants to Alexander Osterwalder's Business Model Canvas (BMC)—a strategic management tool for visualising, designing, and testing venture concepts on a single page. Moving away from lengthy, static business plans, the session equips young leaders, aspiring entrepreneurs, and project managers with a dynamic framework to evaluate business viability. Participants explore the 9 core building blocks of the BMC, categorized across Value Proposition, Infrastructure, Customer Relationships, and Financial Viability. Through a gamified venture prototyping challenge, small teams map out real-world or youth project business models, identify critical dependencies, and refine their concepts based on peer feedback.
Aims / Objectives	The main aim of this activity is to introduce the Business Model Canvas methodology, enable participants to map out the 9 building blocks for youth projects or commercial concepts, and build strategic thinking for venture viability.
Topics / Skills covered	<p>Participants:</p> <ul style="list-style-type: none"> • Understand the 9 core building blocks of the Business Model Canvas (Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partners, Cost Structure). • Differentiate between desirable value propositions, feasible infrastructure operations, and viable financial models. • Apply visual mapping and sticky-note prototyping to iteratively test business assumptions. • Develop strategic alignment between target customer pains and unique value solutions. • Present and critique business models constructively in cross-functional peer teams.
Target group	Young people (aged 14–25), student entrepreneurs, youth project coordinators, peer educators, and community organizers; group size: 10–24 participants (working in small teams of 3–5).
Duration	90 min.
Venue	Flexible workshop room with moveable tables, ample wall space or breakout boards for poster-sized canvases, and presentation facilities.
Requirements	Printed copies of Handout 1 (The Business Model Canvas Template & Guide) for each participant; poster-sized printed BMCs or flipchart paper; sticky notes (various colours) and markers; digital projector and screen; timer.

User friendly digital tools used	Mentimeter (https://www.mentimeter.com) for real-time venture voting, and Strategyzer Canvas App or Miro (https://www.miro.com) for digital canvas prototyping.
Suggested resources	<ul style="list-style-type: none"> • Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley & Sons. • Strategyzer Official Business Model Canvas Toolkit: https://www.strategyzer.com/ • Strategyzer YouTube Channel – Understanding the BMC in 2 Minutes: https://www.youtube.com/user/Strategyzer
Handouts	Handout 1. The Business Model Canvas Template & Building Block Guide.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Icebreaker & Digital Poll – "Deconstructing Famous Businesses" The trainer opens the session and launches an interactive Mentimeter poll asking: "What makes a business idea successful?" (Options: Great product, low price, strong marketing, right business model, financial backing). Live results appear on screen. The trainer leads an opening reflection using a familiar company example (e.g. Spotify or Nespresso), showing that innovative products fail without an integrated, sustainable business model.	15 min.	Welcomes the group, moderates the Mentimeter poll, projects live results, and introduces the Business Model Canvas as a visual strategic planning tool.	Connect via smartphones for the poll, vote on business success drivers, and participate in deconstructing well-known business models.	Digital projector, screen, smartphones, Internet access.
Phase 2: Framework Input – "The 9 Building Blocks Walkthrough" The trainer presents the 9 building blocks of the Business Model Canvas using Handout 1, grouping them into four core areas: 1) Desirability (Customer Segments, Value Propositions, Channels, Customer Relationships), 2) Feasibility (Key Resources, Key Activities, Key Partners), and 3) Viability	20 min.	Delivers a concise presentation on the 9 BMC building blocks, explains Handout 1 steps, and coaches pairs during the canvas breakdown exercise.	Listen actively, explore the 9 building blocks in pairs using Handout 1, and analyze relationships between value	Printed copies of Handout 1 for each participant, notebooks, pens.

(Revenue Streams, Cost Structure). Working in pairs, participants review a completed sample canvas on Handout 1 and identify how the building blocks connect.			propositions and customer segments.	
Phase 3: Gamified Innovation Lab – "The BMC Prototyping Challenge" Participants form small venture teams of 3–5. Each team selects a project idea card from Handout 1 (e.g. Campus Bike-Sharing System, Youth Language Exchange App, Local Eco-Café) or uses a real participant project. Using poster-sized canvases and sticky notes, teams have 25 minutes to map out all 9 building blocks, using color-coded sticky notes to differentiate between verified facts and untested assumptions.	30 min.	Distributes poster canvases, sticky notes, and scenario cards; acts as strategic advisor; enforces time limits; and ensures teams align revenues with costs.	Work in small teams to populate a poster-sized Business Model Canvas using sticky notes, test logical flow between blocks, and prepare a 2-minute canvas pitch.	Poster-sized BMCs / flipchart paper, sticky notes, markers, Handout 1 scenario cards, timer.
Phase 4: Digital Showcase & Canvas Peer Review Teams deliver their 2-minute Business Model Canvas pitches to the plenary. Using Mentimeter, audience members evaluate each canvas across three criteria: 1) Clarity of Value Proposition, 2) Operational Feasibility, and 3) Revenue Realism. The trainer facilitates a structured debriefing on identifying "Riskiest Assumptions" that must be tested first before launching a venture.	15 min.	Moderates plenary pitches, manages live Mentimeter peer evaluation, and highlights how to prioritize testing the riskiest assumptions on the canvas.	Deliver 2-minute team pitches, evaluate peer business models via Mentimeter, and engage in plenary reflection on venture viability.	Projector, screen, smartphones.
Phase 5: Evaluation & Closing The trainer summarizes key takeaways, emphasizing that the Business Model Canvas is a living document meant to be updated as new market evidence emerges. The trainer displays a QR code for a quick 3-question digital evaluation poll and thanks all participants for their strategic and creative work.	10 min.	Displays evaluation QR code, collects digital feedback, thanks participants, and formally closes the workshop session.	Complete the quick digital feedback form and share final closing verbal remarks.	Digital evaluation link / QR code or paper forms.

Handout 1. The Business Model Canvas Template & Building Block Guide

(Instructions for trainer: Print 1 copy per participant for Phase 2 and Phase 3).

Part 1: The 9 Building Block Definitions

- **1. Customer Segments:** Who are we creating value for? Who are our most important target users or customers?
- **2. Value Propositions:** What core problem do we solve or what value do we deliver to each customer segment?
- **3. Channels:** How do our value propositions reach customer segments through communication, distribution, and sales channels?
- **4. Customer Relationships:** What type of relationship does each customer segment expect us to establish and maintain (e.g. personal assistance, automated self-service, community)?
- **5. Revenue Streams:** For what value are our customers truly willing to pay? How do they pay (e.g. subscription, direct sale, freemium)?
- **6. Key Resources:** What physical, financial, intellectual, or human assets are required to create and deliver our value proposition?
- **7. Key Activities:** What crucial actions must we execute to make our business model function successfully?
- **8. Key Partners:** Who are our key suppliers, network partners, or external collaborators who reduce risk or optimize execution?
- **9. Cost Structure:** What are the major fixed and variable costs inherent in operating our business model?

Part 2: Prototyping Rules for Canvas Design

- **Rule 1 (Use Sticky Notes):** Never write directly on the canvas poster. Use sticky notes so ideas can be easily moved, swapped, or removed as assumptions change.
- **Rule 2 (Color Code):** Use one color sticky note for Customer Segment A and its corresponding Value Proposition/Revenue, and another color for Customer Segment B.
- **Rule 3 (Check Strategy Alignment):** Ensure every Value Proposition connects directly to a specific Customer Segment and has a matching Revenue Stream.



Part 3: Project Challenge Scenario Cards (Select 1 per team for Phase 3)

- **Scenario A (Campus Bike-Sharing):** Design a business model for a student-run electric bike sharing program connecting university buildings and city center train stations.
- **Scenario B (Peer Tutoring App):** Map out a venture that connects high school students needing academic support with university student tutors via a mobile platform.
- **Scenario C (Eco-Community Cafe):** Create a business model for a zero-waste youth community cafe that hosts weekend cultural workshops and sells upcycled local goods.

Activity 76 – Giving and Receiving Feedback

Activity title: <i>“The Feedback Courier”</i>	
Abstract	A gamified feedback workshop in which Courier Squads transport “fragile cargo” by rewriting destructive or vague feedback using the Situation–Behavior–Impact (SBI) model. Teams advance across a floor grid when their messages meet the SBI criteria, then practise handling defensive reactions in Boss Battles. The activity develops constructive communication and helps participants apply feedback skills in youth groups, sports teams and school projects.
Aims / Objectives	Practise giving constructive feedback using Situation, Behavior and Impact; develop active listening and empathy when receiving defensive reactions; collaborate to de-escalate conflict and reach agreement.
Topics / Skills covered	Constructive communication, active listening, emotional resilience, empathy, and collaborative problem-solving. Topics: SBI feedback model; constructive feedback; defensive reactions and de-escalation.
Target group	Youth (Gen Z / Gen Alpha). 2–4 teams of 3–4 people (6–16 participants).
Duration	90 minutes
Venue	A large room with space for teams to move around; a 3×3 floor grid marked with masking tape.
Requirements	Floor grid and masking tape; Fragile Cargo Cards; SBI Cheat-Sheet Coasters; Cargo Logs (clipboards with score sheets); Damage Counters (plastic tokens or red blocks); team tokens; whiteboards or paper; Conflict Cards; Reaction Cards.
User friendly digital tools used	The activity is designed with physical cards, tokens and a floor grid; no digital tool is prescribed.
Suggested resources	SBI (Situation–Behavior–Impact) model, as described in the workshop.
Handouts	<ul style="list-style-type: none"> Handout 1. The Boss Battle (Floor Grid Template) Fragile Cargo Cards: destructive/vague feedback statements tailored to youth contexts (e.g., social media group-chat drama, sports practice laziness, group project inequality). Example: “Your attitude during the project planning yesterday completely ruined the vibe and you didn’t do anything helpful.”

- SBI Cheat-Sheet Coasters: pocket-sized cards for every participant: Situation — define the specific time and place; Behavior — describe the observable action (no judgment); Impact — explain how it affected you or the project.
- Cargo Logs: clipboards with score sheets; Damage Counters: plastic tokens or red blocks; team tokens: medium-sized objects representing each team.
- Conflict Cards: realistic, high-stakes peer scenarios common in youth groups, sports teams or school projects. Reaction Cards: defensive traits to roleplay (e.g., The Deflector, The Victim, The Avoider). The source does not provide complete printable card sets.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Game Onboarding</p> <p>1. The Hook: The facilitator welcomes participants and announces: “Welcome to the Courier Guild. Today, information is the most fragile cargo in the world. If you deliver it poorly, it breaks (the recipient gets defensive). If you deliver it perfectly, you unlock a team upgrade.”</p> <p>2. The Framework: Introduce the SBI Model (Situation, Behavior, Impact): Situation — define the specific time and place; Behavior — describe the observable action (no judgment); Impact — explain how it affected you or the project.</p> <p>3. Team Formation: Divide participants into small “Courier Squads” — 2–4 teams (with 3–4 people). Each squad receives a physical “Cargo Log” (a clipboard with a score sheet) and a colored token representing their team on the floor grid.</p>	15 minutes	Welcomes participants; explains SBI; forms teams; distributes Cargo Logs and team tokens.	Listen, learn the SBI framework, form Courier Squads and receive their equipment.	SBI Cheat-Sheet Coasters; Cargo Logs; team tokens; floor grid.

<p>Phase 2: Level 1 – The Delivery Grid</p> <p>1. The Setup: On the floor, a 3×3 grid is taped out using masking tape. Each square represents a territory.</p> <p>2. The Gameplay: To move their token from one side of the room to the other, a squad must draw a “Fragile Cargo Card” from the facilitator. Each card contains a piece of terrible, destructive, or vague feedback. The difficulty of the cards increases with every next level.</p> <p><i>Example Card: “Your attitude during the project planning yesterday completely ruined the vibe and you didn’t do anything helpful.”</i></p> <p>3. The Challenge: The squads have 3 minutes to huddle and rewrite this message using the SBI Model on their whiteboard/paper.</p> <p>4. The Delivery: They read their rewritten version aloud to the facilitator. If it passes (Clear Situation, Behavior, and Impact), they move forward 1 square. If it fails, they stay in place, get a “Damage Counter,” and must try a new card next turn.</p>	25 minutes	Prepares the grid and cards; distributes feedback prompts; checks rewritten messages against SBI; awards movement or Damage Counters.	Draw cards, collaboratively rewrite feedback in 3 minutes, deliver it aloud, and move their token or accept a Damage Counter.	3×3 masking-tape grid; Fragile Cargo Cards; whiteboard / paper; team tokens; Cargo Logs; Damage Counters.
<p>Phase 2: Level 2 – The Boss Battle</p> <p>1. The Setup: If squads reach the middle of the grid and encounter each other, they encounter “The Bosses” — realistic, high-stakes peer scenarios common in youth groups, sports teams, or school projects. The same happens if they encounter each other on the last territory.</p> <p>2. The Gameplay: Two squads face each other. Squad A draws a “Conflict Card” where they must give feedback to Squad B. Squad B draws a “Reaction Card” dictating a</p>	30 minutes	Provides Conflict and Reaction Cards; manages squad encounters and role rotation; supports referee scoring.	Roleplay giving and receiving feedback; practise de-escalation and agreement; rotate roles; non-playing peers referee clarity and emotional control.	Floor grid; Conflict Cards; Reaction Cards; Cargo Logs / score sheets. <i>*For floor grid template, see below the table</i>

<p>difficult defensive trait they must roleplay (e.g., The Deflector, The Victim, The Avoider).</p> <p>3. The Interaction: Squad A has 3 minutes to deliver the constructive feedback, based on their playing so far. Squad B responds using their assigned defensive trait. Squad A's goal is to use active listening and empathy to de-escalate the defense and reach an agreement.</p> <p>4. Scoring: Teams rotate so everyone experiences both giving feedback and roleplaying the receipt of it. If there are peers not actively roleplaying, they act as "Referees," scoring the interaction based on clarity and emotional control.</p>				
<p>Phase 3: Debrief & Rewards</p> <p>Bring the group back into a circle. Use the non-formal active reflection model:</p> <ul style="list-style-type: none"> - What? (What happened): "Which cards were the hardest to rewrite? How did it feel to roleplay a defensive reaction?" - So What? (Why does it matter): "Why do we naturally get defensive when receiving feedback? How does a structured model like SBI protect the relationship?" - Now What? (Application): "How can you use this approach next time a teammate doesn't pull their weight in a project or a sports practice?" 	20 minutes	Gathers participants in a circle and guides the What? / So What? / Now What? reflection.	Reflect on their experience, emotional reactions and real-life application.	Space for a reflection circle.

Handout 1. The Boss Battle (Floor Grid Template)

Team A -> ↓	-> <-	Team B <- ↓
-> ↓	Boss Battle	<- ↓
-> ↓	-> <-	<- ↓
Final Boss Battle		

Activity 77 – The Art of Asking Great Questions

Activity title: <i>“The Investigative Journalist”</i>	
Abstract	Participants become investigative journalists and sources, using clarifying, probing and feeling questions to uncover hidden backstories. Boring Profile Cards conceal an emotional story that can only be discovered through careful questioning. Timed interviews, Insight Points and role switching encourage active listening and deeper conversations.
Aims / Objectives	Practise open-ended, clarifying, probing and feeling questions; develop active listening, empathy, critical thinking and rapport building; discover the importance of thoughtful follow-up questions.
Topics / Skills covered	Active listening, open-ended questioning, empathy, critical thinking, and rapport building. Closed versus open questions; three tiers of follow-up questions; discovering emotional backstories.
Target group	Youth (Gen Z / Gen Alpha); participants work in pairs.
Duration	60 minutes
Venue	A dynamic room arranged with chairs paired up in a “press room” or interview-style layout, with enough space for pairs to talk without drowning each other out.
Requirements	Source Profile Cards (with a boring line on one side and an emotional backstory on the other); Journalist Notebooks & Pens; Question Tier Cheat Sheets; Physical Insight Tokens (chips, tokens or paper clips); Countdown Timer.
User friendly digital tools used	Visual digital countdown clock (a physical kitchen timer may be used instead).
Suggested resources	Three question tiers: Clarifying, Probing and Feeling, introduced in the workshop.
Handouts	<ul style="list-style-type: none"> Handout 1. Probing Questions (Visualisation of the tiers) Source Profile Cards: one side contains a dry statement (e.g., “I changed sports clubs last year.”); the reverse contains the hidden emotional backstory (e.g., “I left because my old coach was bullying me, and I felt invisible. Joining the new club was terrifying, but I met my best friend there, and it completely restored my self-confidence.”).

- Question Tier Cheat Sheets: Tier 1 Clarifying — uncover basic facts and timelines (“What specific step did you take first?”); Tier 2 Probing — explore logic and motivations (“What made you choose that specific path?”); Tier 3 Feeling — explore emotional impact and personal growth (“How did you handle the frustration when that failed?”).
- Journalist Notebooks & Pens; Physical Insight Tokens; Countdown Timer.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Briefing & The Power of “Why”</p> <p>The facilitator opens: “Great journalists don’t get breakthroughs because they are lucky; they get them because they know how to unlock people with the right keys.” Explain closed questions (dead ends), open questions (unlock stories), probing questions and the three tiers of follow-up questions.</p> <p>* For a visualisation with the tiers, see below table</p>	15 minutes	Introduces the journalist metaphor; explains question types and three tiers; provides examples.	Listen and explore the three tiers of questions.	Question Tier Cheat Sheets.
<p>Phase 2: The Interview Challenge</p> <p>Participants pair up: one Source, one Investigative Journalist. Each Source receives a Boring Profile Card with a dry statement on the front (e.g., “I changed sports clubs last year.”) and a hidden emotional backstory on the reverse, visible only to the Source.</p> <p><i>Example backstory: “I left because my old coach was bullying me, and I felt invisible. Joining the new club was terrifying, but I met my best friend there, and it completely restored my self-confidence.”</i></p> <p>The Journalist has exactly 7 minutes to interview the Source, aiming to discover the hidden backstory. The Source answers only what is asked; for a closed question</p>	30 minutes	Distributes Source Profile Cards; manages interviews, scoring and role changes; keeps time.	Interview or act as Source; answer only questions asked; use question tiers to reveal the hidden story; switch roles.	Source Profile Cards; Journalist Notebooks & Pens; Question Tier Cheat Sheets; Physical Insight Tokens; Countdown Timer.

such as “Did you like your old club?”, they respond simply “No.”

The Journalist earns Insight Points for uncovering the story through Tier 1, 2 and 3 follow-up questions. After 5 minutes, pairs switch roles; the new Source gets a new Boring Profile Card and the game repeats.

Phase 3: The Press Debrief

Bring the group together into a large circle for structured reflection using the Experiential Learning Cycle:

- What? “How many journalists managed to uncover the exact hidden backstory? What stopped you when you got stuck?”
- So What? “When the journalist asked a closed question, how did it affect the flow of the conversation? What happened to the energy in the room when a Tier 3 (Feeling) question was asked?”
- Now What? “How can you use Tier 2 (Probing) or Tier 3 (Feeling) questions when a friend tells you they are ‘fine’ but look stressed, or when you are starting a new group project at school?”

15 minutes

Gathers participants in a circle and facilitates What? / So What? / Now What? reflection.

Reflect on interview experiences and real-life applications.

Space for a reflection circle.

Handout 1. Probing Questions (Visualisation of the tiers)

Question Tier	Purpose	Concrete Example
Tier 1: Clarifying	Uncovering basic facts and timelines.	<i>"What specific step did you take first?"</i>
Tier 2: Probing	Digging into the logic or motivations.	<i>"What made you choose that specific path?"</i>
Tier 3: Feeling	Uncovering emotional impact and personal growth.	<i>"How did you handle the frustration when that failed?"</i>

Activity 78 – Recognizing and Naming Emotions

Activity title: <i>“Emotional Forecast”</i>	
Abstract	Participants explore emotional literacy through a weather metaphor, expressing emotional states through movement and frozen group poses. Small Meteorology Teams interpret complex social scenarios and create silent Weather Forecast tableaux. Other participants decode the emotions through body-language clues before teams reveal the original scenarios. The workshop supports awareness of mixed emotions, empathy and non-verbal communication.
Aims / Objectives	Identify and name nuanced and mixed emotions; develop self-awareness and empathy; practise interpreting body language and communicating emotions non-verbally.
Topics / Skills covered	Emotional literacy (identifying and naming emotions), self-awareness, empathy, reading body language, and non-verbal communication.
Target group	Youth (Gen Z / Gen Alpha); Meteorology Teams of 4–5 participants. Minimum and maximum total group size: -
Duration	60 minutes
Venue	A spacious, open room cleared of tables so participants have plenty of space to move around and form physical poses safely.
Requirements	Situational Prompt Cards; Emotion Vocabulary Wall-Poster (large paper or whiteboard); Physical Boundary Markers (colorful cones or floor markers); stopwatch/timer.
User friendly digital tools used	Visual digital stopwatch/timer (a physical stopwatch/timer may also be used).
Suggested resources	Emotion Vocabulary Wall-Poster: categorized nuanced emotion words arranged by intensity (e.g., anger: annoyed, frustrated, bitter, furious).
Handouts	<ul style="list-style-type: none"> Situational Prompt Cards: realistic youth scenarios (e.g., social media exclusion, academic pressure, sports team rivalries, misunderstandings with parents). Example: “You submitted an art project you worked on for weeks. The teacher praised your effort in front of the whole class, but during the break, a classmate whispered to you that you only got a good grade because the teacher feels sorry for you.”

- Emotion Vocabulary Wall-Poster: a categorized list of nuanced emotion words arranged by intensity, serving as a visual word bank during decoding.
- Physical Boundary Markers: colourful cones or floor markers for each team's stage area.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Climate Check</p> <p>The Intro: The facilitator gathers everyone in a circle and introduces the core metaphor: <i>"Emotions are like the weather. They change constantly, they can be unpredictable, and there is no such thing as 'bad' weather - a thunderstorm isn't evil, it's just a natural reaction to atmospheric pressure. Our feelings are exactly the same."</i></p> <p>The Warm-up: The facilitator calls out weather patterns for participants to express through walking pace and body shape:</p> <ul style="list-style-type: none"> • High Pressure Sunshine: Walking proudly, chest open, fast and bouncy pace. • Freezing Fog: Slow, cautious steps, shoulders hunched forward, arms wrapped tightly around the body. • Approaching Thunderstorm: Stomping, heavy steps, hands clenched, sharp turns. 	10 minutes	Gathers participants in a circle; introduces the weather metaphor; calls out weather patterns.	Listen and express each weather pattern through walking pace and body shape.	Spacious, open room with tables cleared.
<p>Phase 2: Building the Weather Forecast</p> <p>Group Formation: Divide participants into "Meteorology Teams" of 4–5 people.</p> <p>The Task: Each team draws a Situational Prompt Card describing a complex social scenario. Teams have 7 minutes to discuss mixed feelings and design a silent, frozen Weather Forecast (human snapshot).</p>	25 minutes	Forms teams; distributes Situational Prompt Cards; manages the 7-minute creation limit and stage areas.	Discuss the scenario, identify mixed emotions and design a silent frozen group tableau.	Situational Prompt Cards; Physical Boundary Markers; stopwatch / timer.

<p><i>Example Card: "You submitted an art project you worked on for weeks. The teacher praised your effort in front of the whole class, but during the break, a classmate whispered to you that you only got a good grade because the teacher feels sorry for you."</i></p> <p>The Group's Analysis: The scenario creates a mix of pride, sudden shame, self-doubt, confusion and hidden resentment.</p> <p>The Execution: Each member embodies one part of the emotional storm in a frozen pose. <i>Example: one person stands tall but covers their face (shame/pride clash); another turns away with crossed arms (self-doubt); a third stands rigidly staring at an empty spot (resentment).</i></p>				
<p>Phase 3: The Weather Broadcast & Decoding</p> <p>The Presentation: Teams present frozen tableaux one by one for exactly 60 seconds in silence.</p> <p>The Decoding: The audience becomes "Chief Meteorologists," observing physical cues and identifying hidden emotions.</p> <p><u>Facilitator Guiding Prompts:</u></p> <ul style="list-style-type: none"> • "Look at Team 1. Notice the physical distance between the person in the center and the rest of the group. What does that space tell us about what they are feeling?" • "Look at their hands—one person has open palms but a dropped chin, while the other has clenched fists. Let's move past the word 'upset.' What are the specific, nuanced emotions we see here?" (Guide them to terms such as isolated, invalidated or defensive.) <p>The Reveal: The presenting team steps out of the pose and reads its original card aloud to compare with audience interpretations.</p>	15 minutes	Manages silent 60-second broadcasts; prompts observers to interpret body language; guides the reveal.	Present silent tableaux, decode others' physical cues, and reveal original prompt cards.	Situational Prompt Cards; Emotion Vocabulary Wall-Poster; stage markers; stopwatch / timer.

Phase 4: The Debrief

Bring the group into a seated circle for non-formal reflection.

- What?: “Was it easier to express the emotions physically or to guess them as an audience member? What specific body language cues made an emotion instantly recognizable?”
- So What?: “Why is it common for us to experience 3 or 4 different emotions at the exact same time (like pride and shame simultaneously)? What happens if we only use simple words like ‘good’ or ‘bad’ to describe our inner weather?”
- Now What?: “The next time you feel a sudden ‘storm’ coming on in your daily life, how can mapping it out like a weather report help you handle it before you react?”

10 minutes

Gathers participants into a seated circle and guides What? / So What? / Now What? reflection.

Reflect on expressing and interpreting emotions, and applying emotional awareness in daily life.

Space for a seated reflection circle.

Activity 79 – Managing Difficult Conversations

Activity title: <i>“The Temperature Control”</i>	
Abstract	A fishbowl simulation in which participants practise managing difficult conversations by changing their emotional “temperature.” Two volunteers act out low-stakes conflicts while the facilitator switches between Hot, Warm and Cool settings. Participants use “I” statements, validation and open questions to de-escalate tension; audience members can tag in to try a constructive response.
Aims / Objectives	Practise de-escalation techniques, active listening, emotional self-regulation, empathy and conflict resolution; learn to replace blame with “I” statements and validate another person’s perspective.
Topics / Skills covered	De-escalation techniques, active listening, emotional self-regulation, empathy, conflict resolution; “I” statements; validation; responding to changing emotional intensity.
Target group	Youth (Gen Z / Gen Alpha). Number of participants: -
Duration	60 minutes
Venue	A circle of chairs with an open “stage” space in the exact centre (fishbowl setup).
Requirements	Circle of chairs and two chairs in the centre; whiteboard; Conflict Scenario Cards; De-escalation Keyword Cards; optional physical Thermostat Dial (cardboard with a moving arrow).
User friendly digital tools used	-
Suggested resources	“I” statements and validation, introduced on a whiteboard. De-escalation Keyword Cards with phrase starters: “I feel... when...”; “It sounds like you are feeling...”; “Help me understand...”; “What can we do to solve this together?”
Handouts	<ul style="list-style-type: none"> Conflict Scenario Cards: index cards with common youth disputes. Examples: two friends arguing because one leaked a private joke from their group chat; two gamers debating who picks the team composition for an upcoming local tournament match. Simulation scenario: two co-captains of a youth group project discuss who must stay late on Friday to clean and lock up equipment.

- De-escalation Keyword Cards: large printed sheets placed on the floor in plain sight of the actors, with the phrase starters “I feel... when...”, “It sounds like you are feeling...”, “Help me understand...”, and “What can we do to solve this together?”
- Optional Physical Thermostat Dial: oversized cardboard dial with moving arrow and colour-coded zones Blue (Cool), Yellow (Warm), Red (Hot); facilitator may announce settings aloud instead.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Checking the Thermostat</p> <p>The Intro: The facilitator gathers everyone in the circle and introduces the concept of emotional temperature: “In any difficult conversation, there is a hidden thermostat. If the conversation gets too hot, people get defensive, stop listening, and start attacking. Our goal today is to learn how to actively dial down the heat using concrete verbal tools.”</p> <p>The Tools: Introduce the two primary de-escalation tools written on a whiteboard:</p> <ul style="list-style-type: none"> • “I” Statements: Focusing on your own feelings and needs rather than blaming the other person (“I feel overwhelmed when tasks are left undone” vs. “You never help”). • Validation: Acknowledging the other person’s perspective even if you disagree (“I understand that you’re stressed about your exams right now...”). 	15 minutes	Gathers the circle, explains emotional temperature, and introduces “I” statements and validation on a whiteboard.	Listen, discuss the metaphor and learn the two verbal de-escalation tools.	Circle of chairs; whiteboard.
<p>Phase 2: The Thermostat Simulation</p> <p>The Setup: Two volunteers sit on two chairs in the centre of the fishbowl and receive a low-stakes Conflict Scenario Card. <i>Example: “Two co-captains of a youth group project are discussing who has to stay late on a Friday afternoon to clean up the workspace and lock up the equipment.”</i></p>	30 minutes	Selects volunteer pairs and scenario cards; shifts the thermostat every 60–90 seconds; pauses for 10	Roleplay the conflict, adjust to Hot/Cool prompts, use de-escalation tools, offer	Two centre chairs and outer circle; Conflict Scenario Cards; optional Thermostat

<p>The Gameplay: The volunteers discuss naturally. The facilitator stands outside the circle with a visual Thermostat Dial (Hot, Warm, Cool). Every 60 to 90 seconds the facilitator changes the setting:</p> <ul style="list-style-type: none"> • “Heat Up!”: Actors immediately escalate using accusatory language (“you always,” “it’s your fault”), interruptions and defensive body language (crossed arms, leaning back scornfully). • “Cool Down!”: The facilitator pauses the scene for 10 seconds. The audience can shout advice, or the actors try to lower the tension using an “I” statement, an open question or validation of the other person’s frustration. <p>The Tag-In: During any “Cool Down” phase, someone in the outer circle may gently tap an actor’s shoulder, tag in and deliver a de-escalating line.</p> <p>Rotation: Run the simulation three times with different volunteer pairs and new scenario cards.</p>		seconds at Cool Down; facilitates tag-ins and three rounds.	advice, and tag in when appropriate.	Dial; De-escalation Keyword Cards.
<p>Phase 3: The De-escalation Debrief</p> <p>Bring the entire group back together for structured reflection:</p> <ul style="list-style-type: none"> - What?: “What specific words or body language changes instantly drove the temperature into the red zone? What phrases actually succeeded in cooling the conversation down?” - So What?: “Why is it so incredibly difficult to use an ‘I’ statement when someone is yelling or acting defensively toward us? What happens inside our bodies when the emotional temperature hits ‘Hot’?” - Now What?: “The next time you find yourself in a heated argument with a sibling, a parent, or a teammate, what is the very first thing you can do to pause your own internal thermostat before replying?” 	15 minutes	Brings the group together and facilitates the What? / So What? / Now What? reflection.	Reflect on escalation triggers, effective cooling phrases and how to pause before responding in real-life conflicts.	Circle of chairs.

Activity 80 – Mindfulness

Activity title: <i>“The Mental Rest”</i>	
Abstract	A 40-minute mindfulness workshop that introduces mindfulness through the relatable smartphone “Close All Apps” metaphor. Participants discuss mental overload and physical signs of stress, experience a guided breathing and grounding meditation, and finish with a low-pressure, one-word check-in.
Aims / Objectives	Practise stress management, self-regulation, emotional grounding, present-moment awareness and focus through accessible mindfulness techniques.
Topics / Skills covered	Stress management; self-regulation; emotional grounding; present-moment awareness; focus; noticing thoughts without judgment; breathing and sensory grounding.
Target group	Youth (Gen Z / Gen Alpha). Number of participants: –
Duration	40 minutes
Venue	A quiet, comfortable room with dim lighting. Chairs arranged in a loose circle; participants may sit or lie on yoga mats or beanbags if space permits.
Requirements	Comfortable seating/mats (yoga mats, large pillows or beanbags); dimmed lighting (window blinds or dimmable light switch); Bluetooth speaker for soft, low-volume ambient sounds such as rain, ocean waves or white noise. Optional: whiteboard and markers.
User friendly digital tools used	Bluetooth speaker for optional ambient background sounds during guided meditation; no app or other digital tool is specified.
Suggested resources	The “Close All Apps” smartphone metaphor, guided breathing and grounding meditation, and thought-labeling as “swipable notifications” are described in the source. No external resources or links are specified.
Handouts	Handout 1. Guided Meditation

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Unpacking Mindfulness</p> <p>The facilitator opens the session in a calm, welcoming tone. Instead of using rigid or overly spiritual language, mindfulness is explained through a practical, modern metaphor that resonates with youth living in a high-speed digital world.</p> <p>Facilitator Script: <i>“Think about your smartphone when you have twenty different apps open at the exact same time. The battery drains fast, the phone gets hot, and everything starts to lag. Our minds do the exact same thing. Between school, social media notifications, friends, and thinking about the future, our internal ‘processing power’ gets completely overloaded. Mindfulness isn’t about clearing your mind or forcing yourself to stop thinking—that’s impossible. Mindfulness is simply hitting the ‘Close All Apps’ button for just a few minutes. It’s pausing to notice exactly what is happening right now, in your body and around you, without judging it as good or bad. It is giving your brain a chance to cool down and reset.”</i></p>	10 minutes	Opens calmly and explains mindfulness using the smartphone and “Close All Apps” metaphor.	Listen and consider how the metaphor relates to their own mental overload.	Quiet, comfortable room; dim lighting; comfortable seating. Optional whiteboard and markers.
<p>Phase 2: Group Discussion Prompts</p> <p>To keep the workshop informal and conversational, the facilitator introduces three open-ended discussion prompts.</p>	10 minutes	Invites informal discussion using the three prompts without pressuring anyone to share.	Share thoughts voluntarily and listen to peers.	Comfortable seating arranged for informal discussion.

<p>Participants are invited to share their thoughts casually without pressure.</p> <ul style="list-style-type: none"> • Prompt 1: “What are the specific ‘apps’ or thoughts that run in the background of your mind most often during a normal school day? What drains your battery the fastest?” • Prompt 2: “When you get stressed or overwhelmed, where do you feel it first in your physical body? (e.g., tight shoulders, a racing heart, a heavy feeling in the stomach, or a headache?)” • Prompt 3: “What is one offline activity you already do where you naturally forget about your phone and feel completely present in the moment?” 				
<p>Phase 3: Guided Meditation</p> <p>The facilitator invites participants to find a comfortable position, either sitting upright with feet flat on the floor or lying down comfortably. The facilitator reads the following narrative slowly, pausing frequently between sentences to allow for silence and breathing.</p>	15 minutes	Invites comfortable sitting or lying positions and reads the full meditation narrative slowly, including the specified pauses.	Sit or lie comfortably, breathe, notice bodily sensations and sounds, and gently label and release distracting thoughts.	Comfortable seating, mats, pillows or beanbags; dimmed lighting; optional Bluetooth speaker for soft ambient sounds.
<p>Phase 4: Gentle Closing</p> <p>Instead of a heavy debriefing process, the workshop concludes with a simple, low-pressure check-in. The facilitator asks participants to sum up how they feel right now using just one single word (e.g., “calm,” “heavy,” “relaxed,” “quiet”).</p>	5 minutes	Facilitates the gentle one-word check-in without imposing a heavy debrief.	Optionally share one word describing how they feel at the end.	Comfortable circle or seating.

Handout 1. Guided Meditation

*"Close your eyes if you feel comfortable doing so, or simply lower your gaze and focus gently on a single spot on the floor in front of you. Let your hands rest loosely on your lap or by your side. Take a deep, slow breath in through your nose... fill up your lungs... and let it out slowly through your mouth. (Pause for 5 seconds)

Do that again. A deep, steady breath in... and a long, slow breath out. Feel your shoulders drop slightly as you exhale. You don't need to change how you are breathing; just notice the natural rhythm of your breath as it moves in and out. (Pause for 5 seconds)

Bring your attention down to your feet. Feel the solid weight of your feet pressing against the floor. Notice how the ground is completely supporting you right now. You don't have to go anywhere. You don't have to fix anything. You are exactly where you need to be. (Pause for 10 seconds)

Now, bring your awareness to your chest and stomach. Notice the gentle rise and fall with every single breath. If your mind starts to wander—if a thought pops up about what you did earlier or what you have to do later—that is completely fine. That is just an 'app' trying to open. Don't get angry at it. Just notice it, label it as 'a thought,' and gently swipe it away. Bring your focus right back to the feeling of your chest rising and falling. (Pause for 15 seconds)

Let's take a moment to notice our immediate environment. Without opening your eyes, tune in to the sounds around you. Listen to the furthest sound you can hear outside the room... now bring your attention closer, to a sound inside this room... and finally, to the quiet sound of your own breathing. (Pause for 15 seconds)

As we prepare to bring this session to a close, take one final, deep breath in, gathering up any tension... and exhale completely, letting it go. (Pause for 5 seconds)

Gently begin to wiggle your fingers and your toes, bringing movement back into your body. And when you are completely ready, slowly open your eyes and return your attention to the room."*

Activity 81 – Empathy

Activity title: <i>“The Blind Spot”</i>	
Abstract	A team-based empathy workshop in which participants first interpret a person’s visible behaviour, then reveal a hidden part of the story that challenges their assumptions. Teams discuss how the new information changes their perspective and response, followed by a structured group reflection.
Aims / Objectives	Develop empathy by seeking to understand another person’s perspective before reacting or making assumptions; practise perspective-taking, active listening, emotional awareness, and non-judgmental communication.
Topics / Skills covered	Empathy; perspective-taking; active listening; emotional awareness; non-judgmental communication; reconsidering first impressions and assumptions; collaborative discussion and reflection.
Target group	Youth (Gen Z / Gen Alpha); small teams of 3–5 participants.
Duration	60 minutes
Venue	A room with enough space for small groups to work together.
Requirements	Scenario Cards; matching Blind Spot Cards; timer; flipchart or whiteboard.
User friendly digital tools used	–
Suggested resources	–
Handouts	Scenario Cards: cards describing only a person’s visible behaviour. Blind Spot Cards: matching cards revealing the hidden perspective behind each situation.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Briefing</p> <p>The facilitator welcomes the participants and introduces today's challenge:</p> <p><i>"Welcome to The Blind Spot. Every day, we make assumptions about people based on what we can see. But every person has a blind spot— a part of their story that remains invisible to others. Today, your challenge is to discover how one hidden detail can completely change the way we understand someone."</i></p> <p>The facilitator briefly explains that empathy means trying to understand another person's perspective before reacting or making assumptions.</p> <p>Participants are divided into small teams of 3–5 people.</p>	10 minutes	Welcomes participants, reads the challenge introduction, briefly explains empathy, and divides participants into teams of 3-5.	Listen to the introduction and join a small team.	Room with enough space for small-group work.
<p>Phase 2: The Blind Spot Challenge</p> <p>1. The Setup: Each team receives a Scenario Card describing only a person's visible behaviour.</p> <p><i>Example Scenario: "A classmate suddenly stops talking to everyone in the group."</i></p> <p>2. The First Impression: Teams have 3 minutes to discuss the situation and answer two questions:</p> <ul style="list-style-type: none"> • What do you think is happening? • How would you react to this person? <p>3. Remove the Blind Spot: The facilitator tells the teams to "Remove the Blind Spot." Teams turn over the matching Blind Spot Card, revealing the hidden part of the story.</p>	35 minutes	Distributes Scenario Cards; times the first 3-minute discussion; instructs teams to reveal the matching Blind Spot Cards; times the second 3-minute discussion; repeats the activity with several scenarios.	Discuss first impressions and possible responses, reveal the hidden information, and reconsider their understanding and responses together.	Scenario Cards; matching Blind Spot Cards; timer.

Example Blind Spot: *"The classmate recently lost a close family member and doesn't know how to talk about it."*

4. The Perspective Shift: Teams have another 3 minutes to discuss how the new information changes their understanding of the situation and whether they would respond differently.

The facilitator repeats the activity using several different Scenario Cards, allowing participants to experience how hidden information can change their perspective.

Phase 3: Debrief

Bring the group back together for a structured reflection.

- "Which scenario changed your first impression the most?"
- "Was there a situation where your first assumption was completely different from the hidden story?"
- "Why do we often make quick judgments before knowing the full story?"
- "How can these assumptions affect our friendships, teamwork, or everyday interactions?"
- "The next time someone's behaviour confuses or frustrates you, what could you do before making a judgment?"

15 minutes

Brings participants together, guides the five reflection questions, and records common assumptions and key reflections.

Reflect on changing first impressions, assumptions, empathy, and how to respond before making judgments.

Flipchart or whiteboard to record common assumptions and key reflections.

Activity 82 – Collage of Values

Activity title: <i>“The Human Mosaic”</i>	
Abstract	A collaborative workshop in which teams create a shared Collage of Values. Participants first contribute personal values independently, then negotiate which values their new community should be built on. Successive challenges require them to narrow their choices, and teams transform their remaining values into a visual mosaic before a gallery walk and group reflection.
Aims / Objectives	Explore personal and shared values; practise self-awareness, teamwork, communication, negotiation, decision-making, and respect for different perspectives. Work towards collective decisions and reflect on how understanding others’ values can improve everyday teamwork and communication.
Topics / Skills covered	Self-awareness; teamwork; communication; negotiation; decision-making; respect for different perspectives; personal and shared values; collaborative creation and prioritisation.
Target group	Youth (Gen Z / Gen Alpha); teams of 4–5 participants.
Duration	60 minutes
Venue	A spacious room with tables where teams of 4–5 participants can work together; space for a gallery walk.
Requirements	A3 sheets; sticky notes; markers and coloured pens; Challenge Cards; timer.
User friendly digital tools used	–
Suggested resources	–
Handouts	A3 sheets and sticky notes for collecting and displaying values; Challenge Cards with successive community-building dilemmas, including selecting five values for a new community and retaining only three after a conflict.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Briefing</p> <p>The facilitator welcomes the participants and introduces today's challenge:</p> <p><i>"Every community is built on shared values, but no two people value the same things equally. Today, your team must work together to create one shared Collage of Values that represents your group."</i></p> <ul style="list-style-type: none"> • Participants are divided into small teams of 4–5 people. • Each team receives an A3 sheet, sticky notes, and markers. 	10 minutes	Welcomes participants, introduces the shared-values challenge, forms teams of 4–5, and distributes materials.	Listen to the challenge, join teams, and collect their A3 sheet, sticky notes, and markers.	A3 sheets; sticky notes; markers; tables for group work.
<p>Phase 2: Building the Human Mosaic</p> <p>1. The Foundation</p> <p>Each participant writes three personal values on separate sticky notes. Without discussing them, everyone places their notes in the centre of the table, creating a collection of values.</p> <p>2. The Challenge</p> <p>The facilitator presents a Challenge Card.</p> <p><i>Example: "Your team has been chosen to create a brand-new community for young people. You can only build it on five values."</i></p> <p>Teams have five minutes to discuss, negotiate, and agree on five values from all the sticky notes. The chosen values are placed on the A3 sheet.</p> <p>3. The Next Challenge</p> <p>The facilitator presents a new Challenge Card.</p>	35 minutes	Presents successive Challenge Cards, facilitates the five-minute negotiation and subsequent value-selection challenge, and supports the final visual collage creation.	Individually write three values without discussion; pool them; negotiate five values in five minutes; choose the three that remain after the next challenge; create a shared visual mosaic.	A3 sheets; sticky notes; markers and coloured pens; Challenge Cards; timer.

<p><i>Example: "A conflict has divided your community. You may only keep three of your five values to help rebuild trust."</i></p> <p>Teams discuss again and decide which values remain. They remove the others from the collage.</p> <p>4. The Final Mosaic</p> <p>Teams use colours, symbols, drawings, and connections to transform their remaining values into one shared Collage of Values that represents their group.</p>				
<p>Phase 3: Gallery Walk & Debrief</p> <p>Each team presents their Human Mosaic to the rest of the group. Participants walk around the room, observe the different collages, and compare how each team prioritised different values.</p> <p>Bring the participants together for a structured reflection.</p> <ul style="list-style-type: none"> • "Which value was the easiest to agree on? Which created the most discussion?" • "Why do different groups choose different values even when they face the same challenge?" • "How did negotiation influence your final collage?" • "How can understanding other people's values improve teamwork and communication in everyday life?" 	15 minutes	Organises team presentations and the gallery walk; leads the structured reflection using all four questions.	Present their mosaics, examine other teams' collages, compare priorities, and reflect on negotiation, values, teamwork, and communication.	Completed collages; space for display and a gallery walk.

Activity 83 – Decision-Making Under Stress

Activity title: <i>“Mission Control”</i>	
Abstract	A timed, team-based Mission Control workshop in which participants respond to realistic high-pressure situations. Mission Teams choose a course of action, receive unexpected Mission Update Cards, adapt their decisions, and report how they reached agreement. Repeated missions encourage communication, teamwork, adaptability, critical thinking and problem-solving under stress.
Aims / Objectives	Practise making decisions under pressure; work together to reach a shared decision within limited time; communicate effectively, prioritise, respond to changing information, and reflect on strategies for remaining focused under stress.
Topics / Skills covered	Decision-making under pressure; teamwork; communication; adaptability; critical thinking; problem-solving; collaborative decision-making; time management under stress.
Target group	Youth (Gen Z / Gen Alpha); Mission Teams of 4–5 participants.
Duration	60 minutes
Venue	A spacious room with tables where teams of 4–5 participants can work together.
Requirements	Mission Cards describing realistic scenarios that require quick decision-making; Mission Update Cards introducing unexpected changes during each mission; timer; flipchart or whiteboard (optional, for comparing team decisions during debrief).
User friendly digital tools used	–
Suggested resources	–
Handouts	Mission Cards: Cards describing realistic scenarios that require quick decision-making. Example: “Your youth group is hiking in the mountains when a storm suddenly begins. One team member is injured, your phones have no signal, and darkness is approaching. Decide what your team will do.”

Mission Update Cards: Cards introducing unexpected changes during each mission. Examples: “The injured person can no longer walk”; “Another group nearby is asking for help”; “The storm is arriving faster than expected”; “One team member knows a shortcut, but nobody else trusts it.”

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Mission Briefing</p> <p>The facilitator welcomes the participants and introduces today’s mission: <i>“Welcome to Mission Control. Every decision you make today will be under pressure. Your team will face unexpected situations where time is limited and new information can change everything. Your mission is not to find the perfect solution, but to work together and make the best possible decision before time runs out.”</i></p> <p>Participants are divided into small Mission Teams of 4–5 people.</p> <p>The facilitator explains that each mission will become more challenging as new information is introduced.</p>	10 minutes	Welcomes participants; delivers the mission briefing; divides participants into Mission Teams of 4–5; explains that missions become more challenging when new information is introduced.	Listen to the mission briefing; form teams of 4–5; prepare to make shared decisions as conditions change.	Spacious room; tables for teams of 4–5.
<p>Phase 2: Mission Control</p> <p>1. The Mission</p> <p>Each Mission Team receives a Mission Card describing a realistic scenario. <i>Example Mission: “Your youth group is hiking in the mountains when a storm suddenly begins. One team</i></p>	35 minutes	Distributes Mission Cards; times the two-minute discussions; announces “Mission Update!” halfway through and provides Update Cards; gives teams	Discuss each mission and agree on an action; respond to unexpected Update Cards; adapt or change their decisions	Mission Cards; Mission Update Cards; timer; tables for Mission Teams.

member is injured, your phones have no signal, and darkness is approaching. Decide what your team will do."

Teams have two minutes to discuss the situation and agree on one course of action.

2. Mission Update

Halfway through the discussion, the facilitator announces: "*Mission Update!*"

Each team receives an Update Card containing unexpected new information that changes the situation.

Examples:

- *The injured person can no longer walk.*
- *Another group nearby is asking for help.*
- *The storm is arriving faster than expected.*
- *One team member knows a shortcut, but nobody else trusts it.*

Teams have one additional minute to review, adapt, or completely change their decision before time expires.

3. Mission Report

When time is up, each team briefly presents:

- their final decision;
- how the Mission Update influenced their thinking;
- how they reached an agreement under pressure.

The facilitator repeats the activity with new Mission Cards, allowing participants to experience different types of high-pressure situations.

one additional minute to adapt; invites reports and repeats with new Mission Cards.

within the additional minute; present the final decision, the effect of the update, and how agreement was reached.

Phase 3: Debrief

Bring the participants back together for a structured reflection.

- “How did your team react when the Mission Update changed the situation?”
- “Was it difficult to change your original decision?”
- “How does time pressure affect the way we think, communicate, and make decisions?”
- “What strategies helped your team stay focused under stress?”
- “How can you apply these strategies when making important decisions at school, work, or in everyday life?”

15 minutes

Brings participants together; facilitates structured reflection using all five questions; optionally uses a flipchart or whiteboard to compare different team decisions.

Reflect on reactions to updates, changing decisions, time pressure, focus under stress, and applications at school, work and in everyday life.

Space for group reflection; flipchart or whiteboard (optional).

Activity 84 – Creating Productivity Rituals

Activity title: <i>“The Ritual Lab”</i>	
Abstract	A team-based productivity workshop in which participants become Productivity Scientists, design simple three-step daily rituals for common productivity challenges, and adapt those rituals to unexpected obstacles during a Lab Test. Teams present their solutions and reflect on building sustainable routines.
Aims / Objectives	Design practical productivity rituals; build productive habits; strengthen self-management, creativity, teamwork and problem-solving; adapt routines to obstacles and reflect on how to maintain them over time.
Topics / Skills covered	Productivity; habit building; self-management; creativity; teamwork; problem-solving.
Target group	Youth (Gen Z / Gen Alpha); Lab Teams of 4–5 participants.
Duration	60 minutes
Venue	A spacious room with tables where teams of 4–5 participants can work together.
Requirements	Challenge Cards; Routine Cards; Ritual Blueprint Worksheets; markers; timer.
User friendly digital tools used	–
Suggested resources	–
Handouts	<ul style="list-style-type: none"> • Challenge Cards with productivity problems, for example: “You always procrastinate before studying”; “You lose focus while working”; “You constantly check your phone”; “You feel overwhelmed by too many tasks.” • Routine Cards with unexpected obstacles, for example: “You only have 15 minutes”; “You have no quiet place to work”; “Your phone keeps distracting you”; “You feel mentally exhausted.” • Ritual Blueprint Worksheets for designing a three-step productivity ritual.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Mission Briefing</p> <p>The facilitator welcomes the participants and introduces today's challenge: <i>"Productive people don't rely on motivation—they rely on routines. Today, your mission is to become Productivity Scientists and design simple daily rituals that help people stay focused, organised, and productive."</i></p> <p>Participants are divided into small Lab Teams of 4–5 people.</p> <p>Each team receives a set of Challenge Cards, Routine Cards, and a Ritual Blueprint worksheet.</p>	10 minutes	Welcomes participants; introduces the challenge and the Productivity Scientists mission; divides participants into Lab Teams of 4–5; distributes Challenge Cards, Routine Cards and Ritual Blueprint worksheets.	Listen to the mission; form Lab Teams of 4–5; receive Challenge Cards, Routine Cards and a Ritual Blueprint worksheet.	Spacious room with tables; Challenge Cards; Routine Cards; Ritual Blueprint Worksheets.
<p>Phase 2: The Ritual Lab</p> <p>1. The Challenge</p> <p>Each Lab Team draws one Challenge Card describing a common productivity problem. <i>Examples:</i></p> <ul style="list-style-type: none"> • <i>You always procrastinate before studying.</i> • <i>You lose focus while working.</i> • <i>You constantly check your phone.</i> • <i>You feel overwhelmed by too many tasks.</i> <p>Teams have five minutes to design a simple three-step productivity ritual that could help solve the challenge.</p> <p>2. The Test</p> <p>Once the ritual is ready, the facilitator announces: <i>"Lab Test!"</i></p> <p>Each team draws a Routine Card introducing an</p>	35 minutes	Distributes and facilitates the Challenge Cards; gives teams five minutes to design a three-step ritual; announces "Lab Test!"; has each team draw a Routine Card; gives three minutes for adaptation; invites presentations, questions and feedback.	Draw a Challenge Card; design a three-step productivity ritual within five minutes; draw a Routine Card; adapt and improve the ritual within three minutes; present the challenge, final ritual and adaptation; ask	Challenge Cards; Routine Cards; Ritual Blueprint Worksheets; markers; timer.

<p>unexpected obstacle. <i>Examples:</i></p> <ul style="list-style-type: none"> • <i>You only have 15 minutes.</i> • <i>You have no quiet place to work.</i> • <i>Your phone keeps distracting you.</i> • <i>You feel mentally exhausted.</i> <p>Teams have three minutes to adapt and improve their ritual so it still works despite the new challenge.</p> <p>3. Present the Ritual Each team presents:</p> <ul style="list-style-type: none"> • the productivity challenge; • their final three-step ritual; • how they adapted it after the Lab Test. <p>The facilitator encourages brief questions and feedback from the other teams.</p>			questions and give feedback.	
<p>Phase 3: Debrief Bring the participants together for a structured reflection.</p> <ul style="list-style-type: none"> • “Which productivity ritual seemed the most practical?” • “How did the Lab Test change your original idea?” • “Why are small daily rituals often more effective than relying on motivation?” • “How can adapting a routine make it easier to maintain over time?” • “What is one productivity ritual you would like to try this week?” 	15 minutes	Brings participants together and facilitates structured reflection using all five questions.	Reflect on practical rituals, how the Lab Test changed their ideas, motivation versus daily routines, adaptability and one ritual to try this week.	Space for group reflection.

Activity 85 – Weekly Planning

Activity title: <i>“Beat the Clock”</i>	
Abstract	A team-based weekly planning challenge in which participants create a balanced weekly schedule and race against the clock to adapt it as unexpected tasks arise, without overloading their week or removing essential activities.
Aims / Objectives	Practise weekly planning, prioritisation, teamwork, time management, adaptability and decision-making; develop a realistic and balanced weekly schedule; respond to changing commitments; reflect on strategies for staying organised and reducing stress.
Topics / Skills covered	Weekly planning; prioritisation; teamwork; time management; adaptability; decision-making.
Target group	Youth (Gen Z / Gen Alpha); Planning Teams of 4–5 participants.
Duration	60 minutes
Venue	A spacious room with tables where teams of 4–5 participants can work together.
Requirements	A3 Weekly Planner; coloured markers; timer.
User friendly digital tools used	–
Suggested resources	–
Handouts	A3 Weekly Planner for each team. Coloured markers. Timer. Participants also write down one change they would make to improve their own weekly planning.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Mission Briefing</p> <p>The facilitator welcomes the participants and introduces today's challenge: <i>"Planning a week is easy... until life gets busy. Today, your mission is to organise a realistic weekly schedule while racing against the clock. As new tasks appear, your team must quickly adapt without creating an overloaded week."</i></p> <p>Participants are divided into small Planning Teams of 4–5 people.</p> <p>Each team receives an A3 Weekly Planner and coloured markers.</p>	10 minutes	Welcomes participants; introduces the weekly planning challenge using the mission briefing; divides participants into Planning Teams of 4–5; distributes A3 Weekly Planners and coloured markers.	Listen to the mission; form Planning Teams of 4–5; receive an A3 Weekly Planner and coloured markers.	Spacious room with tables; A3 Weekly Planner for each team; coloured markers.
<p>Phase 2: Beat the Clock</p> <p>1. Plan the Week</p> <p>Each team has five minutes to organise a balanced weekly schedule. They should include:</p> <ul style="list-style-type: none"> • School or work • Study time • Physical activity • Family or friends • Personal hobbies • Rest <p>Teams decide together how to distribute their activities throughout the week.</p> <p>2. Beat the Clock</p> <p>The facilitator starts the timer and announces one unexpected task every two minutes.</p> <p><i>Examples:</i></p>	35 minutes	Gives teams five minutes to create a balanced weekly plan; starts the timer; announces one unexpected task every two minutes; gives teams one minute after each announcement to reorganise while retaining essential activities; invites each team to present its challenge, change and balancing strategy.	Collaboratively plan a week including school/work, study, physical activity, family/friends, hobbies and rest; respond to unexpected tasks by reorganising the plan within one minute without removing sleep, study or meals; present one disruption, one	A3 Weekly Planners; coloured markers; timer.

<ul style="list-style-type: none"> • <i>You have an important exam on Friday.</i> • <i>A friend invites you to a birthday party.</i> • <i>You need to visit the dentist.</i> • <i>Your teacher assigns extra homework.</i> • <i>Your sports practice has been moved.</i> <p>After each announcement, teams have one minute to reorganise their weekly planner without removing essential activities such as sleep, study, or meals.</p> <p>3. Present Your Plan</p> <p>Each team presents:</p> <ul style="list-style-type: none"> • one challenge that disrupted their schedule; • one change they made; • one strategy that helped them keep their week balanced. 			change and one balancing strategy.	
<p>Phase 3: Debrief</p> <p>Bring the participants together for a structured reflection.</p> <ul style="list-style-type: none"> • “Which unexpected task was the most difficult to fit into your week?” • “How did your team decide what to change?” • “Why is flexibility an important part of weekly planning?” • “How can planning ahead reduce stress during a busy week?” • “What is one planning habit you could use next week to stay organised?” <p><i>Before closing the workshop, ask each participant to write down one change they would make to improve their own weekly planning.</i></p>	15 minutes	Brings participants together; leads structured reflection using all five questions; asks every participant to write down one change to improve their own weekly planning before closing.	Reflect on unexpected tasks, team decisions, flexibility, stress reduction and a planning habit for next week; individually write down one change to improve personal weekly planning.	Writing materials; space for group reflection.

Activity 86 – The Flow State and Time

Activity title: <i>“The Focus Challenge”</i>	
Abstract	Participants explore the flow state through three rounds of creative teamwork: two rounds with an assigned Distractor and a final silent, uninterrupted round. They compare how the conditions influence concentration, productivity and their perception of time.
Aims / Objectives	Experience the effects of distractions on concentration; recognise conditions that support a flow state; practise focus, time management, teamwork, communication and self-awareness; identify one action to improve a personal study or work environment.
Topics / Skills covered	Focus; concentration; time management; teamwork; communication; self-awareness; flow state and the impact of interruptions.
Target group	Youth (Gen Z / Gen Alpha); Focus Teams of 3–4 participants.
Duration	60 minutes
Venue	A spacious room with tables where teams of 3–4 participants can work together.
Requirements	A4 sheets; markers; timer; space for Focus Teams to complete creative tasks under different conditions.
User friendly digital tools used	–
Suggested resources	Creative task options: draw a logo; design a campaign poster; build the tallest paper structure. Distractor instructions: ask unrelated questions, start a conversation, request explanations, count aloud or encourage teammates to switch attention.
Handouts	A4 sheets and markers for each team; paper for each participant to write one action for creating a more focused study or work environment.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Mission Briefing</p> <p>The facilitator welcomes participants and introduces the challenge: <i>“Have you ever been so focused on a task that you completely lost track of time? This is called a flow state. Today, you will experience how distractions affect your focus and discover what helps you stay fully engaged in a task.”</i></p> <p>Participants are divided into Focus Teams of 3–4 people. Each team receives paper and markers.</p> <p>The facilitator explains that teams will complete the same type of creative challenge under different conditions. <i>Examples of creative tasks:</i></p> <ul style="list-style-type: none"> • Draw a logo. • Design a campaign poster. • Build the tallest paper structure. 	10 minutes	Welcomes participants; introduces the concept of flow and the challenge using the opening script; divides participants into Focus Teams of 3–4; provides paper and markers; explains the different task conditions and gives creative-task examples.	Listen to the mission briefing; form Focus Teams of 3–4; receive paper and markers; prepare to undertake similar creative tasks under different conditions.	A spacious room with tables; A4 sheets; markers.
<p>Phase 2: The Focus Challenge</p> <p>Round 1 – Distraction Mode</p> <p>Each team selects one participant to become The Distractor. The remaining team members have five minutes to complete a simple creative task assigned by the facilitator. During the activity, the Distractor follows facilitator instructions designed to interrupt the team’s</p>	35 minutes	Assigns simple creative tasks and manages the rounds; instructs the Distractor to interrupt concentration in Round 1; provides a new task of similar difficulty and changes the Distractor for Round 2; facilitates a silent, interruption-free final round; prompts teams to compare	Select a Distractor and complete a five-minute task despite interruptions; switch the Distractor and complete a new five-minute task; work silently without a Distractor in the final round; compare	A4 sheets; markers; timer; tables for team tasks.

<p>concentration. <i>Examples include:</i></p> <ul style="list-style-type: none"> • <i>Asking unrelated questions.</i> • <i>Starting a conversation.</i> • <i>Requesting explanations during the task.</i> • <i>Counting aloud.</i> • <i>Encouraging teammates to switch their attention.</i> <p>The goal is to simulate distractions people experience in everyday life.</p> <p>Round 2 – Switch Roles Teams receive a new creative task of similar difficulty. A different participant becomes The Distractor, ensuring that everyone experiences both roles. Repeat the activity for another five minutes.</p> <p>Round 3 – Flow Mode For the final round, there is no Distractor. Teams complete one last creative task in complete silence and without interruptions.</p> <p>Afterwards, teams compare their experiences by discussing:</p> <ul style="list-style-type: none"> • Which round felt the most productive. • Which round seemed to pass the fastest. • How distractions affected their focus. • What helped them enter a state of concentration. 		<p>productivity, perceived time, distractions and concentration.</p>	<p>experiences using all four discussion prompts.</p>	
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Phase 3: Debrief

Bring participants together for a structured reflection:

- “How did the distractions affect your team’s performance?”
- “Did the final round feel different from the previous ones?”
- “Why is it difficult to reach a flow state when we are constantly interrupted?”
- “How does deep focus improve productivity and time management?”
- “What is one distraction you could reduce this week to improve your focus?”

Before closing the workshop, ask each participant to write down one action they will take to create a more focused environment when studying or working.

15 minutes

Brings the group together; guides reflection using all five questions; asks each participant to write down one practical action for a more focused study or work environment.

Reflect on distractions, performance, the uninterrupted round, flow, productivity and time management; identify a distraction to reduce this week; write down one action to create a more focused environment.

Space for group reflection; paper and writing materials.

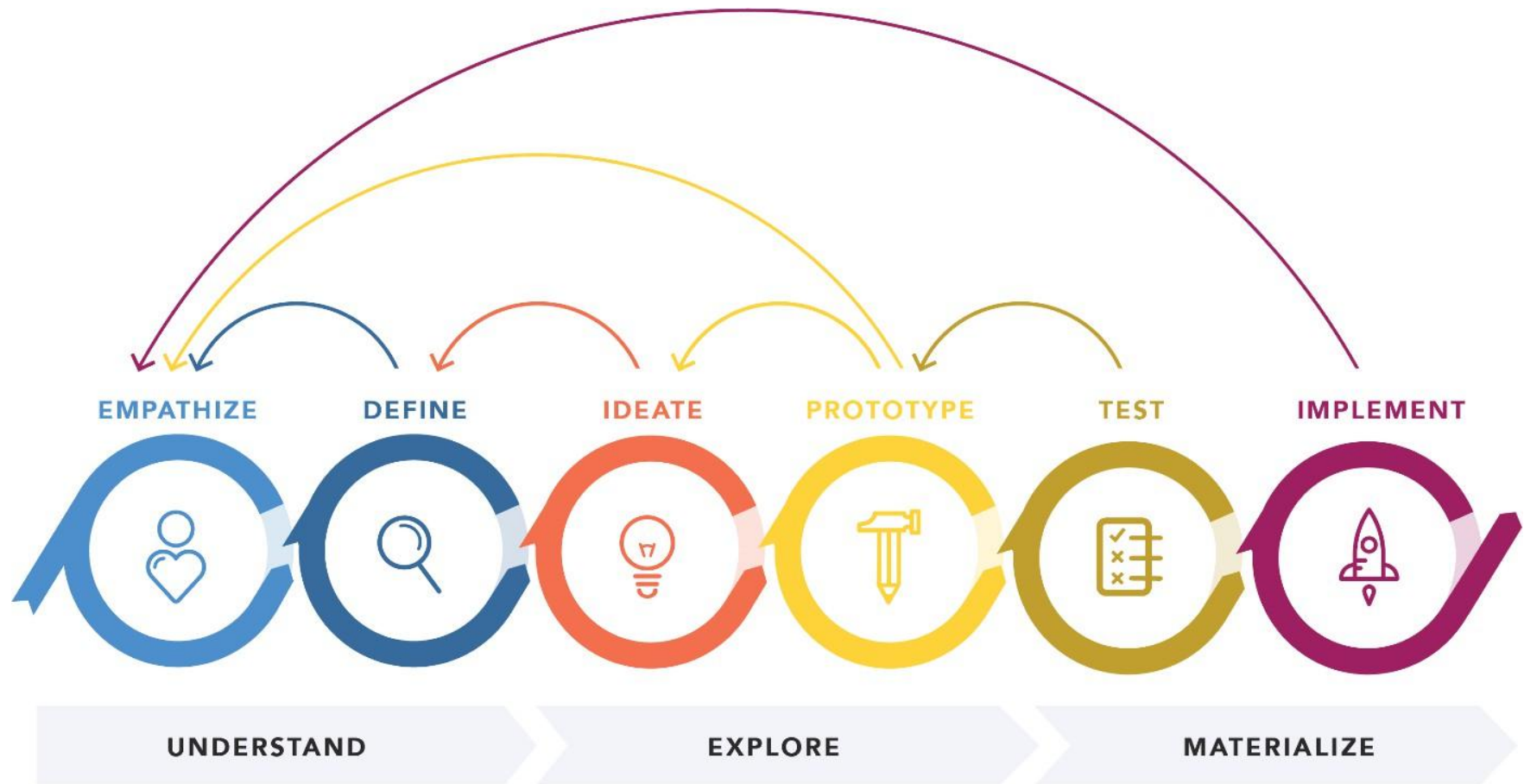
Activity 87 – Step-by-Step Design Thinking

Activity title: <i>“Step-by-Step Design Thinking”</i>	
Abstract	Participants practise human-centred design thinking by empathizing with a youth persona, framing a How Might We problem, generating ideas through Crazy Eights, constructing a low-fidelity prototype, testing it with peers, and improving it through feedback. The activity closes with reflection on early testing and iterative design.
Aims / Objectives	Understand and apply the Design Thinking process; develop empathy for a user’s challenges; frame a focused problem; generate multiple creative solutions; collaborate to prototype, test, receive constructive feedback, and iterate rapidly.
Topics / Skills covered	Creative problem-solving; empathy; user-centric thinking; adaptability; iterative design; team collaboration; rapid ideation; low-fidelity prototyping; constructive feedback.
Target group	Youth participants working in Innovation Pods. Total group size: –
Duration	90 minutes
Venue	A large, highly flexible room with movable tables and chairs grouped into “Innovation Pods,” with plenty of space for team discussions and building materials.
Requirements	Prepared User Persona Cards; Crazy Eights worksheets; pens and colorful markers; low-fidelity prototyping kits (cardboard, index cards, construction paper, pipe cleaners, wooden skewers, rubber bands, masking tape, glue sticks, scissors, multicolored sticky notes); voting dots; board or displayed Design Thinking stages.
User friendly digital tools used	–
Suggested resources	Design Thinking blueprint displayed or written on the board; realistic youth-centered persona challenges (academic balance, sports club engagement, local environmental issues, community spaces); “How Might We” problem statement; “I Like / I Wonder” feedback framework.
Handouts	<ul style="list-style-type: none"> • Handout 1. Design Thinking 5-Stage Blueprint. • User Persona Cards prepared by the youth worker; A4 Crazy Eights sheets pre-folded into 8 squares; pens and colorful markers; sticky dots for voting; team prototyping materials.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Empathy & Framing</p> <p>1. The Hook: The facilitator introduces Design Thinking: <i>“Design Thinking isn’t about making things look pretty—it’s a human-centered superpower used by top innovators to solve complex problems by truly understanding the user.”</i></p> <p>2. The 5-Stage Blueprint: The facilitator writes the 5 stages on the board or shows the accompanying Design Thinking diagram.</p> <p>3. Stage 1 – Empathize: Teams receive a User Persona Card describing a challenge faced by a young person. Concrete example: <i>“Alex (15)” is a high school student struggling with digital distraction and stress during exam season. Alex wants to study effectively with friends without being pulled into social media group chats or feeling isolated.</i></p> <p>4. Stage 2 – Define: Teams analyse Alex’s life and write a focused “How Might We (HMW)...?” problem statement. Example: <i>“How might we create a study environment or tool that helps Alex stay focused with friends while keeping phone notifications at bay?”</i></p>	20 minutes	Introduces Design Thinking using the opening script; presents the stages; distributes User Persona Cards; supports user-centred problem framing.	Consider the persona’s needs and challenges; discuss the user’s situation; write a focused How Might We statement.	User Persona Cards; board or Design Thinking diagram; Innovation Pods.
<p>Phase 2: Ideation & Prototyping</p> <p>1. Stage 3 – Ideate (15 minutes): Teams conduct “Crazy Eights.” Each participant folds paper into 8 squares and has 8 minutes to draw or write 8 wild, distinct ideas addressing the How Might We problem. Rule: No judgment allowed—crazy</p>	45 minutes	Runs Crazy Eights, enforces the eight-minute idea sprint and no-judgment rule, supplies voting dots and	Generate eight ideas individually, combine and vote on an idea, and create a tangible low-fidelity	Crazy Eights worksheets; pens and colorful markers; voting dots; prototyping kits: cardboard, index

<p>ideas are encouraged! Teams vote for their favourite combined idea using sticky dots.</p> <p>2. Stage 4 – Prototype (30 minutes): Teams receive a physical Prototyping Kit and build a low-fidelity tangible model, not a working final product. It may be a physical representation, a paper app wireframe, or a 3D cardboard model showing how the solution would work in real life.</p>		<p>prototyping kits, and guides time-limited construction.</p>	<p>prototype demonstrating their solution.</p>	<p>cards, construction paper, pipe cleaners, wooden skewers, rubber bands, masking tape, glue sticks, scissors, multicolored sticky notes.</p>
<p>Phase 3: Testing & Pitching</p> <p>1. Stage 5 – Test: Each team has 2 minutes to pitch its prototype to another team acting as the “Testing Focus Group.”</p> <p>2. Feedback Exchange: The testing group gives immediate feedback using “I Like / I Wonder”: “I like...” highlights what works well; “I wonder...” suggests improvements or raises constructive questions.</p> <p>3. Iteration: Teams have 3 quick minutes to make one instant tweak or patch to their prototype based on the feedback.</p>	15 minutes	<p>Pairs teams for testing; manages two-minute pitches and feedback; explains the I Like / I Wonder framework; times the three-minute iteration.</p>	<p>Pitch and test prototypes with another team; provide and receive constructive feedback; make an immediate prototype improvement.</p>	<p>Completed low-fidelity prototypes; team space and materials for quick patches.</p>
<p>Phase 4: Debrief</p> <p>Bring everyone together to reflect on the process.</p> <ul style="list-style-type: none"> • What?: “How did it feel to build a physical prototype in under 30 minutes instead of just talking about an idea?” • So What?: “Why is it crucial to test early and fail fast with a simple prototype before spending tons of time and energy on a final product?” • Now What?: “How can you use the ‘Empathize → Prototype’ mindset when planning your next school project, youth initiative, or community event?” 	10 minutes	<p>Facilitates the What? / So What? / Now What? group reflection.</p>	<p>Reflect on rapid prototyping, early testing, failure as learning, and applying human-centred design to future initiatives.</p>	<p>Space for group discussion.</p>

Handout 1. Design Thinking 5-Stage Blueprint.



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Activity 88 – Leader vs. Boss

Activity title: <i>“Leader vs. Boss – What’s the Difference?”</i>	
Abstract	Participants explore the differences between a Boss and a Leader through contrasting leadership behaviours, a parallel tower-building simulation with secret manager roles and a mid-activity management-style swap, a shared comparison chart, and guided reflection.
Aims / Objectives	Compare authority-based and trust-based management; experience how leadership styles affect motivation, creativity, stress and teamwork; practise empathy, active listening, delegation, and collaborative problem-solving; identify ways to lead by inspiring rather than commanding.
Topics / Skills covered	Transformational leadership; empathy; team motivation; active listening; delegation; collaborative problem-solving.
Target group	Youth participants (Gen Z and Gen Alpha); divided into two equal teams. Group size: –
Duration	70 minutes
Venue	A large room cleared of central furniture, divided into two distinct team-building zones.
Requirements	Two identical building kits (for example, 50 drinking straws, one roll of masking tape, and one pair of scissors per team); private Boss and Leader role instruction cards; large poster/anchor chart with Boss and Leader columns; two colours of sticky notes; pens; whiteboard; stopwatch/timer.
User friendly digital tools used	–
Suggested resources	Two-column Boss/Leader comparison chart; facilitator’s contrasting leadership action verbs and manager instruction cards; reflection prompts.
Handouts	<ul style="list-style-type: none"> • Handout 1. Boss/Leader comparison chart. • Private instruction cards for both designated managers; two colours of sticky notes for feelings and observations.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Two Captains</p> <p>1. The Hook: The facilitator writes on the whiteboard: “Are a ‘Boss’ and a ‘Leader’ the exact same person with different titles, or do they drive a team in completely opposite directions?”</p> <p>2. The Contrast: Introduce the core differences through action verbs.</p> <ul style="list-style-type: none"> • The Boss: Drives, commands, relies on authority, says “Go!”, focuses on blame (“Who messed up?”). • The Leader: Coaches, inspires, relies on trust, says “Let’s go!”, focuses on solutions (“How do we fix this?”). 	10 minutes	Writes and poses the opening question; explains the Boss/Leader contrast using the specific action verbs and examples.	Discuss the opening question and consider how the two styles differ.	Whiteboard and markers.
<p>Phase 2: The Parallel Factory Simulation</p> <p>1. The Setup (15 minutes): Divide the room into two equal teams. Give each an identical task: build the highest freestanding tower using a kit of straw connectors and tape in 15 minutes.</p> <p>2. Assigning Roles: Secretly assign a designated Manager to each team.</p> <ul style="list-style-type: none"> • Team A (The Boss) private card: <i>“You must command your team strictly. Micromanage every single straw placement, give direct orders, do not ask for input, and point out mistakes immediately when things go wrong.”</i> • Team B (The Leader) private card: <i>“You must lead by facilitation. Gather the team for a 2-minute planning huddle, ask for everyone’s ideas, delegate tasks based on strengths, and encourage the team when straws fall.”</i> 	40 minutes	Divides teams and distributes identical kits; privately briefs each manager; runs the simultaneous build, pauses the clock and switches the management styles while keeping the same managers.	Build the tallest freestanding tower under their assigned manager; managers follow their private role cards, then change management style at the pause.	Two identical building kits (e.g., 50 drinking straws, one roll of masking tape and one pair of scissors per team); private manager instruction cards; stopwatch/timer; two building zones.

<p>3. The Execution (15 Minutes): Both teams build simultaneously under their assigned management styles.</p> <p>4. The Swapped Perspective (10 Minutes): Halfway through, facilitators pause the clock and switch the management styles of both teams without changing the managers, so participants experience the immediate psychological shift between being “bossed” and being “led.”</p>				
<p>Phase 3: The Contrast Gallery Walk Bring both towers to the centre of the room. Create a two-column anchor chart on the wall (Handout 1).</p> <p>Participants write sticky notes describing how they felt under each management style during the simulation and place them in the corresponding column.</p>	10 minutes	Brings the towers together; prepares the two-column comparison chart and prompts participants to add feelings and observations.	Compare the towers and management experiences; write and place sticky notes under Boss or Leader.	Two towers; large wall-mounted poster/anchor chart; two colours of sticky notes; pens.
<p>Phase 4: Debrief Bring the group into a seated reflection circle.</p> <ul style="list-style-type: none"> • What?: “How did your motivation and creativity change when your team shifted from a ‘Boss’ management style to a ‘Leader’ management style?” • So What?: “Why do people in power often default to acting like a Boss rather than a Leader? Is it ever necessary to take a ‘Boss’ approach in an emergency?” • Now What?: “In your own school groups, sports teams, or youth projects, how can you consciously shift your daily behavior from commanding to inspiring?” 	10 minutes	Facilitates the seated What? / So What? / Now What? reflection.	Discuss changes in motivation and creativity, leadership in emergencies, and how to inspire others in everyday teams.	Space for a seated reflection circle.



Handout 1. Boss/Leader comparison chart

The Boss Mindset	The Leader Mindset
<i>Creates fear/stress</i>	<i>Creates trust/safety</i>
<i>Says "I"</i>	<i>Says "We"</i>
<i>Knows how it's done</i>	<i>Shows how it's done</i>
<i>Uses people</i>	<i>Develops people</i>

Activity 89 – Digital Marketing

Activity title: <i>“Intro to Digital Marketing”</i>	
Abstract	Participants decode the mechanics of attention-grabbing social media content, work in small creative agencies to market a fictional youth initiative, produce an organic post/story mockup and a 15-second video storyboard, then pitch and review campaigns through a physical social media feed.
Aims / Objectives	Build digital literacy, audience empathy, concise communication, visual design thinking and strategic marketing; define target audiences and value propositions; apply a Hook–Value–Call to Action (CTA) formula; create and evaluate short-form campaign content.
Topics / Skills covered	Digital literacy; audience empathy; concise communication; visual design thinking; strategic marketing; target audience, value proposition, call to action (CTA), social media content design.
Target group	Youth participants working in small “Creative Agencies” of 3–4 people. Group size: –
Duration	75 minutes
Venue	A creative workshop space with tables grouped into “Agency Pods,” physical flipcharts and markers, access to smartphones or tablets, and a wall for a physical social media feed.
Requirements	Youth Initiative Brief cards (e.g., eco-swaps, mental health podcast launches, gaming tournaments for charity, local youth council elections); Audience Persona Worksheets; A3 poster paper, markers, coloured paper, scissors and magazine cutouts; storyboard templates; reaction sticky notes representing Likes, Shares and Comments; flipcharts/whiteboard; smartphones or tablets.
User friendly digital tools used	Canva (optional for digital graphics); TikTok and Instagram as platform examples; smartphones or tablets for digital content creation.
Suggested resources	Youth Initiative Briefs; Audience Persona Worksheet prompts (Name, Age, Favorite App, Main Struggle, What Makes Them Click); storyboard templates for 15-second shots, text overlays and audio cues; Hook–Value–CTA structure.

Handouts	Youth Initiative Brief cards; Audience Persona Worksheets; A3 poster paper and creative supplies; storyboard grid templates; Like, Share and Comment reaction sticky notes.
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Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
Phase 1: Decoding the Feed 1. The Hook: The facilitator asks: “Why do you scroll past 50 social media posts without looking, but stop on 1 specific video or meme?” 2. The Marketing Triangle: Introduce three core pillars of digital marketing on a whiteboard: <ul style="list-style-type: none"> • Target Audience: Who exactly are you talking to? (Demographics, interests, pain points). • Value Proposition: What problem do you solve for them? • Call to Action (CTA): What do you want them to do next? (Click, share, comment, sign up). 3. The Hook–Value–CTA Formula: Explain the structure Hook (first 3 seconds) → Value (core message) → Call to Action (next step).	15 minutes	Asks the opening question; draws and explains the Marketing Triangle and Hook–Value–CTA formula.	Reflect on why certain posts attract attention; discuss target audience, value and desired action.	Whiteboard / flipchart and markers.
Phase 2: The Campaign Sprint 1. The Setup: Divide participants into “Creative Agencies” of 3–4 people. Each agency draws a Youth Initiative Brief describing a fictional local project needing marketing. <ul style="list-style-type: none"> • <i>Concrete Example Brief: “Eco-Swap Sofia” – a youth-led pop-up event where teens can swap second-hand clothes</i> 	35 minutes	Forms agencies, distributes Youth Initiative Briefs and persona/storyboard templates; supports persona mapping and content creation.	Work in teams of 3–4; map an ideal follower; produce both the organic post/story mockup and 15-second video storyboard.	Youth Initiative Brief cards; Audience Persona Worksheets; A3 paper, markers, coloured paper, scissors and magazine

<p><i>for free. Problem: Nobody knows about it, and teens think second-hand clothing is uncool.</i></p> <p>2. Step 1 – Persona Mapping (10 minutes): Each agency completes an Audience Persona Sheet for its ideal target follower: What platforms do they use (TikTok, Instagram)? What do they care about? What makes them scroll past?</p> <p>3. Step 2 – Content Creation (25 minutes): Each team creates TWO tangible campaign pieces:</p> <ul style="list-style-type: none"> • Piece A (Organic Post/Story Mockup): A visual paper mockup or digital graphic (using tools like Canva or drawn on poster paper) with an attention-grabbing Hook, clear visual Value and compelling CTA. • Piece B (Short-Form Video Script/Storyboard): A 15-second TikTok/Reels script on a storyboard template, including visual cues, caption copy and trending audio ideas. 				<p>cutouts; storyboard templates; smartphones/tablets and optional Canva.</p>
<p>Phase 3: The Pitch & Feed Review</p> <p>1. The Live Feed: Agencies tape their visual mockups onto a wall to create a physical “Social Media Feed.”</p> <p>2. Peer Engagement: Participants walk through the feed with sticky notes printed with “Like,” “Share,” or “Comment” icons. They react to posts with the strongest hooks and clearest value propositions, adding brief notes explaining why the content caught their attention.</p> <p>3. Agency Pitches: Each team has 60 seconds to act out or pitch its 15-second video storyboard to the group.</p>	15 minutes	Organises the wall feed and reaction tokens; facilitates the gallery review and 60-second agency pitches.	Display campaign mockups; browse, react and explain choices; act out or pitch their 15-second video storyboard.	<p>Wall display space; campaign mockups; Like/Share/Comment reaction sticky notes; storyboard templates.</p>

Phase 4: Debrief

Bring the group together into a seated reflection circle:

- What?: “Which campaigns stood out immediately on the wall feed, and what specific hook made you stop walking?”
- So What?: “How does understanding digital marketing change the way you consume content on your own phone every day?”
- Now What?: “How can you use these basic marketing tools—like audience personas and clear CTAs—to promote your own future initiatives, school clubs, or personal projects?”

10 minutes

Leads the seated
What? / So What? /
Now What? reflection.

Discuss standout
hooks, everyday
media consumption
and applying audience
personas and CTAs to
future projects.

Space for a
seated reflection
circle.

Activity 90 – Vision and Goal Setting

Activity title: <i>“The Vision Architecture”</i>	
Abstract	Participants transform a meaningful six-month vision into a structured, actionable goal. They apply the SMART framework, build a reverse timeline with milestones, create “If... Then...” protocols for potential obstacles, and establish peer accountability with a Goal Sponsor.
Aims / Objectives	Develop strategic planning, goal setting using the SMART framework, self-reflection, intrinsic motivation and time management; translate long-term visions into immediate actions and plan responses to roadblocks.
Topics / Skills covered	Strategic planning; SMART goal setting (Specific, Measurable, Achievable, Relevant, Time-bound); self-reflection; intrinsic motivation; time management; reverse timeline mapping; “If... Then...” protocols; peer accountability.
Target group	Youth participants. Group size: –
Duration	60 minutes
Venue	A comfortable, creative workshop space with tables arranged to give participants room to draw, write and map out visual diagrams.
Requirements	Future Blueprint worksheets featuring a 6-month reverse timeline grid, an Obstacle Shield section and a Goal Sponsor signature line; colorful markers and highlighters; SMART Goal Cheat Sheet Cards; whiteboard and markers.
User friendly digital tools used	A language app is used in the example SMART goal; no digital tool is required for the workshop itself. Participants may use messaging to check in with their Goal Sponsor after 7 days.
Suggested resources	SMART Goal Cheat Sheet Cards explaining Specific, Measurable, Achievable, Relevant and Time-bound with quick examples; Future Blueprint worksheet with reverse timeline, Obstacle Shield and Goal Sponsor signature line.
Handouts	Future Blueprint Worksheets; SMART Goal Cheat Sheet Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Wish vs. Goal</p> <p>1. The Hook: The facilitator draws a bridge on the whiteboard, with “Where I am now” on the left bank and “Where I want to be” on the right bank.</p> <p>2. The Metaphor: The facilitator introduces the core concept: <i>“A vision without a structure is just a wish. A goal is simply a vision broken down into actionable steps that cross the river.”</i></p> <p>3. The SMART Filter: The facilitator briefly introduces the SMART framework through a simple contrast:</p> <ul style="list-style-type: none"> • Vague Wish: “I want to get better at speaking English this year.” • SMART Goal: “I will practice conversational English for 15 minutes every day using a language app to speak comfortably during our team’s mobility project in 3 months.” 	10 minutes	Draws and explains the bridge metaphor; introduces SMART goals through the vague-wish and SMART-goal contrast.	Reflect on the difference between a wish and an actionable goal; consider the SMART example.	Whiteboard and markers; SMART Goal Cheat Sheet Cards.
<p>Phase 2: The Future Blueprint Sprint</p> <p>1. Step 1 – The Reverse Timeline (15 Minutes): Participants receive a “Future Blueprint” worksheet. They start at the end of the timeline by picking one meaningful goal they want to achieve in 6 months (e.g., organizing a local event, mastering a skill, improving physical wellness, or launching a youth project).</p> <p>2. Working Backwards: From their 6-month goal, participants work backward to define milestones:</p> <ul style="list-style-type: none"> • In 6 Months: The ultimate milestone. • In 3 Months: The halfway check-in. 	30 minutes	Distributes Future Blueprint worksheets; guides backward milestone mapping and creation of two obstacle-response protocols.	Choose a meaningful six-month goal; work backward through the four milestones; identify two roadblocks and write an “If... Then...” protocol for each.	Future Blueprint Worksheets; colorful markers and highlighters; SMART Goal Cheat Sheet Cards.

<ul style="list-style-type: none"> • In 1 Month: The foundation phase. • This Week: The immediate first step. <p>3. Step 2 – The Obstacle Shield (15 Minutes): Next to their timeline, participants identify two potential “Roadblocks” (e.g., lack of time, social media distractions, losing motivation) and write a personal “If... Then...” Protocol for each:</p> <ul style="list-style-type: none"> • Concrete Example: IF I feel too tired after school to work on my project, THEN I will spend just 10 focused minutes on it before opening any entertainment apps. 				
<p>Phase 3: Peer Accountability Huddles</p> <p>1. Pairing Up: Participants pair up to share their 6-month goal and immediate “This Week” action step.</p> <p>2. The Accountability Contract: Pairs sign each other’s “Future Blueprint” as a “Goal Sponsor.” They commit to sending a quick message to check in on their partner’s “This Week” action step in 7 days.</p>	10 minutes	Organises pairs and explains the Goal Sponsor commitment and seven-day check-in.	Share their six-month goal and immediate action; sign one another’s Future Blueprint and commit to a message check-in after 7 days.	Completed Future Blueprint Worksheets with Goal Sponsor signature lines.
<p>Phase 4: Debrief</p> <p>Bring the group together into a seated circle for reflection:</p> <ul style="list-style-type: none"> • What?: “Was it easier to define your 6-month goal or to figure out the small step you need to take this week?” • So What?: “Why do big goals often feel overwhelming, and how does breaking them into an ‘If... Then...’ protocol help us overcome procrastination?” • Now What?: “What is one habit or setup in your environment you can change today to make your ‘This Week’ action step frictionless?” 	10 minutes	Facilitates the seated What? / So What? / Now What? reflection.	Reflect on defining goals, overcoming procrastination and making the immediate first step easier.	Space for a seated reflection circle.

Activity 91 – How to Set Realistic Goals

Activity title: <i>“The Reality Check”</i>	
Abstract	Participants evaluate ambitious goals against their actual daily capacity, using the 100% Battery Principle, an Energy Pie Chart, the Rule of Halves and a three-question stress-test. They then exchange goals for peer feedback and reflect on sustainable progress.
Aims / Objectives	Develop self-awareness, critical evaluation, capacity management, stress prevention and prioritization; identify genuine free capacity; calibrate ambitious goals into sustainable commitments; evaluate goals through peer feedback.
Topics / Skills covered	Self-awareness; critical evaluation; capacity management; stress prevention; prioritization; realistic goal setting; energy budgeting; peer stress-testing.
Target group	Youth participants. Group size: –
Duration	60 minutes
Venue	A comfortable room arranged with small work tables, whiteboards, or flipcharts for group mapping.
Requirements	Energy Pie Chart Worksheets; Goal Downsizing Cards; green and red evaluation sticky notes; whiteboard and markers; space for a goal gallery walk and a seated reflection circle.
User friendly digital tools used	–
Suggested resources	Energy Pie Chart Worksheets for mapping daily energy expenditures and identifying free-capacity windows; Goal Downsizing Cards with the three Stress-Test filter questions and spaces for “Ambitious Draft” and “Calibrated Draft.”
Handouts	Energy Pie Chart Worksheets; Goal Downsizing Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Capacity Pitfall</p> <p>1. The Hook: The facilitator opens with a challenge: <i>“Raise your hand if you’ve ever set a massive goal on Monday - like studying 4 hours a day or going to the gym every morning - and completely abandoned it by Thursday.”</i></p> <p>2. The “Wishful Thinking vs. Capacity” Gap: Introduce Cognitive Overload and the 100% Battery Principle:</p> <ul style="list-style-type: none"> • Our total daily energy is finite (100%). • School, sleep, social life, family, and existing stress already consume ~80–90% of that battery. • A “realistic” goal must fit into the actual remaining 10–20% of your energy—not an imaginary 100% free slate. 	10 minutes	Opens with the Monday-to-Thursday challenge; introduces Cognitive Overload and illustrates the 100% Battery Principle.	Respond to the opening challenge; consider the gap between ambitious goals and their actual daily energy capacity.	Whiteboard and markers.
<p>Phase 2: The Goal Calibration Audit</p> <p>1. Step 1 – The Energy Pie Chart (10 Minutes): Participants draw a circle representing a typical 24-hour weekday and color-code their non-negotiable commitments (sleep, school, travel, chores, scrolling). They calculate their true “Free Capacity” hours.</p> <p>2. Step 2 – The Downsizing Sprint (10 Minutes): Participants take an ambitious personal goal and apply the “Rule of Halves” to test its realism.</p> <ul style="list-style-type: none"> • Original Ambitious Goal: “I am going to read 2 books every month and run 5km every single day.” • Calibrated Realistic Goal: “I will read 5 pages before bed 3 times a week, and go for a 20-minute run twice a week.” <p>3. Step 3 – The Stress Stress-Test (10 Minutes): Participants ask three filter questions to “stress-test” their downsized</p>	30 minutes	Distributes the Energy Pie Chart Worksheets and Goal Downsizing Cards; guides the 10-minute energy mapping, 10-minute downsizing sprint and 10-minute three-question stress-test.	Map a typical weekday and calculate free capacity; downsize an ambitious goal using the Rule of Halves; apply all three Stress-Test questions.	Energy Pie Chart Worksheets; Goal Downsizing Cards; writing and colour-coding materials.

<p>goal:</p> <ul style="list-style-type: none"> • Does this require me to cut into my sleep or rest time? (If yes → downsize). • Can I still achieve this during an exam week or high-stress period? (If no → simplify). • Does this depend on anyone else's schedule besides mine? (If yes → adjust control factors). 				
<p>Phase 3: The Reality Board Exchange</p> <p>1. Participants post their calibrated goals on a wall under two categories: "Ambitious Dream" vs. "Calibrated Daily Reality."</p> <p>2. The group does a quick gallery walk to review the calibrated goals and leave green sticky notes on peers' goals if they pass the "Realism Test," or red sticky notes if the goal still looks like it will lead to burnout.</p>	10 minutes	Organises the Reality Board with the two categories and facilitates the gallery walk and green/red peer evaluation.	Post their ambitious and calibrated goals; review peers' calibrated goals and vote with green or red sticky notes according to realism and burnout risk.	Display wall or board; green and red evaluation sticky notes; completed goal drafts.
<p>Phase 4: Debrief</p> <p>Bring the group together into a seated circle for reflection:</p> <ul style="list-style-type: none"> • What?: "Why do we feel guilty when we downsize a goal to make it smaller, even when smaller goals are easier to keep?" • So What?: "How does achieving a tiny, realistic goal consistently build more confidence than failing a massive, unrealistic goal over and over?" • Now What?: "How can you use the '100% Battery Principle' the next time you agree to take on a new project or extra responsibility?" 	10 minutes	Brings participants into a seated circle and facilitates What? / So What? / Now What? reflection.	Reflect on guilt about downsizing goals, confidence built through consistent small achievements and future application of the 100% Battery Principle.	Space for a seated reflection circle.

Activity 92 – Personal Finance for Young Entrepreneurs

Activity title: <i>“The Startup Ledger”</i>	
Abstract	Participants learn entrepreneurial finance by separating personal and business spending, categorizing fixed and variable costs, calculating break-even sales, responding to market shocks, and peer-auditing micro-business budgets in Founders Teams.
Aims / Objectives	Build financial literacy, risk assessment, budgeting, long-term planning, decision-making and resource management through cash-flow planning, break-even calculations, adapting to market shocks and financial peer review.
Topics / Skills covered	Financial literacy; risk assessment; budgeting; long-term planning; decision-making; resource management; personal vs. business finance; fixed vs. variable costs; break-even analysis; cash-flow adaptation.
Target group	Young entrepreneurs / youth participants; Founders Teams of 3–4 people.
Duration	75 minutes
Venue	A dynamic workshop room with tables grouped into “Founders’ Hubs,” equipped with flipcharts, calculators and play money or tokens.
Requirements	Micro-Business Profile Cards; Market Shock Cards; large A3 budgeting worksheets/posters pre-printed with the 3-Zone Ledger (Personal, Fixed Business, Variable Business); basic calculators; flipcharts; green and yellow audit sticky notes; play money or tokens.
User friendly digital tools used	–
Suggested resources	Micro-Business Profile Cards featuring ventures such as custom apparel, freelance social media management, tutoring platforms and sustainable candle making; Market Shock Cards with equipment breakdowns, rising supplier costs, unexpected tax fees or sudden viral demand spikes; simplified Break-Even formula sheet; 3-Zone Ledger poster template.
Handouts	Micro-Business Profile Cards; lists of 10 mixed expenses; simplified Break-Even formula sheets; Market Shock Cards; A3 3-Zone Ledger budgeting worksheets; audit checklist.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Entrepreneur's Wallet</p> <p>1. The Hook: The facilitator opens with a reality check: "80% of young businesses don't fail because their product idea was bad - they fail because they ran out of cash. Understanding the difference between money coming in and money staying in your pocket is your real superpower."</p> <p>2. The Core Framework: The facilitator introduces the three essential rules of entrepreneurial finance on the board:</p> <ul style="list-style-type: none"> • Rule 1: Pay Yourself First (The Divider): Never mix personal expenses with project money. Separate your personal budget from your business budget from day one. • Rule 2: Fixed vs. Variable Costs: Differentiate costs paid regardless of sales (rent, domain names) from costs that change with sales (materials, delivery, per-item production). • Rule 3: Break-Even Point: Calculate exactly how many items or hours must be sold to reach 0 net profit before earning actual profit. 	15 minutes	Opens with the cash-flow reality check and presents the three entrepreneurial finance rules on the board.	Discuss the difference between revenue and money retained; learn to separate budgets, classify costs and calculate break-even.	Main board/flipchart and markers; play money or tokens for demonstration.
<p>Phase 2: The Micro-Business Cash Flow Challenge</p> <p>1. The Setup: Divide participants into "Founders Teams" of 3–4. Each selects a Micro-Business Card based on common youth ventures. Concrete Example Card: "Custom Kicks & Merch" – designing and selling custom-painted sneakers and tote bags online.</p>	35 minutes	Forms teams; distributes Micro-Business Cards, 10-expense lists and 3-Zone Ledger posters; guides the 10-minute sorting sprint, 10-	Choose a venture, categorize 10 expenses, calculate break-even units and adapt prices, costs or margins to an	Micro-Business Profile Cards; expense lists; A3 3-Zone Ledger budgeting posters; formula sheets;

<p>2. Step 1 – Expense Categorization Sprint (10 Minutes): Teams receive 10 mixed expenses and sort them on a budget poster into Fixed Costs, Variable Costs and Personal Living Expenses. Examples: Paints & brushes per tote bag (Variable); Shopify website monthly fee (Fixed); founder’s personal mobile plan (Personal); shipping boxes (Variable).</p> <p>3. Step 2 – The Break-Even Equation (10 Minutes): Teams calculate break-even using a simplified formula sheet: Break-Even Units = Total Fixed Costs ÷ (Price per Unit – Variable Cost per Unit). Concrete Calculation: Monthly fixed costs \$50; a tote bag sells for \$20 and costs \$10 in materials/shipping (margin = \$10); therefore exactly 5 tote bags must be sold monthly just to cover costs.</p> <p>4. Step 3 – The Surprise Event Card (15 Minutes): Each team draws a random Market Shock Card and adapts its financial budget in real time. Example: “Material prices jumped 20% due to supply issues!” OR “A rival shop opened up offering a 10% discount!” Teams must adjust prices, cut a fixed cost or tweak margins to remain profitable.</p>		minute break-even calculation and 15-minute Market Shock response.	unexpected market shock.	calculators; Market Shock Cards; tokens.
<p>Phase 3: The Boardroom Audit</p> <p>1. Peer Audits: Teams swap budget posters with a neighboring “Founders Hub.”</p> <p>2. The Audit Checklist: The inspecting team audits peers’ plans using three criteria:</p> <ul style="list-style-type: none"> • Did they completely separate personal expenses from 	15 minutes	Coordinates poster exchanges between neighboring Founders Hubs and explains the three audit criteria	Audit another team’s personal/business cost separation, break-even math and market-shock response; mark strong	Completed budget posters; audit checklist; green and yellow audit sticky notes.

<p>business costs?</p> <ul style="list-style-type: none"> • Is their Break-Even math accurate? • Is their response to the Market Shock realistic or too risky? <p>3. Audit Feedback: Teams leave green sticky notes for solid financial choices or yellow “Warning Flags” where hidden costs were forgotten.</p>		and green/yellow feedback.	choices and hidden costs.	
<p>Phase 4: Debrief</p> <p>Bring the group together into a seated circle for a non-formal reflection:</p> <ul style="list-style-type: none"> • What?: “What was the most surprising hidden expense that popped up when building your startup budget?” • So What?: “Why is it dangerous to treat your project bank account like your personal wallet when you start making your first sales?” • Now What?: “What is one habit you can start today in your personal budget—like tracking fixed vs. variable spending—that will make you a smarter founder in the future?” 	10 minutes	Brings participants into a seated circle and facilitates the What? / So What? / Now What? reflection.	Reflect on hidden costs, keeping personal and business money separate, and a budgeting habit to start immediately.	Space for a seated reflection circle.

Activity 93 – Pitch Deck

Activity title: <i>“Presenting Your Project – The Elevator Pitch Sprint”</i>	
Abstract	Founders Teams create a five-slide visual pitch deck and rehearse a strictly timed three-minute presentation. They deliver their pitch in a Shark Arena, receive audience feedback as Guest Investors, and reflect on effective storytelling, visual clarity and concise speaking.
Aims / Objectives	Practice public speaking, storytelling, persuasive communication, message synthesis, slide design clarity and handling pressure by designing and presenting a five-slide project pitch under time constraints.
Topics / Skills covered	Public speaking; storytelling; persuasive communication; message synthesis; slide design clarity; handling pressure; project pitching; audience feedback.
Target group	Youth participants working in Founders Teams of 3–4 people.
Duration	75 minutes
Venue	A dynamic room setup with an open “Stage Area” at the front and tables arranged for small agency teams equipped with whiteboards or flipchart posters.
Requirements	Large blank A4/A3 cardboard paper slide templates (five per team); thick coloured markers; pitch structure cheat sheets; a visual timer or stopwatch; stage area; play-money investment tokens for audience evaluation.
User friendly digital tools used	Visual timer or stopwatch displayed on a screen or phone during pitches.
Suggested resources	Pitch Structure Cheat Sheets showing the 5-Slide Anatomy and example opening hooks; five blank A4/A3 cardboard slides per team.
Handouts	Pitch Structure Cheat Sheets; five paper slide templates per team.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Decoding the Pitch</p> <p>1. The Hook: The facilitator opens with a 60-second exaggeration exercise: delivered once as a boring, stat-heavy lecture, and once as a compelling 3-part story. “Investors and judges don’t buy products - they buy solutions to real problems told through clear stories.”</p> <p>2. The 5-Slide Anatomy: The facilitator introduces the core 5-slide pitch structure on the main board:</p> <ul style="list-style-type: none"> • Slide 1: The Problem & Hook (What sucks right now, and for whom?) • Slide 2: The Solution (Your project/product in 1 clear sentence) • Slide 3: The Secret Sauce / How it Works (Why your approach is different) • Slide 4: Impact & Traction / Numbers (Who will this help, and how do you know?) • Slide 5: The Ask & Call to Action (What do you need right now—funding, team members, partners?) 	15 minutes	Demonstrates contrasting 60-second presentations and introduces the five-slide structure on the main board.	Compare a boring statistics-heavy pitch with a compelling three-part story; learn the purpose of each of the five slides.	Main board or flipchart; markers; 5-Slide Anatomy pitch structure cheat sheets.
<p>Phase 2: The 20-Minute Pitch Build</p> <p>1. The Setup: Participants work in their “Founders Teams” of 3 to 4. They can use the micro-business concept from a previous workshop (e.g. “The Startup Ledger”) or pick a fresh youth project idea.</p> <p>2. Step 1 – Paper Slide Deck (15 Minutes): Teams are given 5 sheet cards (representing their 5 slides). They must design a “Zero-Text” Slide Deck using only drawn icons, maximum 3 words per slide, and 1 key focal image.</p> <ul style="list-style-type: none"> • Constraint Rule: No long sentences or bulleted lists allowed on 	30 minutes	Organises teams of 3–4; provides five paper slides per team; enforces the zero-text constraint and supports role assignment and timed rehearsal.	Choose a project, draw five visual slides with at most three words and one focal image each, assign speaker/slide-flipper/timer roles, and rehearse a three-minute pitch.	Five blank A4/A3 paper slide templates per team; thick coloured markers; pitch cheat sheets; stopwatch/timer.

the slides! The visual slides support the speaker, they don't replace them. 3. Step 2 – Speaker Rehearsal (15 Minutes): Teams assign roles: a Lead Speaker, a Slide Flipper (who holds up the physical paper slides), and a Timer. They practice their pitch to hit a strict 3-Minute Limit.				
Phase 3: The Shark Arena Pitches 1. The Setup: Convert the front of the room into the “Shark Arena.” 2. The Pitch Rounds: Each team gets exactly 3 minutes to present their paper pitch deck to the audience. 3. The Shark Feedback Panel: After each pitch, two audience members selected as “Guest Investors” must give feedback using the 2x2 Pitch Rule: <ul style="list-style-type: none"> • 1 Hook Check: Was the problem instantly clear in the first 30 seconds? • 1 Clarity Check: Did you understand exactly what the product/project does? • 1 Value Check: Would you invest play-money tokens in this idea? 	20 minutes	Sets up the Shark Arena, times each three-minute presentation and selects two Guest Investors after each pitch to provide structured feedback.	Deliver three-minute pitches; act as Guest Investors to assess the opening hook, clarity and investment value; use play-money tokens to back preferred pitches.	Open stage area; completed paper pitch decks; visible timer/stopwatch; play-money investment tokens.
Phase 4: Debrief Bring the group together into a seated circle for a non-formal reflection: <ul style="list-style-type: none"> • What?: “What felt harder: designing slides with almost no text, or keeping your verbal presentation under the 3-minute mark?” • So What?: “Why do audiences immediately lose interest when a speaker simply reads words off a PowerPoint slide?” • Now What?: “How can you use the 5-slide structure when presenting your next school assignment, youth exchange idea, or grant proposal?” 	10 minutes	Brings participants together in a seated circle and facilitates the What? / So What? / Now What? discussion.	Reflect on visual slide constraints, time-limited presentations and how to apply the five-slide structure to future presentations.	Space for a seated reflection circle.

Activity 94 – Value Proposition Canvas Workshop

Activity title: <i>“The Value Alignment Challenge”</i>	
Abstract	A 75-minute team workshop in which young founders use the Value Proposition Canvas to understand a target customer’s jobs, pains and gains; map their proposed products and services, pain relievers and gain creators; test the fit through physical connections and a skeptical-user roleplay; and improve the idea through peer feedback and reflection.
Aims / Objectives	Develop customer empathy and active listening; critically evaluate whether proposed features solve real customer problems; improve problem–solution alignment and value framing; revise a value proposition based on skeptical customer feedback.
Topics / Skills covered	Customer empathy, active listening, critical evaluation, problem–solution alignment, value framing; Value Proposition Canvas (Customer Profile and Value Map); peer testing and constructive questioning.
Target group	Young participants working in “Founders Teams” of 3–4. Total group size: –
Duration	75 minutes
Venue	A large workshop room with plenty of wall space or whiteboards where teams can hang and work on oversized canvas posters.
Requirements	A2/A3 Value Proposition Canvas posters or drawn templates; two contrasting colors of sticky notes; markers and colored string/yarn; persona cards; wall space or whiteboards; a “Feature Graveyard” box/area for unlinked features.
User friendly digital tools used	–
Suggested resources	Value Proposition Canvas diagram with Customer Profile (circle) and Value Map (square); persona examples: first-year university student seeking affordable housing and compatible roommates, eco-conscious high schooler, local small business owner, elderly community member.
Handouts	<ul style="list-style-type: none"> • Handout 1. Value Proposition Canvas (VPC) Blueprint. • A2/A3 Value Proposition Canvas posters (Value Map square and Customer Profile circle); pre-filled Persona Cards featuring distinct target users.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Mismatch Trap</p> <p>1. The Hook: Open with a real-world paradox: <i>“Have you ever received a gift that was super expensive, but completely useless to you? That’s what happens when founders build amazing products without checking what users actually care about.”</i></p> <p>2. The Value Proposition Canvas (Handout 1): Draw a large VPC diagram on the board or provide the diagram. Explain the two halves:</p> <ul style="list-style-type: none"> • Customer Profile (Circle): Customer Jobs — what task is the user trying to accomplish? Pains — what annoys, slows down, or frightens them? Gains — what outcomes or benefits do they dream of having? • Value Map (Square): Products & Services — what are you building? Pain Relievers — how exactly does your idea eliminate their specific pains? Gain Creators — how does your idea deliver those desired benefits? <p>3. The Core Concept: <i>“A winning idea happens when every sticky note on the Pain side matches a sticky note on the Pain Reliever side. That is called ‘Fit’.”</i></p>	15 minutes	Introduces the expensive-but-useless-gift paradox; draws or displays the VPC; explains the Customer Profile, Value Map and concept of Fit.	Consider the paradox and learn to distinguish customer jobs, pains and gains from product features and benefits.	Value Proposition Canvas diagram; board or display.
<p>Phase 2: The Canvas Mapping Sprint</p> <p>1. The Setup: Work in “Founders Teams” of 3–4. Give each team a large A2 Value Proposition Canvas poster and sticky notes. Teams choose a target user persona for a youth initiative or business idea.</p>	35 minutes	Forms Founders Teams, distributes canvases and sticky notes, guides persona selection and times the three mapping	Choose a persona; map jobs, pains and gains before features; design targeted value-map features; draw	A2 Value Proposition Canvas posters; two colors of sticky notes; markers; colored

<p>Example: “The First-Year University Student” seeking affordable housing and compatible roommates in a new city.</p> <p>2. Step 1 – Mapping the Customer Circle (15 minutes): Before brainstorming product features, map only the user’s reality. Customer Jobs: finding a room, budgeting monthly rent, getting along with flatmates. Pains: scams online, hidden rental fees, messy roommates, feeling lonely. Gains: safe neighborhood, fast Wi-Fi, clear rules, making lifelong friends.</p> <p>3. Step 2 – Mapping the Value Square (15 minutes): Design product features specifically to target the mapped points.</p> <p>4. Step 3 – The “Fit” Test (5 minutes): Draw physical yarn or marker lines connecting every Pain to its corresponding Pain Reliever. Flag any feature without a connection to a real pain or gain as “Nice to have, but not essential.”</p>		steps; facilitates the Fit Test.	connection lines and identify nonessential features.	string/yarn; persona cards.
<p>Phase 3: The User Interrogation</p> <p>1. Peer Testing: Swap canvases with a neighboring team. One representative of the inspecting team becomes a “Skeptical Target User.”</p> <p>2. The Interrogation: The skeptical user reads the proposed Pain Relievers and asks hard questions, for example:</p> <ul style="list-style-type: none"> • “You say your app stops messy roommates, but HOW does it actually force them to clean?” 	15 minutes	Coordinates the canvas swap and skeptical-user roleplay; encourages probing questions and revisions.	Inspect a neighboring team’s canvas, challenge claimed pain relievers as skeptical users, and revise their own canvas based on feedback.	Completed canvases; sticky notes; markers.

- “This feature sounds cool, but it doesn’t solve my main fear of hidden fees.”

3. Canvas Iteration: Use the feedback to move, re-write or add sticky notes, strengthening the problem–solution fit.

Phase 4: Debrief

Bring the group together into a seated circle for reflection:

1. What?: “Was it tempting to jump straight into inventing cool features before mapping out the user’s actual pains?”
2. So What?: “Why do many young projects fail by creating solutions to problems that nobody actually has?”
3. Now What?: “How can you use empathy mapping before launching a school campaign, a social media project, or a local community event?”

10 minutes

Gathers everyone into a seated circle and guides What? / So What? / Now What? reflection.

Reflect on premature feature design, the risks of solving nonexistent problems, and future uses of empathy mapping.

Space for a seated reflection circle.

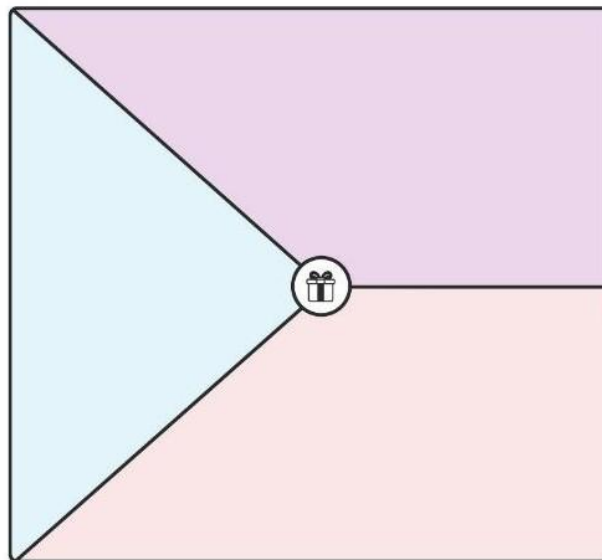
Handout 1. Value Proposition Canvas (VPC) Blueprint



Value Map

Interaction Design Foundation

Gain Creators



Pain Relievers

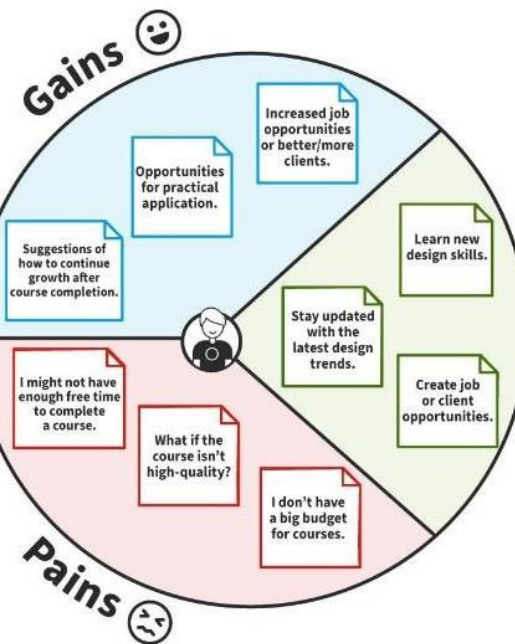

**Products
& Services**

Interaction Design Foundation
interaction-design.org

Customer Segment

Design Professional

Gains 😊




**Customer
Job(s)**

Activity 95 – Elevator Pitch

Activity title: <i>“Telling Your Idea – The Elevator Pitch Battles”</i>	
Abstract	A fast-paced workshop where participants learn a four-part 45-second elevator pitch, draft their own pitch, refine it through rotating partner feedback, and compete in live pitch battles with audience voting and an optional wildcard challenge.
Aims / Objectives	Develop concise verbal communication, confidence under pressure, storytelling, message distillation, active listening, and persuasive speaking; communicate an idea clearly and persuasively within 45 seconds.
Topics / Skills covered	Concise verbal communication; confidence under pressure; storytelling; message distillation; active listening; persuasive speaking; 45-second elevator pitches; feedback and improvisation.
Target group	Young people; participants may work individually or in pairs. Eight volunteers or team representatives are selected for the tournament. Total group size: —.
Duration	60 minutes
Venue	An energetic room with a designated central “Elevator Stage” and space for participants to stand and move around during practice rounds.
Requirements	Mad-Libs Pitch Template Worksheets; green and blue voting cards for every audience member; visual countdown timer or stopwatch with an audible alarm at 45 seconds; optional Wildcard Object Cards; central “Elevator Stage” and room for two facing lines.
User friendly digital tools used	Visual countdown timer / stopwatch displayed on a phone or screen, with an audible alarm at the 45-second mark.
Suggested resources	Four-Part Pitch Formula: Hook (10 seconds), Problem & Target User (10 seconds), Solution & Value (15 seconds), Call to Action (10 seconds). Optional Wildcard Object Cards featuring ridiculous or everyday items.

Handouts

Mad-Libs Pitch Template Worksheets: fill-in-the-blank cards guiding the four-part framework (Hook, Problem, Solution, CTA). Template: “Did you know that [Problem Stat]? [Target User] struggle with [Main Pain]. [Project Name] helps them by [Core Solution]. Want to [Call to Action]?”

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Elevator Test</p> <p>The Hook: The facilitator opens with a live demonstration: “Imagine stepping into an elevator on the top floor of a skyscraper with a potential partner or funder. You have exactly 45 seconds before the doors open on the ground floor. Can you explain your idea before they walk away forever?”</p> <p>The 4-Part Pitch Formula: The facilitator introduces the universal pitch blueprint on the board:</p> <ul style="list-style-type: none">• The Hook (10s): Grab attention with a surprising fact or relatable question (“Have you ever noticed how...?”).• The Problem & Target User (10s): Name who suffers and why (“For students who struggle to...”).• The Solution & Value (15s): State your idea in plain words (“Our platform connects...”).• The Call to Action (10s): Give a clear next step (“Join our beta test this Friday!”).	10 minutes	Opens with the live elevator scenario; demonstrates and writes the four-part pitch formula on the board.	Listen to the scenario and learn the four-part 45-second pitch structure.	Board; elevator demonstration scenario.
<p>Phase 2: The Pitch Lab</p> <p>Step 1 – Mad-Libs Drafting (10 Minutes): Participants work individually or in pairs using a “Mad-Libs” style pitch template card to fill in the blanks of their 4-part structure. Template Example: “Did you know that [Problem Stat]? [Target</p>	20 minutes	Distributes Mad-Libs cards; organizes two facing lines, timed 45-second pitches, 15-second feedback	Draft pitches individually or in pairs; deliver and refine them through rotating	Mad-Libs Pitch Template Worksheets; space for two parallel lines;

<p>User] struggle with [Main Pain]. [Project Name] helps them by [Core Solution]. Want to [Call to Action]?”</p> <p>Step 2 – The Speed-Dating Drill (10 Minutes): Form two parallel lines facing each other. Line A has 45 seconds to deliver their pitch to the person opposite them. Line B gives 15 seconds of immediate feedback (“Great hook, but what does the product actually do?”). Rotate down the line 3 times, then swap roles so Line B pitches while Line A gives feedback.</p>		and three rotations; swaps pitching and feedback roles.	45-second pitches and 15-second feedback; swap roles.	45-second timer.
<p>Phase 3: The Pitch Battles</p> <p>The Arena Setup: Bring everyone together around the “Elevator Stage.”</p> <p>Tournament Style: Select 8 volunteers or team representatives for a 1v1 bracket tournament.</p> <p>The Challenge: Two participants step into the “Elevator” simultaneously. A visual 45-second countdown timer starts. Each participant delivers their pitch back-to-back.</p> <p>Audience Voting: The rest of the room acts as the “Elevator Passengers.” They vote instantly by raising a green card (Pitcher 1) or a blue card (Pitcher 2) based on three criteria:</p> <ul style="list-style-type: none"> • Was it clear? • Was it engaging? • Did they stay under 45 seconds? <p>Wildcard Round (Optional): The finalists draw a “Random Crappy Object” card (e.g., a broken mug, invisible socks, solar-powered flashlight) and get 60 seconds to prepare an instant 30-second elevator pitch for it.</p>	20 minutes	Gathers the group around the stage; selects eight contestants; runs the 1v1 bracket and 45-second timer; facilitates card voting and optional wildcard final.	Compete in back-to-back pitches or act as Elevator Passengers and vote by clarity, engagement and time limit; finalists may improvise an object pitch.	Elevator Stage; visual 45-second countdown timer; green and blue voting cards; optional Wildcard Object Cards.

Phase 4: Debrief

Bring the group into a seated circle for reflection:

What?: “What was the hardest word or sentence to cut when trying to fit your idea into 45 seconds?”

So What?: “Why is rambling or over-explaining the quickest way to lose someone’s interest in a professional or social setting?”

Now What?: “How can you use this 4-part structure when introducing yourself at a networking event, an interview, or a youth mobility exchange?”

10 minutes

Brings participants into a seated circle and facilitates What? / So What? / Now What? reflection.

Reflect on editing pitches, the impact of over-explaining and applications in networking, interviews or youth mobility exchanges.

Space for a seated reflection circle.

Activity 96 – Mind Mapping in Action

Activity title: <i>“Mind Map Mission”</i>	
Abstract	A 60-minute team-based mind mapping challenge in which participants brainstorm, organize ideas into branches, draw meaningful connections, adapt to surprise constraints and present actionable plans.
Aims / Objectives	Develop creative thinking, critical thinking, problem solving, decision-making, organization, collaboration and visual communication; turn unstructured ideas into connected, adaptable plans and specific real-world actions.
Topics / Skills covered	Creative thinking; critical thinking; problem solving; decision-making; organization; collaboration; visual communication; mind mapping; brainstorming; adaptability.
Target group	Participants working in small teams of 3–4.
Duration	60 minutes
Venue	A flexible room with participants working in small teams of 3–4. Tables should have plenty of space for large sheets of paper, sticky notes, markers, and cards; wall space for the Map Reveal.
Requirements	<ul style="list-style-type: none"> • Large sheets of paper/flipchart paper • Sticky notes in 4–5 colors • Colored markers • Mission Cards: small printed cards with the missions of every group • Plot Twist Cards: Small printed pages with the different changes of the situations of every group project • Connection Cards: small printed cards • Timer: A visual digital clock or physical kitchen timer placed at the front of the room • Optional: stickers/tokens for points
User friendly digital tools used	Visual digital clock / timer (a physical kitchen timer is also an option).
Suggested resources	Mind map anatomy: Central Idea (“Perfect Weekend”); Main Branches (Friends, Food, Activities); Sub-branches (Cinema → Movie → Horror); Connections (Friends ↔ Activities); Keywords (“Beach”, “Pizza”, “Late night”). Mission Cards, Connection Cards, Plot Twist Cards and Action Tokens as described in the activity.

Handouts	<ul style="list-style-type: none"> • Handout 1. The basic anatomy of a mind map • Mission Cards: plan an event with €500; design a school club; create an environmental awareness campaign; plan a screen-free weekend; create a youth space. • Connection Cards: “What depends on what?”, “What causes this?”, “What could happen next?”, “Which two ideas could be combined?”, “What’s missing?”, “What’s the biggest problem?” • Plot Twist Cards: Budget Cut, Unexpected Crowd, No Social Media, Time Pressure, Something Goes Wrong.
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Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Enter the Brain (10 Minutes)</p> <p>The facilitator starts by asking: <i>“What does your brain look like when you have 20 ideas at the same time?”</i></p> <p>Participants have 60 seconds to write down everything they associate with the topic “My Perfect Weekend” - No organizing. No correcting. No worrying about whether an idea is good.</p> <p>After one minute, the facilitator asks participants to look at their paper: <i>“Your brain is allowed to be chaotic. Your job is to make the chaos useful.”</i></p> <p>The facilitator introduces the basic anatomy of a mind map. <i>*See below table</i></p>	10 minutes	Asks the opening question; times the 60-second brainstorm; introduces the five mind-map elements and emphasizes visible thinking.	Brainstorm “My Perfect Weekend” without filtering; examine the chaotic ideas and learn mind-map anatomy.	Paper and writing tools; example mind-map anatomy.
<p>Phase 2: The Mind Map Mission (30 Minutes)</p> <p>Participants form teams of 3–4.</p> <p>Each team receives a Mission Card with a real-life challenge. Possible missions:</p> <ul style="list-style-type: none"> • Plan the ultimate event with €500. • Design a new school club that students actually want to 	30 minutes	Forms teams of 3–4; distributes Mission, Connection and Plot Twist Cards; enforces Brain Dump and adaptation rules; times	Generate sticky-note ideas without rejection; group them into 3–6 branches; draw connections using	Large sheets; sticky notes in 4–5 colors; colored markers; Mission Cards; Connection

join.

- Create a campaign to get young people to care about the environment.
- Plan a completely screen-free weekend for teenagers.
- Create an idea for a youth space in your city.

Step 1 — Brain Dump (5 minutes) Teams receive a large sheet with only the central challenge in the middle. They have 5 minutes to generate as many ideas as possible. Rule: No idea can be rejected during the Brain Dump. Every idea goes onto a sticky note. Create the Branches (7 minutes) The organization challenge - teams must group their ideas into 3–6 major branches. For example: “Youth Event”

- Activities
- People
- Location
- Promotion
- Budget
- Problems

They can move their sticky notes around until they see patterns.

Make the Connections (8 minutes) The facilitator introduces Connection Cards, each team receives several cards:

- “What depends on what?”
- “What causes this?”
- “What could happen next?”
- “Which two ideas could be combined?”
- “What's missing?”
- “What's the biggest problem?”

Teams must draw connections between different parts of

the 5-, 7-, 8- and 10-minute steps.

prompts; adapt their mind maps to a random Plot Twist.

Cards; Plot Twist Cards; timer.

their map. This is where the activity moves beyond simple brainstorming.

The Plot Twist (10 minutes) Every team receives a random Plot Twist Card.

- Budget Cut: You have 50% less money.
- Unexpected Crowd: Twice as many people want to participate.
- No Social Media: You cannot promote the idea through Instagram, TikTok.
- Time Pressure: You have only two weeks to make it happen.
- Something Goes Wrong: Your main activity is suddenly unavailable.

(The team has 10 minutes to adapt its mind map. They can add, remove, move, or connect ideas. The goal isn't simply to "fix" the problem—it is to show how their thinking changes.)

Phase 3: The Map Reveal (10 Minutes)

Each team puts its mind map on the wall - Teams get 2 minutes to explain:

- What was their original idea?
- What was their most important branch?
- What connection surprised them?
- How did the Plot Twist change their thinking?
- What would they actually do first? Participants walk around and leave one sticky-note reaction on another team's map:
- "This idea is interesting because..."

10 minutes

Facilitates the wall display, two-minute team explanations and peer sticky-note reactions.

Present original idea, key branch, surprising connection, Plot Twist changes and first action; visit other maps and leave a written reaction.

Wall space; finished mind maps; sticky notes.

<ul style="list-style-type: none"> • “I noticed a connection between...” • “I would ask...” 				
Phase 4: Debrief What?: <ul style="list-style-type: none"> • What happened when you first saw all your ideas together? • Was it easier to think or organize? So What?: • How did seeing connections change your original idea? • Did another person's idea trigger a completely new idea? • What happened when the Plot Twist forced you to change your map? Now What?: • Where could you use mind mapping in real life? • How could it help when studying for an exam? • How could you use it when planning a project? How could you use it when you have a difficult decision to make? 	10 minutes	Facilitates What? / So What? / Now What? questions about organization, connections, adaptations and practical uses.	Reflect on thinking and organizing ideas, how others sparked insights, the Plot Twist and applications to exams, projects and difficult decisions.	Space for group reflection.

Handout 1. The basic anatomy of a mind map

Element	Purpose	Example
Central Idea	The main topic	“Perfect Weekend”
Main Branches	Major categories	Friends, Food, Activities
Sub-branches	Details	Cinema → Movie → Horror
Connections	Relationships between ideas	Friends ↔ Activities
Keywords	Keep ideas short and memorable	“Beach”, “Pizza”, “Late night”

Activity 97 – Visual Thinking

Activity title: <i>“Thinking in Images”</i>	
Abstract	A 75-minute workshop in which participants communicate and interpret abstract concepts through symbols, shapes, arrows and visual metaphors, first individually, then in pairs, and finally in teams.
Aims / Objectives	Practice creative thinking, visual communication, active listening, interpretation, problem solving, collaboration and perspective-taking; understand how intended visual messages may differ from other people’s interpretations.
Topics / Skills covered	Creative thinking; visual communication; active listening; interpretation; problem solving; collaboration; perspective-taking; visual symbols, shapes, arrows, visual metaphors and non-verbal communication.
Target group	Participants working individually, in pairs, and in small teams of 3–4. Age range and overall group size not specified.
Duration	75 minutes
Venue	A flexible room with participants working in pairs and small teams. Tables should have enough space for paper, markers, and visual cards. A wall or board should be available for displaying participants’ drawings.
Requirements	<ul style="list-style-type: none"> • A4/A3 paper • Thick colored markers • Sticky notes • Concept Cards • Visual Challenge Cards • Timer • Colored stickers/tokens for XP • Flipchart/whiteboard • Tape/Blu Tack for displaying visuals • printed icon/symbol cards for participants who feel uncomfortable drawing
User friendly digital tools used	–

Suggested resources	Examples from the activity: symbols represent concepts quickly; shapes organize information (circle = group/community); arrows and lines show relationships or movement (Idea → Action); visual metaphors make abstract ideas concrete (bridge = connection/change).
Handouts	<ul style="list-style-type: none"> • Handout 1. Four basic visual thinking tools. • Concept Cards with messages about starting a new school, notification overload, teamwork as puzzle pieces, and failure as a stepping stone. • Visual Challenge Cards with tasks for first-day guidance, a healthy team without words, and information overload using images. • Printed icon/symbol cards are available for participants uncomfortable with drawing.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: The Power of a Picture</p> <p>The facilitator begins by showing participants a simple visual symbol—for example a heart emoji, or a simple arrow—and asks: <i>“How many words would you need to explain this?”</i></p> <p>Then the facilitator asks: <i>“Why can one image communicate something that might take us an entire paragraph to explain?”</i></p> <p>The facilitator introduces the concept of Visual Thinking: using images, symbols, shapes, spatial arrangements, and visual metaphors to understand and communicate ideas.</p> <p>The facilitator introduces four basic visual thinking tools. <i>*see below table</i></p>	15 minutes	Shows a simple symbol; asks opening questions; explains visual thinking and its four tools; sets a 60-second drawing task; facilitates comparison.	Represent abstract concepts visually in 60 seconds, compare interpretations, and discuss how images convey different meanings.	Paper; markers; example symbols or drawings.

<p><i>"You don't need to know how to draw. A stick figure with the right meaning is more useful than a beautiful drawing with no meaning."</i> The facilitator then gives everyone 60 seconds to visually represent a simple abstract concept such as "freedom," "stress," "friendship," "success." Participants compare their images.</p> <p>The facilitator points out that the same word can produce completely different visual interpretations - Visual thinking is not only about your perception - what you draw, it's also about how other people see and understand what you draw.</p>				
<p>Phase 2: The Visual Translation Challenge</p> <p>Participants work in pairs. One participant becomes the Messenger, while the other becomes the Visualizer.</p> <p>1. The Setup: Each Messenger receives a Concept Card containing an abstract idea, situation, or short message. The Visualizer cannot see the card:</p> <ul style="list-style-type: none"> - "Starting at a new school can feel like being lost in a maze, but eventually you find your people." – acceptance; - "Too many notifications make it difficult to focus on what actually matters." – final goal; - "Working in a team means different people bringing different pieces of the same puzzle." – network of ideas; - "Failure can feel like falling, but it can also become a stepping stone." – success. 	30 minutes	Organizes Messenger–Visualizer pairs; distributes Concept Cards; enforces key-word and ten-word restrictions; times explanations; prompts comparison and role changes.	Take turns as Messenger and Visualizer, communicate a card without the key word, draw what is understood, reveal the message, compare interpretations, then switch roles under a ten-word limit.	Concept Cards; paper; markers; timer.

2. The Challenge: The Messenger has 2 minutes to communicate the concept to the Visualizer. But there is a catch, The Messenger cannot use the key word from the Concept Card. *For example, if the concept is "stress," they cannot simply say: "Draw stress."* Instead, they have to describe it indirectly: "Imagine someone carrying a backpack that keeps getting heavier." The Visualizer must turn the explanation into an image.

3. The Visualizer's Challenge: The Visualizer has to draw only what they understand. They are encouraged to use:

- Symbols
- Shapes
- Stick figures
- Arrows
- Icons
- Size
- Position
- Color
- Visual metaphors

The drawing does NOT need to be realistic.

4. The Reveal After two minutes, the Messenger reveals the original Concept Card.

The pair compares: Original idea → Explanation → Drawing → Interpretation They discuss: *"What part of the image communicated the idea successfully?"* and: *"Where did the meaning get lost?"*.

5. The Switch Participants switch roles and receive a completely different Concept Card. This time, introduce an additional challenge: The Messenger can only use 10 words. The Visualizer has to do more of the interpretation themselves.				
<p>Phase 3: The Visual Mission</p> <p>Now divide participants into small teams of 3–4. Each team receives a more complex challenge: “Create a visual guide for a teenager starting their first day in a completely new environment.” Or: “Show what a healthy team looks like without using any words.” Or: “Explain how to deal with information overload using only images.”</p> <p>Teams have 8 minutes to create one visual representation. The No-Text Rule: The final visual cannot contain sentences. Teams can use:</p> <ul style="list-style-type: none"> • Symbols • Icons • Arrows • Shapes • Numbers • Colors • Visual metaphors <p>But no explanatory text. Then each team displays its visual. The other teams have 30 seconds to interpret it. The creators then explain what they intended. This creates a really interesting moment where participants discover: “What I meant isn’t necessarily</p>	15 minutes	Forms teams of 3–4; distributes visual challenges; enforces the No-Text Rule; times eight-minute creation and 30-second interpretation rounds.	Create a wordless visual guide or explanation; display it; interpret other teams’ visuals; compare audience interpretation with intended meaning.	Visual Challenge Cards; A4/A3 paper; markers; flipchart/whiteboard; tape or Blu Tack; timer.

what people see.” And that's a key lesson in visual communication.				
Phase 4: Debrief What? — What happened? <ul style="list-style-type: none"> • Was it easy to communicate without using the exact words? • Which symbols were easiest to understand? • Did people interpret your drawing differently than you expected? • What happened when you had fewer words available? So What? — Why does it matter? • Why can images sometimes communicate faster than words? • What makes a visual easy or difficult to understand? • Can the same image mean different things to different people? • How did you simplify a complicated idea? Now What? — Where can we use it? • How could visual thinking help you study? • How could you use symbols or diagrams when planning a project? • How could you explain a complicated idea to someone without writing a long message? • How could visual thinking help when working with people who think differently from you? <p>The key message of the workshop – “Visual thinking isn't about drawing well. It's about making your thinking visible.”</p>	15 minutes	Facilitates What? / So What? / Now What? reflection on word limits, symbols, interpretations, simplification and real-life applications.	Discuss challenges in wordless communication, multiple interpretations, and uses of visual thinking for studying, projects and teamwork.	Space for group reflection.

Handout 1. Four basic visual thinking tools

Visual Tool	Purpose	Concrete Example
Symbols	Represent a concept quickly	💡 = idea
Shapes	Organize information	Circle = group/community
Arrows & Lines	Show relationships or movement	Idea → Action
Visual Metaphors	Make abstract ideas concrete	A bridge = connection/change

Activity 98 – Leadership Styles

Activity title: <i>“Test & Discussion”</i>	
Abstract	A 70-minute leadership workshop combining an individual leadership-style test, movement-based style selection, small-team leadership missions, escalating crisis scenarios, style swaps and group reflection. Participants explore when the Director, Coach, Collaborator and Delegator approaches help or hinder a team, and practise choosing a style to suit the situation.
Aims / Objectives	Explore leadership styles and their strengths and possible risks; identify a dominant or natural leadership style; practise leading through simple, pressured and crisis situations; compare the effects of different styles; recognise the importance of adaptability, participation, decision-making and conflict management.
Topics / Skills covered	Self-awareness; decision-making; communication; adaptability; collaboration; conflict management; empathy; leadership.
Target group	Participants working individually initially and then in teams of 4–5; overall age and group size not specified.
Duration	70 minutes
Venue	A flexible room allowing individual work, small-team activity and movement between four areas labelled with leadership styles.
Requirements	Leadership Style Test sheets; Leadership Style Cards; Leadership Mission Cards; Pressure/Crisis Cards; pens; four large leadership-style signs; XP tokens/stickers; timer; flipchart/whiteboard. Optional: small “Leader” badge/token passed between participants.
User friendly digital tools used	–
Suggested resources	Four simplified leadership styles and their characteristics: Director — takes control and decides; strength: fast decisions; risk: can become controlling. Coach — guides and develops others; strength: builds confidence; risk: can take more time. Collaborator — shares decisions; strength: creates ownership; risk: can be slow. Delegator — gives autonomy; strength:

	builds independence; risk: can provide too little support. Leadership Style Test (6–8 scenario questions); mission, pressure and crisis scenarios; Leadership XP scoring.
Handouts	<ul style="list-style-type: none"> • Handout 1. Four simplified leadership styles. • Leadership Style Test sheets (6–8 scenario questions); • Leadership Style Cards (Director, Coach, Collaborator, Delegator); • Leadership Mission Cards; • Pressure/Crisis Cards. • Optional Leader badge/token.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: What Kind of Leader Are You?</p> <p>The facilitator asks: <i>“Imagine your group has to make an important decision, but everyone wants something different. What do you do?”</i></p> <p>Participants choose between four responses and move to the matching corner:</p> <ul style="list-style-type: none"> • Director — “I listen briefly, make the decision, and tell everyone what we're doing.” • Coach — “I ask questions, help everyone contribute, and guide the group toward a decision.” • Collaborator — “Everyone should have an equal say. We decide together.” • Delegator — “I trust the group to figure it out and only step in if necessary.” <p>The facilitator introduces the four styles, their main approaches, strengths and possible risks. <i>* see below table.</i></p>	15 minutes	Opens with the decision-making scenario; presents the four choices and leadership-style strengths/risks; labels the four corners; distributes and explains the test.	Choose a response and move to its corner; consider the styles; answer 6–8 scenarios, tally answers and identify their dominant style.	Four large leadership-style signs; Leadership Style Test sheets; pens.

<p><i>"There isn't one perfect leadership style. Good leadership is often about knowing what the situation needs."</i></p> <p>Participants complete a short Leadership Style Test of 6–8 scenario questions, count their answers and identify their dominant style.</p>				
<p>Phase 2: The Leadership Challenge</p> <p>Form teams of 4–5. Each receives a Leadership Mission: <i>"Your team has €500 and two weeks to organize a youth event that 100 people will want to attend."</i></p> <p>Each participant secretly receives a leadership-style card (Director, Coach, Collaborator or Delegator). Their job is to lead according to that style, even if it is not their natural style.</p> <p>Round 1 — The Easy Situation (7 minutes): <i>"Choose the theme, location, and three activities for your event."</i> The assigned leader uses their style. After 7 minutes the team stops and the facilitator asks: <i>"How did that leadership style affect the team?"</i></p> <p>Round 2 — The Pressure Situation (8 minutes): introduce a Pressure Card, such as:</p> <ul style="list-style-type: none"> - BUDGET CUT (<i>"You have just lost 50% of your budget"</i>), - TIME LIMIT (<i>"You now have only 24 hours to organize everything"</i>). - CONFLICT (<i>"Two members strongly disagree about the main activity"</i>). <p>The leader continues with their assigned style; the</p>	30 minutes	Forms teams, assigns secret style cards, distributes mission and pressure/crisis cards, times rounds, prompts comparison and adaptation.	Lead according to assigned styles; plan the event; respond to budget/time/conflict pressure; swap leader and style; choose and justify a suitable style for the final crisis.	Leadership Style Cards; Leadership Mission Cards; Pressure/Crisis Cards; timer; optional Leader badge/token.

team has 8 minutes to respond. Participants observe how a style that worked in one situation may work less well in another.

Round 3 — Switch the Leader (10 minutes): a new participant becomes leader with a different assigned style. Challenge: *“Your event is tomorrow. One of your main activities has been cancelled. You need to find a replacement.”*

The new leader responds using that style. The team compares the two approaches (Leadership Style Showdown). Each team then gets a final Leadership Crisis Card: *“Your team has 5 minutes to decide. Three people want Option A, two want Option B, and the deadline is in 10 minutes.”* Decide which leadership style would work best; the twist is that teams cannot automatically choose their own style and must explain why another might be more effective.

Main lesson: leadership is not about proving that your style is best, but recognising what the team and situation need.

Phase 3: Leadership Debrief & Discussion

Bring everyone together. Participants stand by the leadership-style sign representing their natural style. Ask: *“After the challenges, would you still choose the same style?”* Anyone who changes their answer moves to another corner, creating a visual representation of how their thinking has changed.

Phase 4: Debrief

- Which leadership style did you get from the test?

15 minutes

Brings the group together, invites movement between style areas and facilitates discussion about changing preferences.

Stand by their natural style, reconsider their choice and move to another style if their thinking has changed.

Four large leadership-style signs; space to move.

10 minutes

Guides What? / So What? / Now What?

Reflect on the test and simulations; identify

Space for whole-group discussion;

- How did it feel to lead using a style that wasn't natural to you?
 - Which style made your team move fastest?
 - Which style created the most discussion?
- So What?
- Can a leadership style be effective in one situation but ineffective in another?
 - What happens when a leader takes too much control?
 - What happens when a leader gives people too much freedom?
 - Is the loudest person in a group necessarily the leader?
 - Can you lead without being “the boss”?
- Now What?
- What leadership style would you use during a group project?
 - What style would you use when your team is in conflict?
 - When would you need to be more directive?
 - When would you need to step back and let others lead?
 - What is one leadership behavior you would like to practice?

Key message: *“There is no single best way to lead. The best leaders know when to step forward, when to step back, and when to change their approach.”*

reflection and reinforces adaptability as a leadership skill.

when different leadership styles are appropriate and one behaviour to practise.

flipchart/whiteboard if useful.

Handout 1. Four simplified leadership styles

Leadership Style	Main Approach	Strength	Possible Risk
Director	Takes control and decides	Fast decisions	Can become controlling
Coach	Guides and develops others	Builds confidence	Can take more time
Collaborator	Shares decisions	Creates ownership	Can be slow
Delegator	Gives autonomy	Builds independence	Can provide too little support

Activity 99 – Managing Energy, Not Just Time

Activity title: <i>“Managing Energy, Not Just Time”</i>	
Abstract	Participants explore why managing energy matters alongside managing time. After checking their physical, mental, emotional, and social energy, teams build a fictional daily schedule using a limited Energy Points budget, adapt it to unexpected disruptions, prioritize tasks using a 2 × 2 Energy Matrix, and defend a realistic Energy Strategy. The workshop emphasizes protecting, restoring, and directing energy rather than filling every available minute.
Aims / Objectives	Distinguish time management from energy management; recognize physical, mental, emotional, and social energy; assess personal energy levels; prioritize activities according to energy and importance; adapt plans when circumstances change; include deliberate recovery; practise self-awareness, decision-making, and realistic planning.
Topics / Skills covered	Self-awareness, prioritization, decision-making, emotional awareness, stress management, adaptability, and self-management; time versus energy management; energy budgeting; peak-energy planning; recovery.
Target group	Participants working individually and in teams of 3–4. Age range and total group size: –
Duration	70 minutes
Venue	A flexible room with individual and small-group working areas; four areas of the room may represent different energy states.
Requirements	Energy Check-In sheets; Activity Cards; Energy Trap Cards; printed 2 × 2 Energy Matrix sheets; sticky notes; markers; energy tokens/chips; timer; XP/scoring board; optional colored bracelets/tokens representing different energy types.
User friendly digital tools used	–
Suggested resources	Energy types reference: Physical (how physically energized you feel; sleep, movement, food); Mental (ability to focus and think; studying, problem solving); Emotional (emotional capacity; socializing, dealing with conflict); Social (energy gained or used around others; friends, teamwork, crowds). Energy Points are an illustrative game mechanic, not scientifically precise measurements.

Handouts	<ul style="list-style-type: none"> • Handout 1. Four types of energy • Handout 2. Activity Cards. • Energy Check-In sheets (1–5 ratings for physical, mental, emotional, social energy); • Daily Energy Budget for “Alex” (20 Energy Points); • Activity Cards with energy costs/gains; • Energy Trap Cards; • task cards; • 2 × 2 Energy Matrix printed sheets; • final Energy Strategy scenario; • optional colored energy-type tokens.
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Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Time Isn’t the Whole Story</p> <p>The facilitator asks: <i>“You have two hours to finish an important assignment. Is two hours always enough? What if you have two hours when you’re exhausted? What if you have two hours when you’re fully focused?”</i></p> <p>Introduce the distinction: Time management asks, “When can I do this?” Energy management asks, “When am I at my best for doing this?”</p> <p>Explain four types of energy:</p> <ul style="list-style-type: none"> • Physical — how physically energized you feel (sleep, movement, food). • Mental — ability to focus and think (studying, problem solving). • Emotional — emotional capacity (socializing, dealing with conflict). • Social — energy gained or used around others (friends, teamwork, crowds). 	15 minutes	Introduce the questions and energy types; distribute the check-in; facilitate self-assessment.	Consider the opening questions and rate four kinds of energy from 1–5.	Energy Check-In sheets; room with optional areas for different energy states.

Give each participant an Energy Check-In and ask them to rate physical, mental, emotional and social energy from 1–5.

Ask: *“Are you actually tired—or are you tired of the type of activity you’re doing?”*

Phase 2: The Energy Budget Challenge

Teams of 3–4 receive a fictional Daily Energy Budget: *“Alex” has 20 Energy Points for the day*, plus Activity Cards.

Example Activity Cards (energy cost/gain): Sleep +6; Exercise +3; Difficult studying –5; 45 min scrolling –2; Gaming –2; Hanging out with friends +3; Group project –4; Listening to music +2; Cleaning room –2; Going outside +3; Difficult conversation –5; Quiet break +2.

These numbers are a game mechanic to illustrate trade-offs, not scientifically precise.

Step 1 — Build the Day: With 20 Energy Points and 24 hours, create Alex’s schedule, fitting in school/classes, studying, social time, exercise, sleep, personal time, and one unexpected task.

Challenge: *“Get everything done without reaching 0 Energy.”*

Step 2 — The Energy Trap: Introduce realistic disruptions: SCROLL TRAP — Alex spends an extra 90 minutes scrolling before bed; BAD SLEEP — Alex gets two hours less sleep; SOCIAL PRESSURE — friends invite Alex out when Alex planned to study; DEADLINE — an assignment that normally takes 2 hours suddenly needs 4.

Teams revise the schedule without adding hours; they must change energy use. Ask: *“What can we remove?” “What can we move?” “What can we combine?” “What should happen when Alex has the most mental energy?”*

30 minutes

Form teams; provide budget and cards; introduce traps and task cards; guide revisions and matrix placement.

Build and revise Alex’s day within the energy budget; sort tasks by energy and importance.

Daily Energy Budget; Activity Cards; Energy Trap Cards; task cards; 2 × 2 Energy Matrix; sticky notes; markers; energy tokens/chips.

<p>Step 3 — Energy vs. Importance: Give task cards: Prepare for an important exam; Reply to messages; Finish a group project; Go to the gym; Clean your room; Watch a series; Call a friend; Prepare a presentation. Teams place them on a 2 × 2 Energy Matrix:</p> <ul style="list-style-type: none"> • High Energy / High Importance → Do during your peak energy. • Low Energy / High Importance → Make the task easier or break it into smaller steps. • High Energy / Low Importance → Consider whether energy is being wasted. • Low Energy / Low Importance → Candidates for rest/recovery or postponement. <p>Conclude: <i>“Not every hour is worth the same amount of energy.”</i></p>				
<p>Phase 3: The Energy Strategy Showdown</p> <p>Each team receives the scenario: <i>“Tomorrow you have school, a difficult exam, a group presentation, football practice, and a friend’s birthday. You already feel exhausted.”</i></p> <p>Teams have 5 minutes to create an Energy Strategy. They decide what happens during their highest-energy period; what gets postponed; what gets shortened; what gives them energy; what drains them; and where they deliberately schedule recovery.</p> <p>Each team presents its strategy in 60 seconds.</p> <p>Challenge the teams with: <i>“Why did you put studying at that time?” “What happens if you don’t have enough energy?” “Could you remove something instead of just working harder?”</i></p>	15 minutes	Present the scenario; keep time; question and challenge each strategy.	Prepare and deliver a realistic Energy Strategy, explaining trade-offs and recovery.	Final scenario; timer; paper or sticky notes; markers.
<p>Phase 4: Debrief</p> <ul style="list-style-type: none"> • What happened when your energy budget became limited? • Which activities drained the most energy? • Which activities unexpectedly gave energy back? 	10 minutes	Lead What? / So What? / Now What? reflection; reinforce the key message.	Reflect on energy limits, recharge activities, prioritization and	Space for group reflection.

• Did your team try to fit everything in?

So What?

- Why isn't having enough time always enough?
- Can something be enjoyable but still mentally exhausting?
- Can something difficult actually give you energy afterward?
- Why do we sometimes spend our best energy on things that aren't important?

Now What?

- When during the day do you usually have the most mental energy?
- What activities tend to drain you?
- What activities recharge you?
- What important task could you move to your peak-energy period?
- What is one thing you could remove, reduce, or move instead of simply "finding more time"?

Key message: *"Time is fixed. Your energy isn't. You can't always create more time, but you can learn to protect, restore, and direct your energy."*

one practical change.



Handout 1. Four types of energy

Energy Type	What it means	Example
Physical	How physically energized you feel	Sleep, movement, food
Mental	Your ability to focus and think	Studying, problem solving
Emotional	Your emotional capacity	Socializing, dealing with conflict
Social	Energy gained or used around others	Friends, teamwork, crowds

Handout 2. Activity Cards

Activity	Energy Cost/Gain
Sleep	+6
Exercise	+3
Difficult studying	-5
45 min scrolling	-2
Gaming	-2
Hanging out with friends	+3
Group project	-4
Listening to music	+2
Cleaning room	-2
Going outside	+3
Difficult conversation	-5
Quiet break	+2

Activity 100 – Gamifying Your Daily Schedule

Activity title: <i>“Gamifying Your Daily Schedule”</i>	
Abstract	A 70-minute workshop in which participants transform everyday tasks into a personal Daily Game Board with Main Quests, Side Quests, Power-Ups, Boss Battles, XP and levels. Small teams adapt schedules to unexpected Daily Chaos Cards and redesign a fictional busy day.
Aims / Objectives	Practise self-management, prioritization, goal setting, motivation, decision-making, adaptability and time management; make progress visible, break big tasks into smaller missions, and adapt plans when circumstances change.
Topics / Skills covered	Self-management; prioritization; goal setting; motivation; decision-making; adaptability; time management; daily planning; gamification; XP and level systems; obstacle strategies.
Target group	Participants working individually and then in small teams; group size and age not specified.
Duration	70 minutes
Venue	A flexible room with participants working individually and then in small teams. Tables should have enough space for a “daily game board,” task cards, tokens, and markers.
Requirements	Blank Daily Game Boards; Task/Mission Cards; Boss Battle Cards; Random Event Cards; XP tokens or stickers; Level-up cards; markers; sticky notes; timer; Reward/Power-Up Cards; optional small badges for different “levels”.
User friendly digital tools used	–
Suggested resources	Daily Game Board with Main Quest, Side Quests, Health/Recharge, Bonus Challenges and Boss Battle; Daily Chaos Cards; fictional daily schedule; XP and level examples; rewards, streaks and Random Event Cards.
Handouts	<ul style="list-style-type: none"> • Handout 1. The idea of gamifying everyday tasks. • Blank Daily Game Boards; • Task/Mission Cards; • Boss Battle Cards; • Random Event Cards;

- Level-up cards;
- Reward/Power-Up Cards.

Description of each phase / part of the activity	Duration	The role of the trainer	The role of the participants	Requirements
<p>Phase 1: Your Day Is a Game</p> <p>The facilitator begins by asking: <i>"If your day were a video game, what level would you be on right now? Would you play a game where every mission was just called 'DO YOUR TASKS'?"</i></p> <p>The facilitator explains that many games keep people motivated because they provide:</p> <ul style="list-style-type: none"> • Clear goals, Small achievable challenges, Immediate feedback, Progress indicators, Rewards, Levels, Choices, Challenges, A sense of accomplishment <p>The facilitator introduces the idea of gamifying everyday tasks. * see below table.</p> <p><i>"Gamification isn't about turning your whole life into a competition. It's about making progress visible and giving yourself reasons to start."</i></p>	15 minutes	Asks the opening video-game questions; explains the motivational elements of games; introduces task gamification and examples.	Discuss everyday tasks as missions and compare normal tasks with gamified versions.	Daily Game Board examples; timer.
<p>Phase 2: Build Your Daily Game</p> <p>Participants receive a blank Daily Game Board. It contains:</p> <ul style="list-style-type: none"> • Main Quest • Side Quests • Health/Recharge • Bonus Challenges • Boss Battle 	30 minutes	Distributes blank Daily Game Boards; guides the five steps and introduces task breakdown, Power-Ups, Boss	Individually choose a Main Quest, create Side Quests, select three Power-Ups, devise a Boss Battle strategy, and design an XP and level system.	Blank Daily Game Boards; Task/Mission Cards; Boss Battle Cards; XP tokens or stickers; Level-up cards; markers; sticky notes;

Step 1 — Choose Your Main Quest

Participants identify one important thing they want to accomplish that day.

- Finish my presentation.
- Study for tomorrow's test.
- Apply for a summer opportunity.
- Clean and organize my workspace.
- This becomes their Main Quest.

Step 2 — Create Side Quests

Participants turn smaller tasks into Side Quests.

Main Quest: Prepare presentation

→ Find information — +20 XP

→ Create slides — +40 XP

→ Practice — +30 XP

→ Check mistakes — +20 XP

The facilitator introduces an important rule:

"Big tasks become easier when you turn them into smaller missions."

Step 3 — Add Power-Ups

Participants choose things that make completing their missions easier.

- Music
- Drink/water
- Phone on Do Not Disturb
- Study with a friend
- 25-minute focus timer
- Small reward
- Work somewhere different

Participants choose three Power-Ups they can realistically use.

Step 4 — Add the Boss Battle

Now each participant identifies one thing that normally gets in the

Battle strategies,
XP and levels.

Reward/Power-
Up Cards; timer.

way of their plans:

- Phone
- Feeling tired
- Gaming
- Friends
- Netflix/YouTube
- Stress
- “I don't feel like doing it”

This becomes their Boss Battle. But they can't simply write: “Don't use my phone.” They need to create a strategy:

- Boss: Phone Distraction

Weakness: Do Not Disturb + phone in another room for 30 minutes.

or:

- Boss: Procrastination

Weakness: Start with only 5 minutes.

Step 5 — Build the XP System

Participants assign XP to their missions:

- Small task → 10–20 XP
- Medium task → 30–50 XP
- Difficult task → 75 XP
- Main Quest → 100 XP
- Boss Battle → 100 XP
- Bonus Challenge → 25 XP

Then they create their own level system:

Level 1 — 0 XP

Level 2 — 100 XP

Level 3 — 200 XP

Level 4 — 350 XP

Level 5 — 500 XP

<p>The facilitator asks: <i>"What happens when you can actually see your progress?"</i></p>				
<p>Phase 3: The Daily Schedule Boss Battle Now participants work in small teams. Each team receives a Daily Chaos Card:</p> <ul style="list-style-type: none"> • THE DISTRACTION: You planned to study, but you suddenly lose 45 minutes scrolling. • THE INTERRUPTION: A friend needs your help while you're working. • THE DEADLINE: A task takes twice as long as expected. • THE LOW-MOTIVATION DAY: You don't feel like doing anything. • THE SURPRISE: You receive an unexpected task that takes one hour. <p>Teams have 5 minutes to modify their gamified schedule without abandoning their Main Quest. The goal isn't to make the schedule perfect. The goal is to adapt the game rules when reality changes.</p> <p>The Final Challenge: XP Strategy Each team receives a fictional daily schedule:</p> <ul style="list-style-type: none"> - School — 8:00–15:00 - Homework — 16:00–17:30 - Football — 18:00–19:00 - Dinner — 19:30 - Exam tomorrow - Friend wants to hang out - Presentation unfinished <p>They have to turn this chaotic schedule into a playable day. They decide:</p> <ul style="list-style-type: none"> • What is the Main Quest? • What are the Side Quests? 	15 minutes	Forms small teams; distributes Daily Chaos Cards and fictional schedules; allows five minutes to modify schedules; facilitates the final XP Strategy challenge.	In teams, adapt their gamified schedules without abandoning the Main Quest, then design a realistic and motivating playable day from the fictional schedule.	Daily Chaos Cards / Random Event Cards; fictional daily schedule; Daily Game Boards; task cards; markers; timer.

- What gets XP?
- What gets postponed?
- What is the Boss Battle?
- What is the reward?
- Where are the Power-Ups?

The winning team isn't the one that schedules the most tasks. It's the team that creates the most realistic and motivating system.

Phase 4: Debrief

- What happened when you turned normal tasks into missions?
- Which tasks were easiest to gamify?
- Which tasks were difficult to turn into quests?
- What happened when your schedule was disrupted?

So What?

- Why do games make progress feel more motivating?
- Does seeing progress change how you feel about a difficult task?
- Can rewards help you start something you don't want to do?
- When can gamification become stressful instead of motivating?
- Is completing more tasks always the same as having a successful day?

Now What?

- What part of your real daily routine could become a small quest?
- What is one task you could break into smaller missions?
- What is your biggest "Boss Battle" in everyday life?
- What Power-Up could help you?
- What would your personal Main Quest be tomorrow?

10 minutes

Facilitates the What? / So What? / Now What? reflection on motivation, disrupted schedules, stress and real-life application.

Reflect on turning tasks into quests, adapting plans, and applying Main Quests, Power-Ups and Boss Battle strategies tomorrow.

Space for group discussion.

Handout 1. The idea of gamifying everyday tasks

Normal Task	Gamified Version
Study for 30 minutes	Focus Mission — +50 XP
Clean your room	Base Upgrade — +30 XP
Exercise	Health Quest — +40 XP

Normal Task	Gamified Version
Finish homework	Main Mission — +100 XP
Read 10 pages	Knowledge Quest — +25 XP
Prepare your bag	Tomorrow Prep — +15 XP

Thank you!



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IMPACT**



Partners:

