

**CULTI
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DIGITAL PATHWAYS: CREATIVE & DIGITAL FACILITATION TOOLKIT



EMPOWERING YOUTH WORKERS TO ENGAGE NEETS



Co-funded by
the European Union

WELCOME TO DIGITAL PATHWAYS

Welcome to the **Digital Pathways Toolkit** — a practical collection of methods, tools, and ideas created to support youth workers, facilitators, trainers, and organisations in designing engaging learning experiences for young people in an increasingly digital world.

Digital transformation is changing how young people communicate, learn, participate, and connect. For youth work, this creates both exciting opportunities and important challenges: how can we use digital tools meaningfully, creatively, and inclusively—especially when working with young people facing barriers to participation?

This toolkit was developed within the framework of the Digital Pathways Erasmus+ training course, which brought together youth workers and practitioners from different countries to explore the intersection of digital youth work, creative facilitation, non-formal education, and youth inclusion.

Special attention was given to the engagement of NEETs (young people not in education, employment, or training) and to creating approaches that are flexible, accessible, and relevant to diverse realities.



WELCOME TO DIGITAL PATHWAYS

Inside this toolkit, you will find:

- practical activities and facilitation methods
- digital tools for participation and learning
- creative approaches to engagement
- ideas for adapting activities to different contexts
- reflections and practical tips for implementation

This is not a fixed manual to follow step by step. Instead, it is an invitation to experiment, adapt, remix, and create according to the needs of your young people and your community.

We hope these resources inspire new pathways for participation, creativity, and learning.



ABOUT THE PROJECT

PROJECT REF. NUMBER: 2025-1-EL02-KA153-YOU-000297425

Digital Pathways: Innovating Facilitation for Youth Empowerment and Active Citizenship

Digital Pathways was an Erasmus+ KA153 project that aimed to support youth workers and youth organisations in exploring meaningful ways to integrate digital tools, creative facilitation, and non-formal education into their practice.

The project focused on strengthening participation, inclusion, and engagement in youth work, with particular attention to young people with fewer opportunities, especially NEETs (young people not in education, employment, or training).

Through experiential learning, peer exchange, and practical experimentation, participants explored digital facilitation, digital storytelling, creative methods, and blended approaches to youth work.

This toolkit is one of the project's key outcomes, created to share practical tools, methods, and inspiration that can be adapted and used in different youth work contexts.

OUR EDUCATIONAL APPROACH

Digital Pathways is grounded in youth work values that promote participation, inclusion, creativity, and experiential learning. The methods in this toolkit are designed to be practical, adaptable, and human-centred.



We believe in:



Non-Formal Education

- Learning through experience, participation, and reflection
- Active involvement instead of passive learning
- Safe spaces for experimentation and peer exchange



Participation & Inclusion

- Meaningful participation beyond simply “being present”
- Flexible approaches that recognise different needs and realities
- Creating accessible and welcoming learning environments



Digital Youthwork

- Using digital tools intentionally to support engagement, collaboration, and creativity
- Seeing technology as a tool for connection—not the objective itself
- Combining online and offline learning where meaningful



Creative Facilitation

- Using storytelling, arts, movement, play, and visual methods
- Encouraging expression, interaction, and active engagement
- Making learning more accessible and memorable



Youth Empowerment

- Supporting young people to build confidence, voice, and agency
- Creating meaningful opportunities for participation and self-expression
- Designing inclusive pathways that recognise diverse experiences, needs, and barriers

HOW TO USE THIS TOOLKIT

This toolkit is designed as a practical resource for youth workers, facilitators, trainers, and organisations working with young people in different contexts.

You can use it to:

- ✔ **run activities** exactly as described
- ✔ **adapt methods** to your own group and context
- ✔ **combine digital and offline approaches**
- ✔ **find inspiration** for workshops, training courses, and local youth activities
- ✔ **experiment** with creative and participatory facilitation methods

Keep in mind:

- Not every tool fits every group — adapt freely.
- Digital tools should support participation, not replace human connection.
- Simplicity often works better than complexity.
- Always consider accessibility, motivation, and participants' realities.
- Feel free to remix, combine, and build on these ideas.

This toolkit is not a fixed manual—it is a flexible toolbox.



ACTIVITIES & TOOLS

The tools and activities included in this toolkit were adapted, tested, or created within the Digital Pathways training course by the trainers' team and participating youth workers.

Some methods build on existing youth work and non-formal education practices, reimagined through a digital, creative, and participatory lens.

Others emerged through experimentation, reflection, and collaborative design during the project itself.

The collection reflects the project's core belief that effective youth work is not about fixed formulas, but about adapting methods to people, contexts, and realities.

You will find activities that can be used:

- in face-to-face settings
- in online environments
- in blended learning contexts
- with adaptation for different groups and needs

We encourage you to use these tools as inspiration: adapt them, remix them, and make them your own.



Activity 1: QR Sorting Game – Find Your Tribe



Group size: 10-40 pax



Type of tool: Ice-breaker



Equipment, materials & space needed

- 5 QR codes linked to the different “tribes” OR printed cards (offline version)
- Tape / wall space to display cards or QR codes
- Open space for movement
- Optional music

Digital Tools Used

QR codes (optional), mobile phones, online polling tools (for digital adaptation)



Duration: 10-15 minutes



Objectives

- Energise the group and create movement
- Introduce a playful digital element in a physical setting
- Encourage spontaneous interaction and connection
- Set a positive and engaging tone for the session

Activity 1: QR Sorting Game – Find Your Tribe

Step-by-Step Description

1. Set the scene

Invite participants to discover their current “energy tribe” or “morning identity.”

Place QR codes or printed cards around the room, each representing a playful character:

- 🧠 Overthinker
- 🎮 Game Lover
- 🎨 Creative Chaos
- ☕ Still Half Asleep
- 🔥 Let's Go!

Participants move around, scan/read the options, and choose the one that best matches how they feel in that moment.

2. Find your Tribe

Participants gather with others who selected the same category.

Invite them to briefly introduce themselves and react to the description:

“Is this accurate? Why?”

Optional prompt:

“Why is your tribe clearly the best one?”



Activity 1: QR Sorting Game – Find Your Tribe

Step-by-Step Description

3. Mini tribe challenge

Each group receives a quick creative task, for example:

- create a team pose
- invent a slogan
- choose a sound effect
- make a frozen statue
- create a 5-second team intro

Each group presents in plenary.

4. Transition

Close with a short connection to facilitation:

"People enter learning spaces with different energies, motivations, and needs. Good facilitation starts by recognising where people are."



Activity 1: QR Sorting Game – Find Your Tribe

Facilitator Tips & Adaptation Notes

Tips

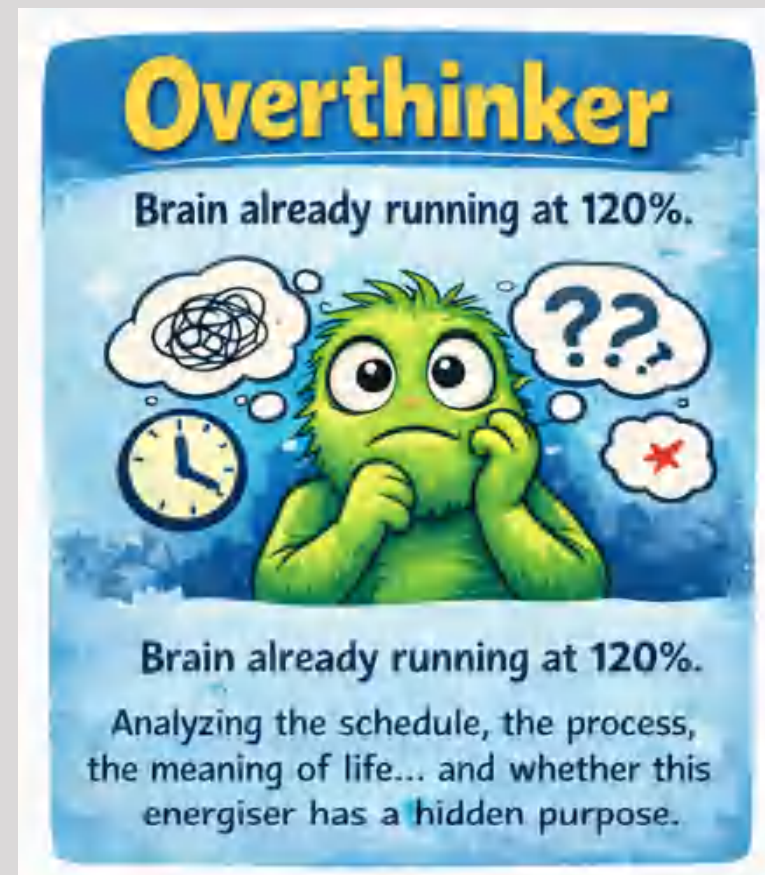
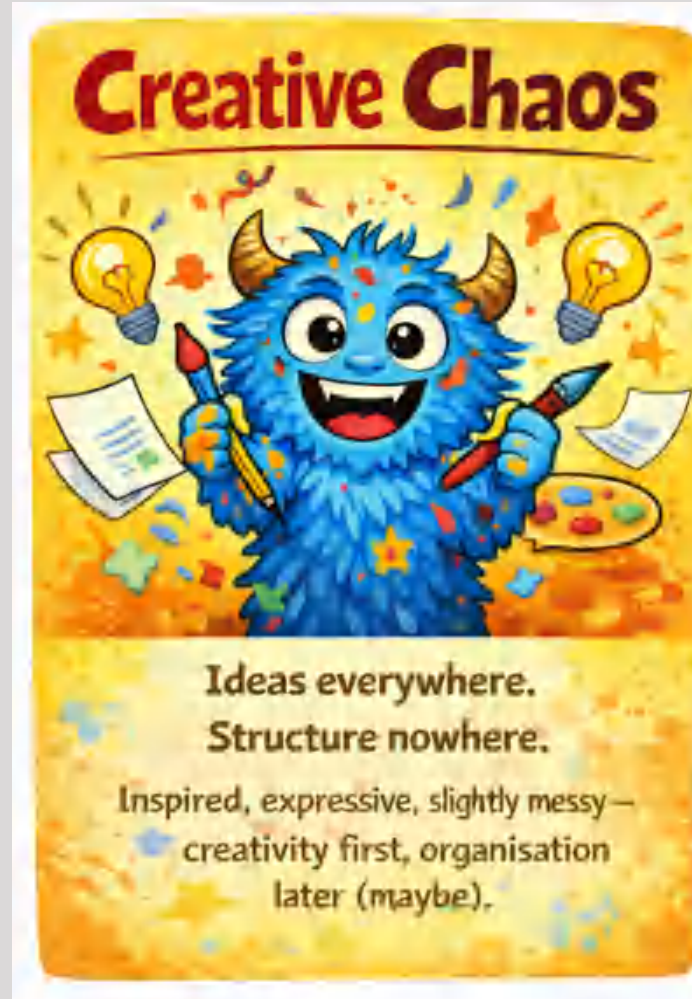
1. Keep the tone playful—this is an energiser, not a deep reflection activity.
2. For lower-energy groups, simplify the creative challenge.
3. For highly energetic groups, add a friendly competition element.
4. For large groups, duplicate stations to avoid crowding.
5. Always provide a non-digital option to ensure accessibility.

Online Adaptation

Possible options:

- Use Mentimeter, Slido, Zoom polls, or similar tools for participants to select their tribe.
- Assign participants to breakout rooms based on their choice.
- Give each group a mini challenge (e.g. create a team GIF reaction, a virtual pose, a slogan, or choose an emoji that represents them).
- Return to plenary for quick sharing.

Annex: Cards to print or share as QR codes



Activity 2: Participation Pathways: Mapping Youth Participation Experiences

Inspired by: Roger Hart's Ladder of Participation (adapted for Digital Pathways)



Group size: 12-40 pax



Type of tool: Work in Groups



Equipment, materials & space needed

- Large printed 4-step participation ladder
- Post-its
- Markers
- Ladder handouts
- Reflection question handouts
- Projector (optional for short NEET framing input)

Digital Tools Used

Optional (digital whiteboard / collaborative board for online adaptation)



Duration: 90 minutes



Objectives

- Explore different levels of youth participation through real experiences
- Reflect critically on how participation changes depending on context
- Introduce the specific realities of engaging NEETs
- Encourage exchange between participants from different organisations and backgrounds
- Start identifying how facilitation and digital tools can strengthen participation

Activity 2: Participation Pathways: Mapping Youth Participation Experiences

Step-by-Step Description

Background

This activity is inspired by participation models such as Hart's Ladder of Participation, adapted for the Digital Pathways context.

Rather than using the original multi-step framework, this version simplifies participation into four practical levels that support reflection and adaptation in youth work contexts.

The focus is not on judging projects as "good" or "bad," but on exploring how participation takes different forms depending on purpose, readiness, and access.

1. Introduction

Present the adapted 4-step ladder:

Important message:
Participation is contextual—not a race to the top.

Distribute the ladder handout (see next page)

Participation Pathways





Activity 2: Participation Pathways: Mapping Youth Participation Experiences - Ladder handout

Participation Pathways

Youth-Led Pathways

Young people initiate, lead, and make decisions.

Co-Creation

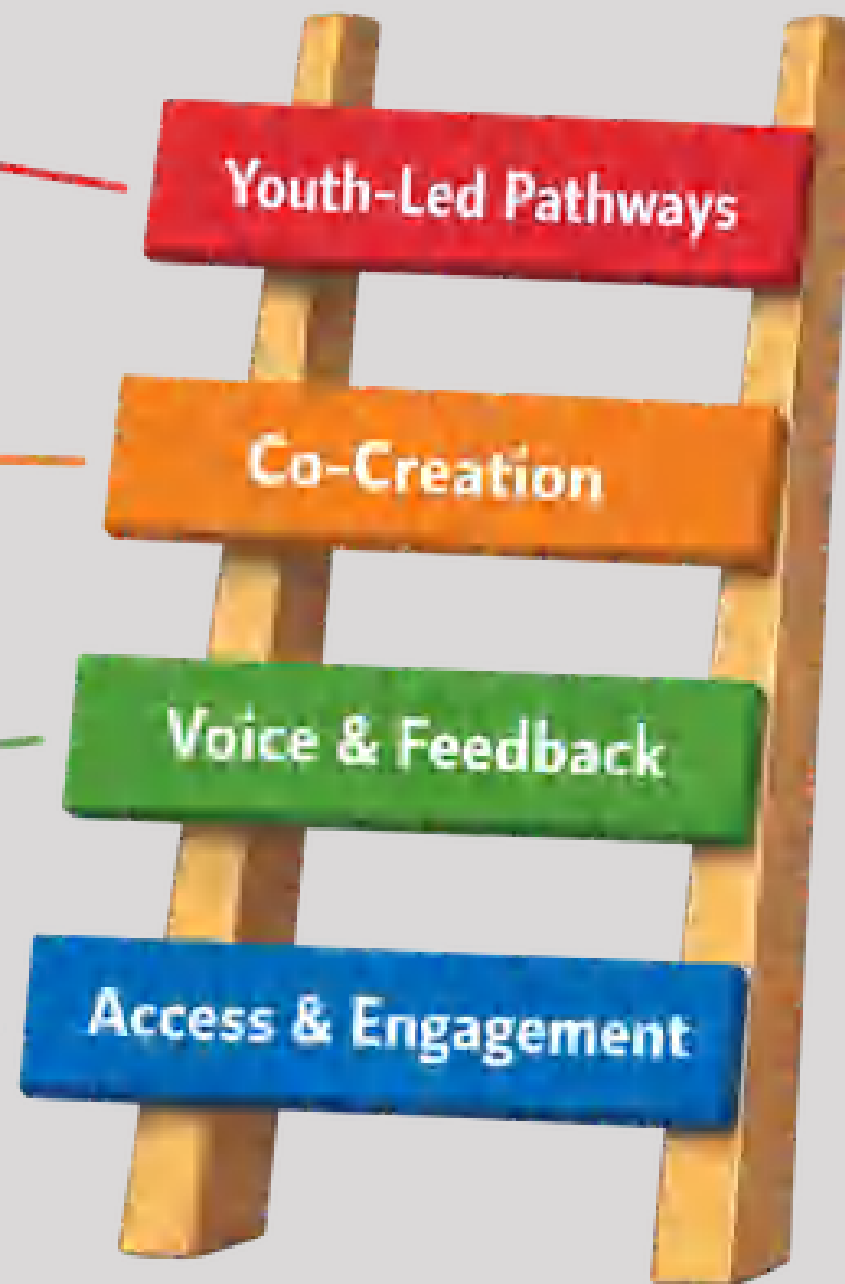
Young people and adults plan and create together.

Voice & Feedback

Young people are consulted and share their opinions.

Access & Engagement

Participation is contextual – All levels are valuable!



Participation Pathways – Understanding the 4 Steps

This ladder helps us reflect on how young people are involved, not how good or bad a project is. Participation is contextual, especially when working with NEETs.

1. Access & Engagement

Young people take part in activities mainly designed and led by adults.

Why it matters: This level is often essential for: - outreach and first contact - building trust - creating a sense of safety and belonging

Typical examples: - information sessions - workshops designed by youth workers - first-time activities for disengaged young people

2. Voice & Feedback

Young people are asked for their opinions and can influence decisions, even if adults keep the main responsibility.

Why it matters: This level supports: - feeling heard and respected - motivation to stay involved - gradual ownership of the process

Typical examples: - consultations or surveys - feedback sessions - young people choosing topics or formats

3. Co-creation

Young people and adults design activities together and share responsibility.

Why it matters: This level supports: - empowerment - skills development - shared ownership and commitment

Typical examples: - co-designed projects - youth-adult planning teams - shared decision-making spaces

4. Youth-led Pathways

Young people initiate ideas, lead activities, and share decision-making power with adults.

Why it matters: This level supports: - autonomy and leadership - long-term engagement - active citizenship

Typical examples: - youth-led initiatives - peer-to-peer activities - self-organised groups with adult support

Important reminder: All levels can be meaningful depending on the context. Participation is not a race to the top – it is a pathway that can move up and down.



Activity 2: Participation Pathways: Mapping Youth Participation Experiences

Step-by-Step Description

2: Mapping experiences in country / organisation groups

Participants work in country groups or organisational teams.

Task:

Create 4 post-its representing 4 real participation experiences, ideally one for each ladder level.

Experiences may include:

projects from their organisation / local youth initiatives / EU projects / personal youth participation experiences

Each post-it should include:

- title / short description
- organiser
- target group
- participant role

If some levels remain empty, that is also meaningful.

Groups place their post-its on the shared ladder.



Activity 2: Participation Pathways: Mapping Youth Participation Experiences

Step-by-Step Description

3. Adding the NEET lens

Provide a short framing input on NEETs.

Invite groups to reflect: Would these same experiences sit in a different place if participation of NEETs were considered?

If yes:

participants do not move the original post-it, but instead draw arrows toward the level where they believe the experience might realistically shift.

This helps visualise how context changes participation.

4. Mixed group reflection

Create mixed groups so participants can observe the whole ladder and discuss:

- What patterns do you notice?
- Where do most arrows point?
- Which levels shift most when NEETs are considered?
- What barriers seem to affect participation?
- How could facilitation or digital tools realistically support moving participation one step further?

Groups prepare:

- 1 key insight
- 1 digital idea
- 1 open question

Then, each groups shares their reflections in plenary, followed by a debriefing discussion.



Activity 2: Participation Pathways: Mapping Youth Participation Experiences

Facilitator Tips & Adaptation Notes

Tips

1. Emphasise that participation is contextual, not hierarchical.
2. Avoid framing lower ladder levels as “failures.”
3. Encourage realistic reflection rather than idealised answers.
4. The NEET framing should stay brief and practical.
5. Mixed groups create richer exchange than staying in organisational clusters.

Online Adaptation

Possible options:

- Use collaborative digital tools such as:
- Miro
- Padlet
- Canva Whiteboard
- Jamboard alternatives

Possible adaptation:

- participants create digital sticky notes
- place them on a shared ladder template
- use arrows / connectors for NEET shifts
- move into breakout rooms for mixed discussion
- harvest insights in plenary

Activity 3: Digital Tools Gallery - Learning by Exploring



Group size: 12-40 pax



Type of tool: Experiential Learning Activity



Equipment, materials & space needed

- Mobile phones, tablets, or laptops
- Internet connection
- QR codes or direct links
- Printed station instructions
- Reflection note sheets
- Tables / learning stations around the room

Digital Tools Used

Varies depending on the selected stations.



Duration: 60 - 90 minutes



Objectives

- Introduce participants to different digital learning approaches through direct experience
- Encourage critical reflection on how digital tools support learning and participation
- Explore different forms of engagement, interaction, and collaboration
- Support transfer of digital methods into youth work practice
- Strengthen intentional use of digital tools in non-formal education



Activity 3: Digital Tools Gallery - Learning by Exploring

Step-by-Step Description

1. Prepare the gallery

Set up several learning stations around the room, each featuring a different digital learning experience.

Each station should include:

- one digital tool or digital learning activity
- simple instructions
- reflection questions
- suggested exploration time

Participants will rotate through the stations in small groups.

IMPORTANT

The exact tools can change depending on context, learning goals, digital confidence, and available access. The focus is on the **learning experience**, not the platform itself.

Examples of station types:

- interactive video / immersive scenario
- branching decision-making activity
- digital escape room
- interactive presentation
- quiz-based learning challenge



Activity 3: Digital Tools Gallery - Learning by Exploring

Step-by-Step Description



2. Explore in small groups

Participants rotate between stations and actively experience each tool together.

Invite them to pay attention not only to the technology itself, but also to:

- how the activity feels
- what keeps them engaged
- how collaboration happens
- what type of learning is being supported
- how accessible the experience feels

Suggested time:

8–15 minutes per station.

3. Debrief and reflection

Bring participants back together for plenary reflection.

Possible questions:

- Which tool engaged you the most, and why?
- What made the learning experience effective?
- What role did interaction, emotion, or collaboration play?
- Which tools could realistically work in your youth work context?
- What would need adaptation?
- Which tools would you use with caution?

Closing question:

“A good digital tool in non-formal education is one that...”



Activity 3: Digital Tools Gallery - Learning by Exploring

Facilitator Tips & Adaptation Notes

Tips

1. The goal is not to impress participants with technology, but to explore meaningful learning design.
2. Choose tools that match participants' confidence and access levels.
3. Keep instructions simple and highly visual.
4. Mix different learning experiences (reflection, storytelling, challenge, collaboration).
5. Build in enough time for discussion and reflection.
6. Encourage participants to think critically about inclusion, accessibility, and relevance.
7. Remind participants that simple tools can often be more effective than complex ones.

Online Adaptation

This activity can be fully adapted for online settings.

Possible approaches:

- Use breakout rooms instead of physical stations.
- Assign one digital experience per breakout room.
- Rotate groups between tools or assign different tools to different groups and invite peer sharing afterward.
- Use shared collaborative spaces (Padlet, Miro, Canva Whiteboard, etc.) for collecting reflections.

Alternative:

Participants explore tools individually between sessions and return for collective reflection.

Activity 4: Digital Facilitation Simulation: Designing Participation in Digital Spaces



Group size: 12-40 pax



Type of tool: Simulation Exercise



Equipment, materials & space needed

- Phones, tablets, or laptops (optional)
- Internet access (if digital version)
- Shared Google Doc or collaborative board per group
- Printed facilitator instructions
- Participant role cards
- Observer sheets
- Sticky notes / markers
- Flipchart for plenary harvesting

Digital Tools Used

Shared digital collaborative spaces



Duration: 60 - 75 minutes



Objectives

- Experience digital facilitation as a process of designing participation, not simply using tools
- Reflect on how digital environments shape engagement, communication, and inclusion
- Explore barriers and enablers to participation in digitally mediated spaces
- Practise facilitation strategies that support more inclusive participation
- Connect digital facilitation to youth work realities, including lower-threshold participation for young people with fewer opportunities



Activity 4: Digital Facilitation Simulation: Designing Participation in Digital Spaces

Step-by-Step Description

1. Framing the activity

Introduce the simulation by explaining that **Digital facilitation is not about mastering tools**—it is about how **participation** is designed when **interaction** happens through a digital layer.

3. Set up the digital environment

Each group works in a shared digital collaboration space (e.g. Google Doc).

Alternative:

Use a paper-based “digital simulation” with shared boards and written chat-style interaction.

2. Form groups and assign roles

Create groups of approximately 6 participants.

Suggested roles:

2 facilitators / 3 participants / 1 observer

Distribute role cards to participants.

Participant roles may include:

- observer-first
- silence-filler
- unsure voice
- practical skeptic
- low energy participant
- peer supporter

Important:

Participants are not expected to “act” dramatically—roles simply offer participation perspectives.

Activity 4: Digital Facilitation Simulation: Designing Participation in Digital Spaces

Step-by-Step Description

4. Round 1 – Facilitate as you normally would

Facilitators receive their task:

Question to explore:

What could make a young person who feels disconnected show up once?

Goal:

- collect at least 8 contributions
- produce one visible outcome
- (e.g. list, cluster, top 3 ideas, next step)

Facilitators choose how to structure participation.

Duration:

15 minutes

Observers document participation patterns.

5. Layered reflection

Before changing the design, invite reflection:

Individual reflection:

- When did I feel able or unable to participate?
- What influenced that?

After that:

- pair sharing
- small group sharing
- observer feedback

Encourage evidence-based observations



Activity 4: Digital Facilitation Simulation: Designing Participation in Digital Spaces

Step-by-Step Description

6. Round 2 – Design participation intentionally

Repeat the same task.

This time facilitators must intentionally choose participation-supporting strategies.

Examples:

- multiple participation channels (speaking / writing)
- low-threshold first contribution
- permission to pass and rejoin
- clear structure and time cues
- micro-roles
- equitable invitation strategies
- real-life relevance

Duration:

15 minutes

7. Plenary harvest

Bring groups together and collect insights.

Possible questions:

- What changed between Round 1 and Round 2?
- Which facilitation choices increased participation?
- What barriers remained?
- Where did power sit—in the facilitator, structure, or group?
- What risks can digital facilitation create?

Close by linking to youth work realities:

Many barriers observed in the simulation—hesitation, fear of speaking, disengagement—mirror real participation challenges for young people.

Invite reflection:

Which facilitation choices lowered the threshold to participate?



Activity 4: Digital Facilitation Simulation: Designing Participation in Digital Spaces

Facilitator Tips & Adaptation Notes

Tips

1. Keep the focus on participation design, not technology.
2. Treat paper-based and digital versions as equally valid.
3. Avoid turning the activity into a debate about specific platforms.
4. Encourage experimentation rather than “perfect facilitation.”
5. Silence and disengagement are useful learning data.
6. The layered reflection helps quieter voices contribute more safely.

Online Adaptation

This activity works very effectively online.

Adapt by:

- using breakout rooms
- assigning shared collaborative boards
- sharing digital role cards
- using chat + collaborative writing as participation channels
- collecting plenary reflections via shared boards or polls

In online settings, the digital environment becomes the natural simulation space.



Annex 1: Facilitator handout - Round 1

You will be the **facilitator** of this process!

You have **15 minutes** to facilitate a short activity using Google Doc or paper-based digital simulation.

You need the group to reflect on the question:

What could make a young person who feels disconnected show up once?

Your goal by the end is to have:

- at least **8 contributions**
- one **visible outcome** (list / cluster / top 3 / next step)

You choose how to do it (voice, writing, both).

There is no “correct” way. Don’t try to be perfect.

This is not a performance – we reflect afterwards.



Annex 2: Facilitator handout - Round 2

Let's make a change. Same question and same goal as Round 1, but this time you must choose at least 2 boosters below and use them clearly.

Participation Boosters (choose 2–3)

- **Multiple channels** (people can contribute by speaking OR writing OR sticky note)

Not everyone likes speaking out loud. Some people prefer writing, reacting, or thinking first. Offer more than one way to participate at the same time (talking, writing, sticky notes, chat). When people can choose how to join, more voices usually appear.

- **Clear structure:** 1-minute intro, 3 prompts, 1-minute wrap-up

People participate more when they know what's going on. Say clearly what the task is, how much time you have, and what you're aiming for. Short steps and time limits make it easier for people to decide when to jump in.

- **Micro-roles:** timekeeper / summariser / encourager / "voice of the quiet"

Participation isn't only the facilitator's job. Give simple micro-roles (timekeeper, summariser, encourager, voice-of-the-quiet). This helps the group take care of participation together and shifts attention away from one single leader.

- **Easy first step:** "one word / emoji / number / short sentence"

The first contribution is often the hardest. Start with something small and safe: one word, a short sentence, a number, or an emoji. Once people participate once, it becomes much easier to participate again.

- **Say it's okay to pass:** "You can pass. You can rejoin anytime."

Make participation flexible. Say things like: "You can pass," "You can join later," or "You don't have to explain." When people don't feel forced, they often feel safer to speak up in their own time.

- **Equity rule:** "step up/step back" + gentle inviting

Name participation dynamics out loud. Invite people who speak a lot to make space, and reassure quieter people that their voice matters. This is not about blaming – it's about sharing space more fairly.

- **Make it real:** connect to real life

People engage more when they see themselves in the topic. Connect the question to real life, not theory. For example: "What would help you show up once?" Real experiences are valid knowledge.



Annex 3: Observer handout

You are the **observer**: You will observe a facilitated meeting in your group. Your role is to notice participation patterns (not judge people).

You will be asked about:

- Channels used: speaking / writing / both / other
- Who participated and how often? (initials)
- Moments participation dropped: what happened right before?
- Facilitation moves you noticed:
 - clarity of task
 - invitation patterns (who was invited? how?)
 - handling silence
 - pacing / time cues
 - permission to pass / rejoin
 - multiple channels offered
 - summarising / structuring contributions
- Evidence of inclusion/exclusion: (concrete examples)
- Key difference between Round 1 and 2:
- One facilitation choice that shifted participation:



Annex 4: Participant's roles

You are a participant. You will receive your instructions from your facilitator. In this meeting you feel an **observer-first**. You prefer to watch first. You want to speak only if invited gently or after I understand the task.

Note: You may drop the role whenever if you feel uncomfortable.

You are a participant. You will receive your instructions from your facilitator. In this meeting you feel a **silence-filler**. You jump in quickly and fill silence. You may speak more than others without noticing.

Note: You may drop the role whenever if you feel uncomfortable.

You are a participant. You will receive your instructions from your facilitator. In this meeting you feel as an **unsure voice**. You have ideas but worry they're not good enough. You participate more through writing than speaking.

Note: You may drop the role whenever if you feel uncomfortable.



Annex 4: Participant's roles

You are a participant. You will receive your instructions from your facilitator. In this meeting you feel as a **practical skeptic**. You question usefulness: 'How is this relevant?' You need clear purpose to engage.

Note: You may drop the role whenever if you feel uncomfortable.

You are a participant. You will receive your instructions from your facilitator. In this meeting you feel with **low energy / distracted**. Your attention comes and goes. You might disengage if it feels long or unclear.

Note: You may drop the role whenever if you feel uncomfortable.

You are a participant. You will receive your instructions from your facilitator. In this meeting you feel as a **peer supporter**. You try to include others: summarise, invite, and make space.

Note: You may drop the role whenever if you feel uncomfortable.

Activity 5: Storytelling Time: From Imagination to Digital Storytelling



Group size: 8-40 pax



Type of tool: Creative Storytelling Exercise / Digital Storytelling Activity



Equipment, materials & space needed

- Dixit cards or other visual prompt cards
- Paper and pens
- Phones, tablets, or laptops
- Internet access (optional)
- Projector (optional for presentations)

Digital Tools Used (examples)

Canva, Google Slides, PowerPoint, CapCut, InShot, voice recording apps
phone camera tools



Duration: 60 - 90 minutes



Objectives

- Encourage collaborative storytelling and imagination
- Strengthen creativity, communication, and teamwork
- Explore how stories can be transformed into digital formats
- Introduce digital storytelling through accessible and low-threshold tools
- Emphasise meaningful communication over technical perfection



Activity 5: Storytelling Time: From Imagination to Digital Storytelling

Step-by-Step Description

1. Introduce the storytelling challenge

Divide participants into small groups.
Each group receives several Dixit cards (or other visual prompts).

Explain the task: Participants will create a collective story inspired by the images.

Share the basic storytelling rules:

- the story needs a beginning and ending
- there should be at least one main character
- everyone contributes
- imagination is encouraged

Optional:

Display the “Storytelling Time” handout for guidance.

2. Create the story

Groups collaboratively develop their story.

Encourage them to decide:

- who or what the story is about
- what challenge or journey happens
- how the story evolves
- how it ends

Allow flexibility:

Stories may become funny, emotional, surreal, adventurous, or symbolic.



Activity 5: Storytelling Time: From Imagination to Digital Storytelling

Step-by-Step Description



3. Introduce the “twist”

Once stories are ready, introduce the second phase: How can your story be told digitally? Present simple digital storytelling options.

Examples:

- slideshow presentation
- short edited video
- voice-recorded audio story
- photo + narration combination
- illustrated digital comic
- simple multimedia collage

Important framing:

The focus is not on technical complexity, but on communicating the story meaningfully.

Optional:

Display the “Storytelling Time: The Twist!” handout.

4. Create the digital version

Groups transform their story into a simple digital format.

Encourage participants to:

- divide roles
- use accessible tools
- keep the message clear
- involve everyone in the process

Remind participants:

“The story is more important than the tool.”



Activity 5: Storytelling Time: From Imagination to Digital Storytelling

Step-by-Step Description

5. Present and reflect

The stories of the participants are presented. You can use a projector to show them to the group.

Possible reflection questions:

- How did the digital format change the story?
- What was easy or difficult?
- What makes digital storytelling engaging?
- Which tools supported creativity best?
- How could storytelling support youth participation or expression?



Activity 5: Storytelling Time: From Imagination to Digital Storytelling

Facilitator Tips & Adaptation Notes

Tips

1. Dixit cards work especially well because of their openness and symbolism.
2. Encourage creativity without over-structuring the stories.
3. Keep digital expectations simple and accessible.
4. Avoid turning the activity into a technical editing competition.
5. Focus reflection on communication, expression, and collaboration.
6. This activity works especially well in intercultural groups.

Online Adaptation

This activity adapts very well online.

Possible approaches:

- digital random image generators instead of physical cards
- breakout-room storytelling
- collaborative slides or whiteboards
- short video/audio creation using phones
- asynchronous story creation

Online groups may create:

- narrated slideshows
- collaborative comics
- voice-note stories
- short social-media-style stories

Annex 1: First handout

STORYTELLING TIME

Create a story as a group, using your Dixit cards as inspiration.

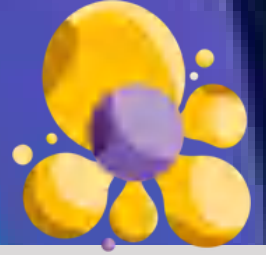
Rules

- The story must have a clear beginning and a clear ending
- There must be at least one main character
- Everyone in the group contributes to the story
- Use your imagination freely – anything is possible

You can decide together:

- Who or what the story is about
- What challenge, journey, or change takes place
- How the story ends





Annex 2: The twist



STORYTELLING TIME: THE TWIST!



Now choose how your story wants to be told digitally!!!

Choose one simple digital way to present your story. Keep it clear and meaningful.

You can choose:

- Presentation/slides(Canva, PowerPoint, Google Slides)
- A short video (phone + CapCut / InShot)
- An audio story (voice recording on your phone)
- A mix of images and voice

Keep in mind

- The story is more important than the tool
- Simple is better than perfect
- Everyone in the group should be involved



Activity 6: Silent Exploration: Collective Sound & Movement Creation



Group size: 10-35 pax



**Type of tool: Creative Facilitation
Exercise / Embodied Learning Activity**



Equipment, materials & space needed

- Outdoor or nature-connected space (preferred)
- Optional natural materials
- Open indoor presentation space
- Printed theme cards
- Reflection prompts
- Optional speakers for ambient sound

Digital Tools Used (examples)

- ambient sound recording apps
- simple audio recording tools
- collaborative playlists
- phone cameras for documentation



Duration: 75 - 120 minutes



Objectives

- Explore non-verbal expression through movement and sound
- Strengthen creativity, collaboration, and group synchronisation
- Increase sensory awareness and embodied presence
- Experience alternative facilitation methods beyond verbal communication
- Reflect on inclusion, participation, and emotional expression through artistic processes
- Connect creative facilitation with youth work practice



Activity 6: Silent Exploration: Collective Sound & Movement Creation

Step-by-Step Description

Part 1 – Silent Exploration 1. Introduce the experience

Invite participants into a silent sensory exploration activity.

Explain:

For the next 7–8 minutes, participants will explore the space in silence.

Encourage them to:

- walk slowly
- listen carefully
- observe rhythms and textures
- notice movement in the environment
- pay attention to bodily responses

Participants may:

- collect natural elements that create sound
- experiment quietly with movement and sound
- explore the environment physically

Participants should not:

- discuss ideas
- plan performances yet

Important framing:

The purpose is observation and experience—not immediate creation.



Activity 6: Silent Exploration: Collective Sound & Movement Creation

Step-by-Step Description

Part 2 – Collective Sound & Movement Creation

2. Introduce the creative challenge

Divide participants into small groups.

Each group receives a theme card.

Examples of themes:

- young people who feel excluded
- a passive group becoming activated
- young people who are confident and want to lead
- a youth space where everyone belongs
- a chaotic group finding rhythm

TASK

Create a short collective composition using:

- movement
- body percussion
- natural sounds
- silence
- rhythm
- spatial movement

Rules:

- no spoken words
- clear beginning and ending
- visible development or transformation
- everyone physically involved

Groups receive approximately 15 minutes to prepare.



Activity 6: Silent Exploration: Collective Sound & Movement Creation

Step-by-Step Description

Part 3 – Performance

Groups present their pieces to the others.

Encourage the audience to focus on:

- emotions
- group dynamics
- symbolism
- movement patterns
- rhythm and silence

No interpretation is given immediately.

Allow space for observation first.

Part 4 – Reflection and Transfer

Invite participants to discuss:

- Was it easier or harder to express ideas without words?
- What made the activity engaging?
- How did movement and sound affect participation?
- What emotions or dynamics became visible?
- In what youth work settings could this method be useful?
- When might this method not work well?
- What should facilitators be careful about?



Activity 6: Silent Exploration: Collective Sound & Movement Creation

Facilitator Tips & Adaptation Notes

Tips

1. Silence is an important part of the methodology—protect it intentionally.
2. Nature-connected spaces strengthen sensory engagement, but indoor adaptation is possible.
3. Encourage simplicity rather than performance perfection.
4. Some participants may initially feel uncomfortable with non-verbal expression—normalise this.
5. Reflection is essential for connecting artistic experience with youth work practice.
6. Avoid over-interpreting participants' performances.
7. Ensure movement activities remain physically accessible and adaptable.

Online Adaptation

This activity can be adapted online with some adjustments.

Possible approaches:

- home-based sensory exploration
- individual sound collection tasks
- collaborative rhythm creation online
- short movement compositions in breakout rooms
- camera framing experiments
- digital soundscape creation

Online versions work best when expectations remain simple and process-oriented.

Activity 7: The Room That Speaks



Group size: 10-35 pax



Type of tool: Creative Facilitation Exercise / Theatre-Based Group Dynamics Activity /



Equipment, materials & space needed

- Large open space
- Optional simple objects/props
- Padlet or reflection wall
- Projector or screen (optional)

Digital Tools Used (examples)

- Padlet (for reflection)
- collaborative online boards
- optional music/sound tools



Duration: 90-110 minutes



Objectives

- Explore participation and group dynamics through theatre-based methods
- Encourage non-verbal expression and embodied creativity
- Reflect on how individuals influence collective energy and space
- Strengthen observation, collaboration, and group awareness
- Experience facilitation methods that move beyond discussion-based learning
- Connect artistic processes with youth work practice and inclusion



Activity 7: The Room That Speaks

Step-by-Step Description

Part 1 – Walk with Intention

1. Introduce movement exploration

Invite participants to walk freely around the room. Gradually introduce changing intentions.

Examples:

- walk as if you are late
- walk as if you are holding a secret
- walk as if you do not want to be noticed
- walk as if you feel completely confident
- walk as if your phone has 2% battery
- walk as if you just heard something unexpected

Encourage participants to let their bodies respond naturally.

The focus is exploration, not acting skill.

Part 2 – Share a Thought

2. Pair sharing through movement

Participants continue walking. When the facilitator claps, participants form pairs with the closest person.

Invite short exchanges around prompts such as:

- a moment that changes your mood
- a moment when you hesitate before speaking
- a moment when you feel slightly out of place
- a moment that takes you out of your comfort zone

Each participant shares briefly before walking resumes.

Repeat for 2–3 rounds.



Activity 7: The Room That Speaks

Step-by-Step Description

Part 3 – Freeze & Group Formation

3. Create spontaneous groups

While participants are walking, invite them to imagine the space slowly changing.

Then ask them to freeze.

Participants closest to each other become a group.

4. One Sentence Truth

In groups, each participant shares:

- one small everyday moment connected to a feeling or experience

Instructions:

- no analysis
- no discussion
- just one sentence each

These moments become the inspiration for the next phase.

Part 4 – Bring the Room to Life

5. Create the “room”

Groups transform one or more shared moments into a living “room.”

Important framing: This is not a story. There is no beginning, no middle, no ending.

It is a moment that exists continuously.

Groups create a repeating 2-minute scene using movement, positioning, objects, sound, silence
Everyone contributes something.

Encourage realism, symbolism, or surreal interpretation.

Activity 7: The Room That Speaks

Step-by-Step Description

Part 5 – Simultaneous Performance

6. Activate the space

All groups begin performing simultaneously.
When the facilitator gently touches one participant:

- the entire group freezes

Groups not touched continue performing.

The room gradually changes as scenes freeze and continue around each other.

Invite participants to observe:

- rhythm
- tension
- focus
- silence
- emotional atmosphere
- changing energy

Part 6 – The Removal

7. Observe another group

Each group observes another performing group.

Task:

Identify one element that, if removed, would significantly change the room's energy.

This could be:

- one person
- one movement
- one object
- one sound

Important framing:

Removal is an experiment, not criticism.

Groups have approximately 5 minutes to decide.

Activity 7: The Room That Speaks

Step-by-Step Description

8. Remove the element

Scenes begin again. The selected element is gently removed.

Participants observe:

- what shifts
- what collapses
- what becomes stronger
- what becomes visible

10. Final Circle

Invite a short closing round.

Prompt:

“One word or short phrase I take with me.”

Passing is allowed.

Part 7 – Reflection & Debrief

9. Padlet reflection

Invite participants to reflect individually.

Possible Padlet columns:

- What I felt
- What surprised me
- What felt uncomfortable
- What changed when something was removed?

Second reflection phase:

- What does removal reveal about participation and group dynamics?
- What invisible roles exist inside groups?
- How do individuals shape collective energy?



Activity 7: The Room That Speaks

Facilitator Tips & Adaptation Notes

Tips

1. Emphasise process over performance quality.
2. Protect emotional safety during personal sharing.
3. Avoid over-analysing symbolic meanings.
4. Silence and repetition are important parts of the experience.
5. Some participants may feel vulnerable with movement-based methods—allow flexibility.
6. The “Removal” phase should remain gentle and exploratory.
7. Excellent for exploring participation, inclusion, group roles, and invisible dynamics.

Online Adaptation

This activity can be adapted online with simplification.

Possible approaches:

- camera-frame performances
- freeze-frame tableau creation
- breakout-room room-building
- soundscape creation
- collaborative visual composition

The “Removal” phase may become:

- muting a participant
- removing one visual element
- disabling one movement/action
- changing camera visibility

Online adaptation works best with smaller groups.

Activity 8: Map of the participants

**Participant-contributed tool*

(Developed, adapted, or contributed by participants during the Digital Pathways co-creation process)



Group size: 12-40 pax



Type of tool: Icebreaker



Equipment, materials & space needed

- Large open space
- Optional sticky notes or floor markers
- Optional signs indicating North / South / East / West

Digital Tools Used

None (optional digital adaptation possible)



Duration: ~15 minutes



Objectives

- Support participants in getting to know each other in an active and playful way
- Encourage movement, interaction, and informal conversation
- Explore participants' backgrounds, interests, and connections
- Create a relaxed atmosphere that supports group bonding and intercultural exchange

Developed by participants during the Digital Pathways co-creation process.

Activity 8: Map of the participants

Step-by-Step Description

1. Create the “world map”

Prepare an open space and explain that the room will become a symbolic world map.

Indicate approximate directions:

North, South, East, West

Participants **do not need geographical precision**—the goal is **playful orientation**.

Optional:

Mark directions visually or allow country groups to place sticky notes to help orientation.

2. Start with an easy prompt

Invite participants to position themselves in the room according to a simple question.

Suggested first prompt:

“Where is your country of origin?”

Once participants move, invite brief interaction with those nearby.

Possible mini-task:

Share how to say hello in your language.

Activity 8: Map of the participants

Step-by-Step Description

3. Add new prompts

Continue with different questions that encourage movement and conversation.

Examples:

Where is your favourite food from?

Where would you love to travel?

Where is your favourite film or book from?

Where does your family come from?

Where did you study?

A place you feel connected to

Where would your dream job be?

After each prompt:

participants move

exchange briefly with those around them

optionally share a few responses in plenary

4. Close with reflection

Invite a short debrief.

Possible questions:

What did you discover about others?

Which prompt created the most surprising connections?

How did movement change the energy of the group?

What similarities or differences became visible?

Activity 8: Map of the participants

Facilitator Tips & Adaptation Notes

Tips

1. Keep the pace dynamic and playful.
2. Start with simple prompts before moving to more personal ones.
3. Avoid overly sensitive identity questions unless trust is already established.
4. Adapt prompts to the group's age, context, and purpose.

This activity works especially well in intercultural settings, but **can be adapted for local groups too.**

Online Adaptation

This activity can be adapted for online settings using collaborative digital maps or whiteboards.

Possible options:

- use Google Maps, Miro, Padlet, or Canva Whiteboard
- participants place pins, names, or avatars on a shared map
- use prompts in the same way and invite breakout-room conversations
- use polling tools for quicker visual responses

Alternative:

Participants show locations using virtual backgrounds or quick chat responses.

Activity 9: Walking in Others' Shoes

**Participant-contributed tool*

(Developed, adapted, or contributed by participants during the Digital Pathways co-creation process)



Group size: 9-30 pax (groups of 3)



Type of tool: Group Building Activity / Empathy Simulation / Inclusion Exercise

Equipment, materials & space needed

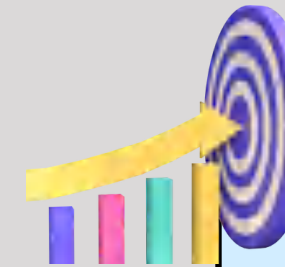
- Printed or digital story prompts
- Blindfolds or visual limitation props (optional)
- Headphones or sound-blocking props (optional)
- Open space for group work and presentations

Digital Tools Used

Digital story prompts can be shared via phone or collaborative platform (Optional).



Duration: 60 - 90 minutes



Objectives

- Explore how communication barriers affect participation and collaboration
- Strengthen teamwork, problem-solving, and adaptability
- Encourage empathy and reflection on inclusion
- Help participants recognise different strengths, needs, and participation styles
- Reflect on how group design can create or reduce barriers

Activity 9: Walking in Others' Shoes

Step-by-Step Description

1. Create small groups

Divide participants into groups of 3.

Explain that each person will experience the activity from a different participation perspective.

Examples:

- limited verbal communication
- limited access to visual information
- limited access to spoken instructions

Important framing:

The exercise explores communication barriers and inclusion challenges—not real lived experiences.

2. Assign roles

Each participant receives a temporary role with a communication limitation.

Example:

- one participant cannot speak
- one participant cannot see the full information
- one participant cannot hear spoken communication clearly

Adapt these limitations according to *context* and *ethical comfort*.



Activity 9: Walking in Others' Shoes

Step-by-Step Description

3. Give the challenge

Each group receives a short story, scenario, or prompt.

Challenge:

Work together to understand the story and prepare a short reenactment for the plenary.

Constraint:

Only *one* participant initially has access to the full story.

The group must figure out how to communicate and collaborate effectively.

4. Preparation phase

Groups work together under the role conditions.

Facilitators observe:

- communication patterns
- frustration points
- inclusion/exclusion moments
- creative adaptation strategies

Activity 9: Walking in Others' Shoes

Step-by-Step Description

5. Group presentations

Each group presents their interpretation of the story.

Encourage creativity and humour.

6. Reflection and debrief

This is the most important part.

Possible questions:

- How did you feel in your role?
- When did collaboration become difficult?
- What helped your group adapt?
- Which communication patterns helped or excluded people?
- How do barriers affect participation in real youth work settings?
- What does inclusive facilitation require?



Activity 9: Walking in Others' Shoes

Facilitator Tips & Adaptation Notes

Tips

1. **Frame the activity carefully** to avoid reducing lived experiences to simulation.
2. Focus debrief on **participation barriers, communication, and inclusion**—not “*how disability feels.*”
3. **Adjust** intensity depending on the group’s **maturity and emotional safety**.
4. Story prompts can be **serious, humorous, or thematic**.
5. Ensure participants **can opt out or adapt roles** if uncomfortable.

Online Adaptation

This activity can be adapted digitally.

Possible approaches:

- use breakout rooms
- assign communication limitations digitally (e.g. no speaking / chat only / no camera / delayed information)
- share prompts privately with selected participants
- observe how communication shifts in digital environments

This version creates strong links to digital participation and accessibility.

Activity 10: The Neighbourhood Game

**Participant-contributed tool*

(Developed, adapted, or contributed by participants during the Digital Pathways co-creation process)



Group size: 10-30 pax (groups of 5)



Type of tool: Collaborative Storytelling Exercise / Reflection Activity / Group Dynamics Tool

Equipment, materials & space needed

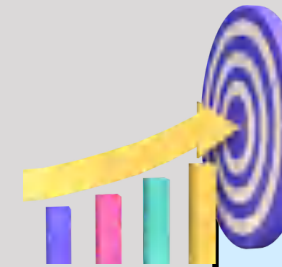
- Paper and pens
- Timer
- Optional prompt cards
- Comfortable group working space

Digital Tools Used

Shared collaborative writing tools for digital adaptation (Optional).



Duration: 45 - 60 minutes



Objectives

- Strengthen active listening and information retention
- Foster collaboration through shared storytelling
- Explore how communities evolve over time
- Reflect on inclusion, exclusion, diversity, and social change
- Encourage creativity and collective problem-solving

Activity 10: The Neighbourhood Game

Step-by-Step Description

1. Create the groups

Divide participants into groups of 5.

Assign each participant a different decade or time period, for example:

- 1980
- 1990
- 2000
- 2010
- 2020

Explain that together they will create the evolving story of a neighbourhood.

2. Start the story

The first participant begins.

Prompt:

“Describe the beginning of a beautiful neighbourhood. Who lives there? What makes it special?”

They have approximately 3–5 minutes to tell or write the story.

Activity 10: The Neighbourhood Game

Step-by-Step Description

3. Story relay

The second participant listens only once to the story.

Their task:

Continue the story ten years later, preserving what they remember while adding new developments.

Example prompts:

- What changed?
- Who moved in?
- What became easier or harder?
- How inclusive is the neighbourhood becoming?

This continues **until all participants have contributed**.

Each person adds the next chapter.

4. Reveal the full story

At the end, the full story is shared with the larger group.

Participants compare:

- what remained consistent
- what disappeared
- what changed unexpectedly

This moment often creates humour, surprise, and strong reflection.



Activity 10: The Neighbourhood Game

Step-by-Step Description

5. Reflection and debrief

Invite reflection using questions such as:

Active listening

- What details survived through the relay?
- What was forgotten?
- Why do some messages stay while others disappear?

Inclusion & social dynamics

- Did the neighbourhood remain inclusive over time?
- Which groups became visible or invisible?
- What choices shaped inclusion or exclusion?
- What parallels do you see with real communities?



Activity 10: The Neighbourhood Game

Facilitator Tips & Adaptation Notes

Tips

1. Keep the tone creative, but guide the debrief **intentionally**.
2. Time periods can be **adapted** depending on the theme.
3. Prompts can focus on youth participation, migration, sustainability, anti-racism, digital communities, or social inclusion.
4. **Encourage imagination**, but avoid over-directing the story.
5. The debrief is where the learning happens—**allow enough time**.

Online Adaptation

This activity can be adapted digitally.

Possible approaches:

- breakout rooms
- collaborative documents
- shared storytelling boards
- voice-note relay
- asynchronous story building

Variation:

- Participants continue the story in writing instead of orally, allowing reflection and quieter participation and accessibility.

Activity 11: The Lion / Zombie Chair

**Participant-contributed tool*

(Developed, adapted, or contributed by participants during the Digital Pathways co-creation process)



Group size: 8-25 pax



Type of tool: Energiser / Group Dynamics Activity / Teamwork Game



Equipment, materials & space needed

- Chairs (one or two fewer than the total number of participants, depending on intensity)
- Open space free from obstacles

Digital Tools Used

None



Duration: 5 - 20 minutes



Objectives

- Energise and re-engage the group
- Strengthen teamwork and collective coordination
- Develop focus, situational awareness, and reaction speed
- Encourage fair play, observation, and quick decision-making
- Build positive group energy and confidence



Activity 11: The Lion / Zombie Chair

Step-by-Step Description

1. Prepare the space

Place chairs **randomly** around the room, leaving enough space for safe movement.

The number of chairs should be **one or two fewer than the total number of participants**, depending on the desired level of challenge.

2. Choose the Lion/Zombie

Select one participant to become **The Lion/Zombie**.

Explain the challenge:

- The Lion/Zombie starts standing.
- All other participants begin seated.
- The Lion's/Zombie's goal is to reach and sit in the empty chair.
- The rest of the group must work together to prevent this by moving quickly to occupy the empty seat before the Lion/Zombie reaches it, creating a continuous chain reaction of movement.

Activity 11: The Lion / Zombie Chair

Step-by-Step Description

3. Start the game

Begin the activity.

Participants must **stay alert, coordinate movement, and react quickly**.

The Lion/Zombie moves **steadily** (walking only, no running).

If the Lion successfully takes a chair, the participant left standing becomes the new Lion.

Continue for several rounds.

4. Optional variations

To increase challenge:

- reduce the number of available chairs
- introduce a “silent communication only” rule
- add movement restrictions (e.g. no running, only walking fast)



Activity 11: The Lion / Zombie Chair

Step-by-Step Description

5. Quick debrief (optional)

If used beyond a pure energiser, ask:

- What helped your group react effectively?
- How did people communicate without planning?
- What role did teamwork play?



Activity 11: The Lion / Zombie Chair

Facilitator Tips & Adaptation Notes

Tips

1. Prioritise physical safety—ensure enough space and no obstacles.
2. Clarify movement rules before starting: walking only, no pushing, no physical blocking, and no unsafe rushing.
3. Keep rounds short and energetic.
4. Adapt intensity depending on participant age, mobility, and group comfort.
5. This works best as a short energy boost between longer sessions.

Online Adaptation

This activity is **primarily designed for face-to-face** settings.

A light online adaptation could focus on reaction speed and coordination instead, for example:

- quick response games
- visual reaction challenges
- collaborative fast-paced decision games

However, the face-to-face version remains the strongest format.

Activity 12: Step Into My World

**Participant-contributed tool*

(Developed, adapted, or contributed by participants during the Digital Pathways co-creation process)



Group size: 10-30 pax




Duration: 45 - 60 minutes



Type of tool: Simulation Exercise / Empathy & Inclusion Reflection Activity

Equipment, materials & space needed

- 
- Printed perspective role cards
 - Printed statements / prompts
 - Reflection question handouts
 - Paper and markers (optional for creative reflection)
 - Large open space

Digital Tools Used

None (optional digital adaptation possible)



Objectives

- Explore how access, opportunity, and participation can differ depending on social circumstances
- Encourage empathy and perspective-taking
- Reflect on structural inequalities and participation barriers
- Promote dialogue around inclusion, social justice, and community awareness
- Support participants in identifying common ground despite different lived realities

Activity 12: Step Into My World

Step-by-Step Description

1. Introduce the exercise

Invite participants into an experiential reflection activity exploring how different life circumstances can shape access, participation, and opportunity.

Important framing:

Participants are not expected to “act” a real person’s identity, but to temporarily reflect from a given social perspective.

2. Assign perspective cards

Ask participants to stand side by side in a straight line.

Each participant receives a perspective card representing a fictional social position.

Examples:

- a young person with strong family support
- a newcomer adjusting to a new country
- a young person facing financial barriers
- a young person experiencing accessibility challenges
- someone with limited social support
- a person with strong community connections

Adapt the perspectives according to the context and learning goals.

Activity 12: Step Into My World

Step-by-Step Description

3. Read statements

Read a series of prepared statements.

Examples:

- I can easily access activities happening in my community.
- I feel confident speaking in group discussions.
- I have access to digital tools when needed.
- I know where to find support if I need help.
- I feel represented in decisions that affect me.
- I can participate without worrying about financial cost.

Instruction:

If the statement feels true for the assigned perspective, participants take one step forward.

Continue with 8–10 statements.

Over time, visible differences in position will emerge. Second participant listens only once to the story.

Activity 12: Step Into My World

Step-by-Step Description

4. Small-group dialogue

Divide participants into smaller groups, ideally with a mix of perspectives.

Provide the statements again as discussion prompts.

Invite participants to reflect:

- Why did your perspective move (or stay behind)?
- Which barriers became visible?
- What assumptions did you notice?
- What factors influence access and participation?

Encourage discussion from the assigned perspective first, followed by personal reflections if appropriate.

5. Reflection and common ground

Invite participants to reflect individually and collectively.

Optional:

Participants who prefer non-verbal expression may draw or visually represent their reflections.

Closing task:

Each group completes the sentence:

“A more inclusive community would...”

Groups identify **practical actions** or **shared values**.

Activity 12: Step Into My World

Step-by-Step Description

6. Reflection and debrief

This is the most important part.

Possible questions:

- How did it feel to move—or not move?
- Which statements created the biggest differences?
- What surprised you?

6. Reflection and debrief

- Which barriers felt structural rather than personal?
- How does this relate to youth participation in real life?
- What role can youth work play in reducing participation barriers?



Activity 12: Step Into My World

Facilitator Tips & Adaptation Notes

Tips

1. This activity explores structural differences in access and participation—not lived identity simulation.
2. Avoid assigning simplified identity labels that reduce real lived experiences.
3. Use fictional perspectives or context-based scenarios instead of fixed social identities.
4. Debrief is essential—without reflection, participants may leave with oversimplified conclusions.
5. Allow participants to opt out or adapt participation if needed.
6. Use this activity only with groups able to engage respectfully with social inequality topics.

Online Adaptation

This activity can be adapted digitally.

Possible approaches:

- use polling tools for statement responses
- use collaborative whiteboards to visually map movement
- ask participants to move avatars instead of physically stepping
- continue reflection in breakout rooms

Digital adaptation can create strong discussion around digital access and online participation inequalities.

Activity 13: Young Journalist

**Participant-contributed tool*

(Developed, adapted, or contributed by participants during the Digital Pathways co-creation process)



Group size: 12-36 pax



Duration: 90 - 120 minutes



Type of tool: Creative Collaboration Exercise / Digital Storytelling Activity / Dissemination Tool



Equipment, materials & space needed

- Phones, tablets, or laptops
- Internet access
- Paper and pens
- Optional cameras / recording devices
- Access to outdoor/public space (if community interviews are included)
- Optional pre-prepared design template

Digital Tools Used

- Canva (magazine/newspaper templates)
- smartphones / cameras
- collaborative writing tools
- design platforms
- audio/video recording tools (optional)



Objectives

- Strengthen teamwork, collaboration, and division of responsibilities
- Develop creativity, communication, and storytelling skills
- Build digital content creation competences
- Encourage participants to engage with their local environment or community
- Explore different forms of youth-led communication and dissemination
- Support participants in transforming ideas into a shared public-facing output



Activity 13: Young Journalist

Step-by-Step Description

1. Introduce the newsroom concept

Present the activity as a **collaborative editorial challenge**.

Participants become **young journalists** working together to create a shared magazine, newspaper, or digital publication around selected themes.

Explain the final goal:

to produce one collective publication that communicates ideas, stories, or messages to a wider audience.

2. Present content formats

Offer different creative reporting formats.

Examples:

- comic strip
- photo report
- storytelling article
- infographic page
- Q&A feature
- community interview
- opinion piece
- visual campaign page

Participants choose the format that interests them most.

Activity 13: Young Journalist

Step-by-Step Description

3. Define themes

Introduce themes relevant to the project or training context.

Examples:

- inclusion
- sustainability
- diversity
- youth participation
- digital citizenship
- climate action
- wellbeing
- community life

Each group selects one theme.

Aim for diversity across the final publication.

4. Create editorial teams

Participants form groups based on their preferred reporting format.

Each team plans:

- key message
- audience
- content structure
- responsibilities
- timeline

Encourage role division:

- interviewer
- writer
- designer
- photographer
- editor
- presenter

Activity 13: Young Journalist

Step-by-Step Description

5. Fieldwork and content creation

Groups create their content.

Possible activities:

- interview participants
- collect stories
- document the environment
- speak with community members
- create visual materials
- write opinion pieces
- design infographics

The process should balance exploration, creation, and teamwork.

6. Editing and peer feedback

Invite groups to review each other's work.

Possible prompts:

- Is the message clear?
- Is the content engaging?
- Is it accessible?
- Does it connect to the intended audience?

Groups refine their work accordingly.

Activity 13: Young Journalist

Step-by-Step Description

7. Assemble the final publication

Bring all contributions together.

Participants **collectively decide**:

- publication title
- cover
- layout
- section order
- visual identity
- final message
- Digital or printed outputs are both possible.

The process should balance exploration, creation, and teamwork.

8. Presentation and dissemination

Groups present the final publication.

Reflection prompts:

- Who is this for?
- Where could this be shared?
- How could this support youth participation or advocacy?
- What message do we want others to take away?

Possible dissemination:

- social media
- youth centres
- schools
- community events
- Erasmus+ dissemination
- local partners



Activity 13: Young Journalist

Facilitator Tips & Adaptation Notes

Tips

1. Offer both high-tech and low-tech creation options.
2. Keep themes relevant to the participants' context.
3. Community interviews require clear ethical guidance and consent awareness.
4. Support teams with role clarity to avoid uneven workload.
5. Encourage accessibility in design and communication.
6. Focus on process as much as final product.

Online Adaptation

This activity adapts very well online.

Possible options:

- digital editorial teams in breakout rooms
- shared Canva / Google Docs collaboration
- remote interviews
- collaborative magazine creation
- social media campaign version instead of newspaper

Online groups may create:

- digital magazines
- Instagram-style campaigns
- blog collections
- collaborative zines
- visual storytelling portfolios



USEFUL DIGITAL TOOLS



USEFUL DIGITAL TOOLS

Digital tools can support **participation, creativity, reflection,** and **collaboration** when used with intention. During the Digital Pathways training course, facilitators and participants experimented with a variety of accessible tools that helped enrich both face-to-face and online learning experiences.

This section introduces some of the digital tools that were used throughout the project or inspired specific activities in this toolkit. The examples below are not fixed recommendations, but starting points that facilitators can adapt depending on their group, context, objectives, and available resources.

The goal is not to use the “most advanced” technology, but to choose tools that:

- **support** meaningful participation
- **encourage** interaction and creativity
- **remain accessible** and easy to use
- **fit the needs** and realities of young people

Many of these tools work best when combined with non-formal education methods such as reflection, movement, storytelling, group work, and experiential learning.

Remember:

Digital tools are most effective when they support human connection — not replace it.



Gamification & Interactive Learning





Gamification adds excitement to learning, increases motivation, and encourages participation. These tools help create quizzes, challenges, and interactive learning experiences:

- 💡 **Kahoot!** – A game-based learning platform that allows trainers to create quizzes and competitions in real time.
- 🧠 **Baamboozle** – A user-friendly quiz tool with a variety of game modes, great for group learning and revision.
- 🎯 **Actionbound** – Perfect for treasure hunts and scavenger hunts, allowing educators to create location-based digital adventures.
- 🎲 **Quizizz** – A self-paced quiz platform that offers gamified assessments with instant feedback



Collaboration & Reflection Tools

These tools help participants exchange ideas, reflect together, collaborate visually, and contribute in different ways during both online and face-to-face activities.

-  **Padlet** – A collaborative digital wall where participants can post ideas, reflections, photos, links, and comments in real time.
-  **Mentimeter** – A live interaction tool useful for polls, word clouds, quick evaluations, and anonymous participation.
-  **Miro** – An interactive collaborative whiteboard ideal for brainstorming, mapping ideas, teamwork, and visual facilitation.
-  **Jamboard Alternatives** – Simple collaborative whiteboards that support visual participation, group tasks, and online teamwork.



Creative Content & Digital Storytelling




These tools support storytelling, visual creation, video editing, and participant-generated content.

- 🎨 **Canva** – A beginner-friendly design platform useful for presentations, posters, social media content, worksheets, infographics, and collaborative visual projects.
- 🎥 **CapCut** – An accessible video editing app that allows participants to create short videos, digital stories, reels, and dissemination materials directly from their phones.
- 📷 **InShot** – A simple mobile editing app useful for creating quick videos, adding subtitles, music, and visual effects.
- 🎙️ **Voice Recording Apps** – Useful for podcasts, interviews, storytelling activities, reflections, and audio-based learning tasks.



Presentation & Interactive Media




These tools help facilitators create engaging presentations and multimedia learning experiences.

-  **Genially** – An interactive presentation tool that supports gamified learning, escape rooms, visual storytelling, and interactive content creation.
-  **Nearpod** – A platform that combines presentations with quizzes, polls, collaborative boards, and interactive learning tasks.
-  **Google Slides** – A collaborative presentation tool that supports group work, storytelling, brainstorming, and simple visual facilitation.



Organisation & Shared Workspaces

These tools help groups organise ideas, co-create materials, and collaborate in real time.

-  **Google Docs** – Useful for collaborative writing, shared note-taking, group planning, and collective content creation.
-  **Trello** – A visual task-management tool that helps organise projects, responsibilities, and collaborative workflows.
-  **QR Code Generators** – Useful for connecting physical activities with digital content, interactive stations, and blended learning experiences.



FINAL NOTE

The tools mentioned here are examples that were explored, tested, or discussed during the Digital Pathways training course. Facilitators are encouraged to adapt, replace, and combine them depending on their context, objectives, participants, and available resources.

Remember:

The most meaningful digital learning experiences are not necessarily the most technologically advanced ones – they are the ones that create participation, connection, creativity, and reflection.



FINAL REFLECTIONS



FINAL REFLECTIONS

Digital Pathways was not only about learning new tools. It was about **exploring how participation, creativity, inclusion, and human connection can exist within digital and blended youth work spaces.**

Throughout the project, participants experimented with different ways of facilitating learning: through movement, storytelling, theatre, reflection, collaboration, digital interaction, and creative expression. Some activities were simple, others more experimental – but all were grounded in participation and shared experience.

One of the key reflections that emerged during the project was that digital tools alone do not create meaningful learning. What matters most is:

- how people are invited to participate
- how safe and engaged they feel
- how facilitators create space for connection, creativity, and expression

Sometimes the most effective methods were also the simplest ones.

FINAL REFLECTIONS

This toolkit is not intended to provide “perfect” activities or fixed formulas. Instead, it invites facilitators, youth workers, trainers, and young people to:

- **adapt** ideas freely
- **experiment** creatively
- **combine** digital and non-digital approaches
- **reflect** critically on participation and accessibility
- **continue** building new methods together

Youth work is relational.

Facilitation is creative.

Participation is never one-size-fits-all.

We hope these tools inspire new experiences, new adaptations, and new pathways for learning and participation.



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