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UMBRELLA

GAMIFY RURAL YOUTH WORK

NFE Guidebook for Grassroots Rural Youth Work

"Non-formal education activities, methods, digital tools and video tutorials for youth workers"

2026

Project Info

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Project Partners

Implemented By:

LEAD ORGANISATION

Umbrella – Georgia

PARTNER ORGANISATIONS

Rural Youth Europe – Pan-European Network / Belgium

ACPELIA – Cyprus

EBAGEM – Türkiye

Youth Mix – Armenia

Development & Initiative – Ukraine

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GRYW

1. Introduction

Rural youth work has the potential to become one of the strongest tools for participation, learning and community development. In many rural communities, young people face fewer opportunities, limited access to youth spaces, transport barriers, weak digital access, lack of structured non-formal education opportunities and limited possibilities to influence decisions affecting their lives. At the same time, rural young people carry creativity, energy, local knowledge and the motivation to improve their communities. The challenge is to create youth work processes that can transform this potential into active participation, learning and local action.

This guidebook was developed within the **Gamify Rural Youth Work (GRYW)** project, funded by the European Union through the Erasmus+ Programme KA2 (Capacity Building in the Field of Youth). GRYW aims to strengthen the capacity of youth organisations and youth workers to use non-formal education, gamification and digital tools in grassroots rural youth work. The project brings together partner organisations from Georgia, Cyprus, Türkiye, Armenia, Ukraine and Rural Youth Europe, combining different experiences from local youth centres, rural communities, international youth work, digital education and civic participation.

The guidebook is based on the findings of the GRYW research paper, **Mapping National and Regional Rural Youth Work Realities,** which explored rural youth work realities in Georgia, Armenia, Cyprus, Ukraine and Türkiye within the broader European youth work context. The research showed that rural youth work is not simply about organising activities for young people. It is about creating safe physical and digital spaces, supporting the role of youth workers, strengthening young people's confidence, and helping them move from passive beneficiaries to active community leaders. It also highlighted that rural youth continue to face transport poverty, digital divides, weak infrastructure and insufficient professional recognition of youth work.

GRYW

This guidebook translates the project findings into a practical learning package for youth workers. It offers a structured **two-month grassroots curriculum** with 12 core non-formal education activities focused on youth participation, environment, healthy lifestyles and community engagement. The activities are designed to be adaptable and easy to use in youth centres, schools, community spaces, outdoor settings and other local environments. Each activity includes objectives, learning outcomes, materials, step-by-step instructions, 4F debriefing questions, facilitation tips, rural adaptation notes and ideas for integration with the **Gamify APP**.

In addition, the guidebook is supported by **30 NFE methods**, digital tools and video tutorials that help youth workers facilitate activities, divide groups, energise participants, support reflection and create participatory educational processes. Together, these elements form one connected learning package: the guidebook explains the process, the videos show methods in practice, the digital tools support interaction and creativity, and the Gamify APP helps track participation, tasks, reflections, peer support, quizzes and evaluation.

The guidebook is especially designed for youth workers, trainers, facilitators, youth organisations, rural youth centres, educators using non-formal learning and local community actors who want to make youth work more engaging, structured and meaningful. It can be used as a ready-made curriculum, as a toolbox for individual sessions, or as inspiration for creating new activities adapted to local realities.

Gamification in this guidebook should be understood as a support mechanism, not as a replacement for youth work. Points, tasks, quizzes, peer voting and leaderboards can motivate participation and make progress visible, but the heart of non-formal education remains reflection, dialogue, inclusion and learning by doing. For this reason, each activity includes a debriefing process, because learning happens not only during the activity, but also when participants reflect on what happened, how they felt, what they learned and how they can use it in real life.

GRYW

Ultimately, this guidebook aims to support youth workers in creating youth-friendly, inclusive and engaging learning environments where rural young people can explore issues that matter to them, strengthen their competences, build confidence and take active roles in their communities.

The project GRYW is implemented by the Umbrella (Georgia) as a lead/applicant organisation and its partners: ACPELIA (Cyprus), Youth Mix (Armenia), EBAGEM (Turkiye), Development and Initiative (Ukraine), Rural Youth Europe (Belgium based European Network).

Find out more on the project website:

gryw.netlify.app

Non-Formal Education Methods

Non-formal education (NFE) is a structured but flexible learning approach that takes place outside formal school systems. It is based on learning by doing, participation, reflection and experience rather than traditional lectures or exams. In NFE, participants are actively involved in their own learning process, and the trainer or youth worker acts more as a facilitator and supporter than a teacher.

Choosing an NFE method should never be random. A method should be selected because it helps reach the learning objectives, fits the group, and matches the time, space and materials available. Most NFE methods are universal: the same method can be adapted to different topics such as participation, environment, healthy lifestyle, inclusion, employability or community action.

Before selecting a method, the facilitator/youth worker should consider the following criteria:

ELEMENT	GUIDANCE
Experiential nature	How much participants learn through experience, action and reflection instead of only listening to explanations.
Group size	Whether the method works better with small groups, medium groups or large groups.
Materials needed	Whether the method requires no materials, simple materials or detailed preparation.
Space requirements	Whether it can be done indoors/outdoors and how much movement space is needed.
Input source	Whether ideas mainly come from participants, the facilitator, external guests or a combination.
Level of engagement	How actively participants are involved physically, emotionally, socially and intellectually.
Sensitivity	Whether the topic can create emotional reactions and needs extra care, safety and debriefing.
Debriefing potential	Whether the method creates enough experience to reflect on facts, feelings, findings and future application.

METHODS GROUPED BY FACILITATION PURPOSE

CATEGORY	METHODS
Opening, connection and group-building	Human Bingo, Speed Networking, Photo Language
Idea generation and collective thinking	Brainstorming, Buzz Groups, Snowball
Discussion, dialogue and position-taking	Debates, Fishbowl, Silent Discussion, Where Do I Stand? Agree/Disagree
Experiential learning, empathy and real-life practice	Roleplay, Simulation Game, Field Trip, Treasure Hunt/Scavenger Hunt
Reflection, visualisation and evaluation	Gallery Walk, Individual Exercises, Freeze Frame, Human Timeline
Planning, analysis and problem-solving	Case Studies, Process Mapping / Flowchart, Six Thinking Hats, World Café, Open Space, Learning Stations, Puzzle
Knowledge input and assessment	Short Lecture, Panel Presentation, Demonstrations, Quizzes / Tests

Category 1: Opening, connection and group-building

1. Human Bingo

Human Bingo helps participants start talking to each other through simple prompts, questions or statements. It is especially useful at the beginning of a programme because it lowers tension and helps people discover similarities and differences.

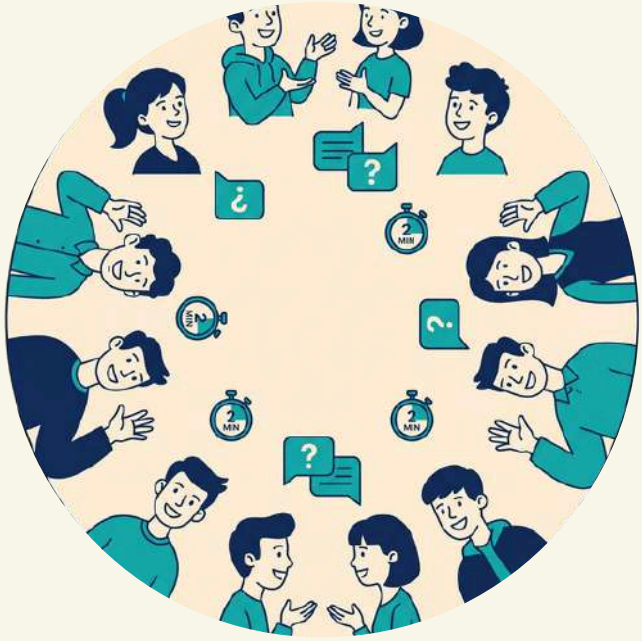
How to run it:

1. Prepare bingo cards with statements such as “has volunteered before”, “likes hiking”, “has organised an event”, or topic-related statements.
2. Give each participant one card and explain that they need to find different people who match the statements.
3. Ask participants to walk around, ask questions, and write names in the boxes.
4. Stop after the agreed time and invite a few people to share what they discovered.
5. Connect the findings to the topic or to group-building.

ELEMENT	GUIDANCE
Best used for	Ice-breaking, introduction, building trust, exploring group diversity.
Recommended group size	10-40 participants
Approx. time	10-20 minutes
Materials	Printed bingo cards and pens
Facilitator tip	Avoid very private or sensitive statements. Use inclusive prompts that do not shame anyone.

2.Speed Networking

Speed Networking gives participants short, structured conversations with several people. It helps large groups connect quickly and creates energy before deeper learning starts.



How to run it:

1. Prepare 4-6 short questions connected to the topic or to personal experience.
2. Ask participants to form two lines or two circles facing each other.
3. Give one question and allow 2-3 minutes for each pair to talk.
4. After each round, ask one line or circle to move so participants meet a new person.
5. Finish with a short plenary: what common ideas or surprises appeared?

ELEMENT	GUIDANCE
Best used for	Reflection, emotional check-in, introduction to complex topics, evaluation.
Recommended group size	5-30 participants
Approx. time	15-40 minutes
Materials	Printed photos/cards or projected images
Facilitator tip	Do not interpret the image for participants; let them explain their own meaning.

3.Photo Language

Photo Language uses images to help participants express ideas, emotions or experiences. It is helpful when participants have different language levels because images create an easier entry point for discussion.

How to run it:

1. Spread printed photos/cards on the floor or tables.
2. Ask a question, for example: “Choose one image that represents youth participation for you.”
3. Give participants a few minutes to choose silently.
4. Invite each person or small group to explain why they chose the image.
5. Summarise key words and link them to the learning topic.

ELEMENT	GUIDANCE
Best used for	Getting to know each other, warming up, needs analysis, topic introduction.
Recommended group size	12-40 participants
Approx. time	15-30 minutes
Materials	Prepared questions; enough space for movement
Facilitator tip	Keep questions simple at first, then gradually move toward the topic.

Category 2: Idea generation and collective thinking

4.Brainstorming

Brainstorming is a fast method for collecting many ideas around a topic, need or problem. It works best when participants feel free to suggest ideas without immediate judgement.

How to run it:

1. Present a clear question or challenge.
2. Explain the rules: no judging, quantity first, unusual ideas are welcome, ideas can be combined.
3. Collect ideas on a flipchart, sticky notes or online board.
4. After the idea-generation phase, group similar ideas together.
5. Move to prioritisation, discussion or action planning.

ELEMENT	GUIDANCE
Best used for	Collecting ideas, identifying problems, planning campaigns, creating solutions.
Recommended group size	5-30 participants
Approx. time	10-30 minutes
Materials	Flipchart/markers, sticky notes or digital board
Facilitator tip	Separate idea generation from evaluation; otherwise participants become afraid to speak.

5.Buzz Groups

Buzz Groups are short small-group discussions where participants quickly exchange ideas before returning to the plenary. They are useful when the whole group is too large or quiet.

How to run it:

1. Ask a focused question.
2. Divide participants into groups of 3-5.
3. Give a short time limit, usually 3-8 minutes.
4. Ask groups to write down one or two key points.
5. Collect answers in plenary and compare similarities/differences.

ELEMENT	GUIDANCE
Best used for	Short discussions, checking understanding, preparing for plenary debate.
Recommended group size	9-40 participants
Approx. time	5-20 minutes
Materials	Paper/pens or no materials
Facilitator tip	Give a clear output requirement; otherwise groups may talk without conclusion.

6.Snowball

Snowball gradually builds a common answer by moving from individual thinking to pairs, small groups and then the whole group. It supports participation because everyone starts with their own idea.

How to run it:

1. Give participants a question or problem and ask them to think alone.
2. Ask them to discuss in pairs and agree on one answer or priority.
3. Merge pairs into groups of four and ask them to agree again.
4. Continue if needed until larger groups or the whole group reaches a shared result
5. Debrief how opinions changed during the process.

ELEMENT	GUIDANCE
Best used for	Consensus-building, prioritising needs, developing group decisions.
Recommended group size	8-40 participants
Approx. time	20-45 minutes
Materials	Paper/pens, flipchart
Facilitator tip	Use strict time limits so the process does not become too long.

Category 3: Discussion, dialogue and position-taking

7.Debates

Debate helps participants explore different positions, practice argumentation, and understand that social issues can have more than one perspective.

How to run it:

1. Choose a clear statement or question with more than one possible position.
2. Divide participants into sides or allow them to choose positions.
3. Give time to prepare arguments and examples.
4. Facilitate timed rounds for opening arguments, responses and conclusions.
5. Optional: ask sides to switch positions to develop empathy and critical thinking.
6. Debrief the quality of arguments and what participants learned.

ELEMENT	GUIDANCE
Best used for	Critical thinking, advocacy, controversial topics, policy questions.
Recommended group size	10-30 participants
Approx. time	30-90 minutes
Materials	Topic statement, timer, space for groups
Facilitator tip	Protect respectful communication. Debate ideas, not people.

8.Fishbowl

Fishbowl is a discussion method where a small group discusses in the centre while others observe. It develops active listening and allows quieter participants to enter when ready.

How to run it:

1. Place 4-5 chairs in the centre and the rest around them.
2. Explain the topic and the empty-chair rule: someone from outside can enter by taking the empty chair or can calmly ask to sit to one who is sitting by touching the shoulder.
3. When someone enters, another person should leave so the group stays small.
4. Let the inner circle discuss while the outer circle observes content and process.
5. Pause if needed and invite observers to share patterns.
6. Debrief what was said and how the discussion worked.

ELEMENT	GUIDANCE
Best used for	Sensitive topics, complex discussions, listening practice, inclusion.
Recommended group size	12-40 participants
Approx. time	30-60 minutes
Materials	Chairs in two circles
Facilitator tip	Clarify rules before starting; otherwise the same people may dominate.

9.Silent Discussion

Silent Discussion uses writing instead of speaking. Participants respond to questions or statements on paper, which gives more time for reflection and includes those who are less comfortable speaking.

How to run it:

1. Write several questions or statements on flipcharts and place them around the room.
2. Ask participants to move silently and write comments, questions or reactions.
3. Allow them to respond to each other in writing.
4. After several rounds, invite participants to read the posters.
5. Discuss the strongest or most surprising points in plenary.

ELEMENT	GUIDANCE
Best used for	Sensitive topics, reflection, inclusive participation, collecting honest opinions.
Recommended group size	8-30 participants
Approx. time	20-45 minutes
Materials	Flipcharts, markers, wall space
Facilitator tip	Keep the silence rule clear; it changes the quality of reflection.

10. Where Do I Stand? Agree/Disagree

Participants physically position themselves along an imaginary line depending on whether they agree or disagree with a statement. The method makes opinions visible and creates discussion.

How to run it:

1. Mark one side of the room as “agree” and the other as “disagree”.
2. Read one statement clearly.
3. Ask participants to stand where they feel they belong on the line.
4. Invite people from different positions to explain their choice.
5. Allow participants to move if they hear an argument that changes their mind.
6. Debrief what influenced their positions.

ELEMENT	GUIDANCE
Best used for	Exploring values, participation, stereotypes, climate choices, social issues.
Recommended group size	8-40 participants
Approx. time	15-45 minutes
Materials	Open space; prepared statements
Facilitator tip	Use statements that are clear but not humiliating or too personal.

Category 4: Experiential learning, empathy and real-life practice

11.Roleplay

Roleplay allows participants to act out a situation, practice communication and understand different perspectives. It is useful when the topic involves human interaction or conflict.

How to run it:

1. Prepare a realistic scenario and roles.
2. Explain the situation and give participants time to understand their roles.
3. Let the roleplay happen for a short period.
4. Stop the scene and ask observers what they noticed.
5. Repeat with alternative strategies if useful.
6. Debrief feelings, behaviour, power relations and learning.

ELEMENT	GUIDANCE
Best used for	Conflict resolution, communication, bullying, negotiation, participation.
Recommended group size	6-30 participants
Approx. time	30-90 minutes
Materials	Role cards; optional props
Facilitator tip	Always de-role participants after intense scenes so they return to themselves.

12.Simulation Game

A Simulation Game creates a simplified version of a real-life system or situation. Participants act within roles, rules and objectives, then reflect on what happened.

How to run it:

1. Design a scenario with clear roles and goals.
2. Explain rules, time limits and expected outputs.
3. Give groups preparation time.
4. Run the simulation while observing group dynamics.
5. Stop the game and collect immediate reactions.
6. Debrief deeply: what happened, why it happened, and how it connects to real life.

ELEMENT	GUIDANCE
Best used for	Democracy, local governance, resource distribution, decision-making.
Recommended group size	12-40 participants
Approx. time	60-120 minutes
Materials	Scenario, role cards, space for groups
Facilitator tip	The debriefing is the most important part; do not rush it.

13.Field Trip

A Treasure Hunt turns learning into missions. Participants find information, solve clues or complete challenges in a defined space.

How to run it:

1. Prepare a list of clues, objects, questions or tasks connected to the topic.
2. Divide participants into teams and explain rules.
3. Explain safety rules, timing and group roles.
4. Send groups to observe, interview, photograph or collect examples.
5. Collect results and verify evidence.
6. Connect observations to the activity objectives and possible actions.

ELEMENT	GUIDANCE
Best used for	Community mapping, environment, participation, local needs analysis.
Recommended group size	5-30 participants
Approx. time	45 minutes to half-day
Materials	Observation sheets, phones/cameras, permission if needed
Facilitator tip	Check safety, accessibility and weather conditions in advance.

14.Treasure Hunt/Scavenger Hunt

Freeze Frame asks participants to create a still image with their bodies. It helps visualise emotions, power relations or situations without using many words. This method can be used also for other types of facilitation.

How to run it:

1. Give a concept, situation or problem.
2. Ask participants individually or in groups to create a frozen image.
3. Set boundaries and safety instructions.
4. Start the hunt and monitor time.
5. Optional: ask the group to create a second image showing a solution or desired future.
6. Debrief what was found and what it means for the topic.

ELEMENT	GUIDANCE
Best used for	Team building, environmental literacy, exploring a place
Recommended group size	10-50 participants
Approx. time	30-90 minutes
Materials	Clue sheets or digital mission tool, phones if needed
Facilitator tip	Do not reward speed only; reward learning quality and teamwork.

Category 5: Reflection, visualisation and evaluation

15. Gallery Walk

Gallery Walk lets participants present ideas visually and learn from each other by walking around the room. It combines movement, peer feedback and visual learning.

How to run it:

1. Ask groups to create posters or outputs on different sub-topics.
2. Place all posters around the room.
3. Invite participants to walk around, read and discuss.
4. Ask them to leave comments, questions or stickers.
5. Give groups time to read feedback.
6. Summarise common points and next steps.

16. Group Exercises / Discussions

Group exercises and discussions ask small groups to complete a task, solve a problem, compare ideas or discuss a key question. This method is useful when participants need to process information actively instead of only listening to the facilitator.

How to run it:

1. Prepare a clear task, question or problem connected to the learning objective.
2. Divide participants into small groups and explain what output is expected, for example a list, poster, answer, presentation or decision.
3. Give groups enough time to discuss and make sure each member has a role or chance to contribute.
4. Visit groups while they work, but avoid solving the task for them.
5. Invite each group to present the main points or results.
6. Compare the outputs in plenary and debrief what participants learned from the group process.

ELEMENT	GUIDANCE
Best used for	Sharing group work, evaluation, project planning, peer learning.
Recommended group size	10-40 participants
Approx. time	30-60 minutes
Materials	Posters, markers, sticky notes or stickers
Facilitator tip	Ask for constructive comments, not only “good” or “nice”.

17. Individual Exercises

Individual exercises give participants time to think, write, plan or reflect before sharing with others. They are important because NFE should not only be group noise; it also needs personal processing.

How to run it:

1. Give a clear individual task, question or template.
2. Create a quiet atmosphere and enough time.
3. Let participants write or draw individually.
4. Invite voluntary sharing in pairs, small groups or plenary.
5. Connect personal reflections to the wider learning topic.

ELEMENT	GUIDANCE
Best used for	Reflection, action planning, self-assessment
Recommended group size	Any group size
Approx. time	5-30 minutes
Materials	Paper/pens or digital form
Facilitator tip	Do not force participants to share private reflections.

18. Freeze Frame

Freeze Frame asks participants to create a still image with their bodies. It helps visualise emotions, power relations or situations without using many words. This method can be used also for other types of facilitation.

How to run it:

1. Give a concept, situation or problem.
2. Ask participants individually or in groups to create a frozen image.
3. Invite others to observe and describe what they see.
4. Ask the image creators to explain their intention.
5. Optional: ask the group to create a second image showing a solution or desired future.
6. Debrief what the images revealed.

ELEMENT	GUIDANCE
Best used for	Power dynamics, emotions, conflict, participation
Recommended group size	6-30 participants
Approx. time	20-45 minutes
Materials	Open space
Facilitator tip	Remind participants to respect personal boundaries and physical comfort.

19. Human Timeline

Human Timeline asks participants to physically place themselves in a line according to dates, experiences, opinions or stages. It makes abstract sequences visible.

How to run it:

1. Define what the line represents: time, experience level, agreement, or process stages.
2. Ask participants to position themselves silently.
3. Invite several participants to explain their place.
4. Discuss patterns, gaps or surprises.
5. Connect the line to the topic or learning journey.

ELEMENT	GUIDANCE
Best used for	History, personal journeys, project timelines, group experiences.
Recommended group size	8-40 participants
Approx. time	15-40 minutes
Materials	Open space
Facilitator tip	Use it carefully with sensitive personal histories; allow people to pass.

Category 6: Planning, analysis and problem-solving

20. Case Studies

Case Studies present a real or realistic situation that participants analyse in order to identify problems, stakeholders, options and solutions.

How to run it:

1. Prepare a short case with enough detail but not too much complexity.
2. Divide participants into small groups and give guiding questions.
3. Ask groups to identify the problem, actors, causes and possible solutions.
4. Invite groups to present their analysis.
5. Compare approaches and link the case to real life.

ELEMENT	GUIDANCE
Best used for	Problem-solving, youth work dilemmas, community issues, ethics.
Recommended group size	6-30 participants
Approx. time	30-90 minutes
Materials	Printed cases, questions, flipcharts
Facilitator tip	Use cases close to participants' reality so learning feels relevant.

21. Process Mapping / Flowchart

Process Mapping helps participants visualise steps in a process. It is useful for understanding how things work and where problems or improvements can appear.

How to run it:

1. Choose a process, for example organising an event, submitting a petition or sorting waste.
2. Ask participants to list all steps from beginning to end.
3. Place steps in order on paper or wall
4. Identify unclear steps, risks, missing actors or bottlenecks.
5. Ask groups to redesign the process in a clearer or fairer way.
6. Debrief what the map shows.

ELEMENT	GUIDANCE
Best used for	Planning, improving procedures, project management, advocacy steps.
Recommended group size	5-25 participants
Approx. time	30-60 minutes
Materials	Sticky notes, flipchart, markers
Facilitator tip	Encourage participants to include “invisible” steps such as communication and follow-up.

22. Six Thinking Hats

Six Thinking Hats helps a group analyse one issue from different perspectives: facts, emotions, benefits, risks, creativity and process. It prevents one-sided discussions.

How to run it:

1. Introduce the meaning of each hat/perspective.
2. Present the issue or decision.
3. Guide the group through the hats one by one, or assign hats to groups.
4. Collect ideas under each perspective.
5. Use the results to make a balanced decision or action plan.
6. Debrief which perspective was easiest or hardest.

ELEMENT	GUIDANCE
Best used for	Decision-making, project planning, analysing proposals, solving community problems.
Recommended group size	6-30 participants
Approx. time	45-90 minutes
Materials	Hat cards or colour signs, flipcharts
Facilitator tip	Do not let the “risk” hat dominate; give equal time to each perspective.

23. World Café

World Café is a rotating group discussion method where participants explore sub-questions at different tables and build on each other's ideas.

How to run it:

1. Prepare 3-5 tables with one question each.
2. Divide participants into small groups and send them to tables.
3. After 10-15 minutes, groups rotate to a new table.
4. One host can stay at each table to summarise previous ideas.
5. After all rotations, table hosts present the main conclusions.
6. Debrief what common patterns appeared.

ELEMENT	GUIDANCE
Best used for	Collective analysis, strategy, needs mapping, complex topics.
Recommended group size	15-60 participants
Approx. time	45-120 minutes
Materials	Tables, flipcharts, markers
Facilitator tip	Questions must be clear and connected; otherwise results become messy.

24. Open Space

Open Space gives participants ownership of the agenda. They propose topics they care about and join discussions where they can learn or contribute.

How to run it:

1. Explain the purpose and the four principles of Open Space.
2. Invite participants to propose discussion topics.
3. Create a timetable and space map.
4. Let participants choose which discussion to join.
5. Apply the "two feet rule": if they are not learning or contributing, they can move.
6. Collect key results from each discussion.

ELEMENT	GUIDANCE
Best used for	Participant-led agendas, exploring many topics, networking.
Recommended group size	20-100 participants
Approx. time	60 minutes to full day
Materials	Large space, agenda wall, paper/markers
Facilitator tip	Works best when participants already understand the general theme.

25. Learning Stations

Learning Stations are different areas of the room with different tasks, materials or questions. Participants rotate between stations and learn actively.

How to run it:

1. Prepare stations with clear written tasks.
2. Divide participants into groups and assign starting stations.
3. Set a time limit for each station.
4. Signal rotation until all groups visit all stations.
5. Ask groups to present or reflect on what they learned.
6. Debrief which station was most useful and why.

ELEMENT	GUIDANCE
Best used for	Multiple sub-topics, active learning, mixed learning styles.
Recommended group size	12-40 participants
Approx. time	45-90 minutes
Materials	Station materials, instructions, timer
Facilitator tip	Test the timing before; stations often take longer than expected.

26. Puzzle

Puzzle is a simple method where participants assemble cut pieces of a definition, process, statement or concept. It helps introduce new concepts actively.

How to run it:

1. Choose a definition, process or short text.
2. Cut it into meaningful parts.
3. Give mixed pieces to individuals or groups.
4. Ask them to assemble the correct order.
5. Compare answers and reveal the correct version.
6. Discuss the meaning of the concept.

ELEMENT	GUIDANCE
Best used for	Introducing definitions, steps, participation models, process learning.
Recommended group size	4-30 participants
Approx. time	10-30 minutes
Materials	Printed and cut text pieces
Facilitator tip	Make pieces challenging but not impossible; use enough context.

Category 7: Knowledge input and assessment

27. Short Lecture

A Short Lecture is a brief expert input used to provide essential information. In NFE, it should be short, interactive and connected to practice.

How to run it:

1. Prepare 5-15 minutes of key content only.
2. Start with a question or example.
3. Present the core ideas clearly and visually.
4. Pause for questions or quick pair discussion.
5. Connect the input to an activity, task or reflection.

ELEMENT	GUIDANCE
Best used for	Explaining concepts, giving background, introducing frameworks.
Recommended group size	Any group size
Approx. time	5-20 minutes
Materials	Slides/flipchart optional
Facilitator tip	Don't turn NFE into school; input should support activity, not replace

28. Panel Presentation

A Panel Presentation brings several people with experience or knowledge to share different perspectives on a topic.

How to run it:

1. Choose speakers with different perspectives.
2. Prepare guiding questions and time limits.
3. Brief speakers to be practical and concise.
4. Allow participants to ask questions.
5. Use small-group reflection after the panel.
6. Summarise key learning and possible actions.

ELEMENT	GUIDANCE
Best used for	Stakeholder dialogue, local community issues, youth policy.
Recommended group size	15-100 participants
Approx. time	45-90 minutes
Materials	Chairs, microphones if needed, moderator
Facilitator tip	Avoid long speeches; the moderator must protect participant interaction.

29. Demonstrations

Demonstration shows how something works or how a task should be done. It is useful when participants need to learn a practical skill.

How to run it:

1. Explain what will be demonstrated and why.
2. Show the process slowly step by step.
3. Name important details while demonstrating.
4. Invite participants to try in pairs or groups.
5. Give feedback and let them practice again.
6. Reflect on what made the process clear or unclear.

ELEMENT	GUIDANCE
Best used for	Practical skills, using tools, facilitation techniques, digital platforms.
Recommended group size	5-30 participants
Approx. time	15-60 minutes
Materials	Depends on skill/tool being demonstrated
Facilitator tip	Show first, then let participants practice; watching alone is not enough.

30. Quizzes / Tests

Quizzes can be used to check understanding, review content or create playful competition. In NFE they should support learning, not shame participants.

How to run it:

1. Prepare clear questions linked to learning objectives.
2. Decide whether the quiz is individual or team-based.
3. Explain that the aim is learning and revision.
4. Run the quiz using paper or digital tools such as Kahoot, Mentimeter or Gamify APP.
5. Discuss answers and clarify misunderstandings.
6. Use results to see what needs more explanation.

ELEMENT	GUIDANCE
Best used for	Knowledge checks, revision, energisers, pre/post assessment.
Recommended group size	Any group size
Approx. time	10-30 minutes
Materials	Paper or digital quiz tool
Facilitator tip	Avoid overly difficult questions that punish participants; add explanations after each answer.

Digital Tools in Non-Formal Education

Digital tools in non-formal education are used to support learning, interaction, reflection, creativity and collaboration in both in-person and online settings. They can make sessions more dynamic and inclusive by enabling real-time participation, anonymous input, visual outputs, group collaboration, feedback and game-based learning.

Digital tools should not be used only because they are modern or attractive. They should support a clear educational purpose. A simple paper-based method is sometimes better than a complicated digital platform. The facilitator should always ask: What learning purpose does this tool serve? Does it make participation easier, clearer or more meaningful?

Digital inclusion and safety principles

- Check in advance whether participants have phones, battery, internet and basic digital skills.
- Avoid forcing participants to create personal accounts unless it is necessary.
- Provide alternatives for participants without devices or stable internet.
- Explain why the tool is being used and how results/data will be used.
- Do not collect unnecessary personal information.
- Use digital tools to support learning, not to replace human interaction and reflection.
- When using scoring, voting or leaderboards, make sure they motivate participation without creating shame or exclusion.

Criteria for selecting a digital tool

Element	Guidance
Ease of use	Can participants understand it quickly without a long technical explanation?
Accessibility	Can everyone access it with their device, internet connection and language level?
Interactivity	Does it create real participation or only passive watching?
Group size	Does it work for the number of participants in the session?
Technical requirements	Does it need strong internet, projector, laptops or only phones?
Engagement type	Is it individual, small-group or whole-group engagement?
Data protection	Does it collect personal data, and is that data necessary?
Offline alternative	Can the facilitator offer a non-digital version if the tool fails?

Tool selection matrix

Element	Guidance
Attendance and learning progress	Gamify APP
Quizzes and knowledge checks	Gamify APP, Kahoot, Mentimeter
Reflection and feedback	Gamify APP, Google Forms, Padlet, Mentimeter, Slido
Live polling and word clouds	Mentimeter, Slido, Poll Everywhere
Group brainstorming and mapping	Padlet, Miro
Visual outputs and campaigns	Canva
Outdoor missions and hunts	Gamify APP, GooseChase
Anonymous questions	Slido, Poll Everywhere, Mentimeter

DIGITAL TOOLS

1. GAMIFY APP

Gamify APP is a beta-version tool available on the App Store and Google Play Market. It is designed to support the gamification of non-formal education and grassroots youth work by making participation, effort, reflection and progress visible.

HOW TO USE IT IN NFE

1. Create a project or activity group and register participants.
2. Use QR attendance at the beginning of activities to record participation.
3. Use peer support voting to recognise cooperation, supportiveness and communication.
4. Use performance when participants create outputs such as posters, plans, photos, videos or group results.
5. Use daily reflections at the end of the day to help participants process learning.
6. Use quizzes for knowledge-heavy activities and final evaluation for learning outcomes and organisational feedback.

Element	Guidance
Best used for	Attendance, learning progress, task evidence, peer support, reflection, quizzes, final evaluation.
Technical needs	Smartphones, internet, youth workers account, participant access.
Facilitator note	Use the app as a learning-support layer, not as a replacement for facilitation or debriefing. Explain scoring rules transparently.

APPLE STORE
GOOGLE PLAY MARKET

2. MENTIMETER

Mentimeter is an interactive presentation tool that allows real-time polls, word clouds, scales, rankings, quizzes and open-ended responses. It is useful when the facilitator wants quick anonymous input from the group.

HOW TO USE IT IN NFE

1. Create a presentation with one or more interaction slides.
2. Share the code or QR link with participants.
3. Ask participants to answer from their phones.
4. Show results live on screen.
5. Use the results as a starting point for discussion, reflection or decision-making.

Element	Guidance
Best used for	Check-ins, needs analysis, reflection, evaluation, quick opinions.
Technical needs	Internet, projector/screen, participants' phones.
Facilitator note	Do not overload the session with too many questions; discuss the answers.

MENTIMETER.COM

DIGITAL TOOLS

3. KAHOOT

Kahoot is a game-based quiz platform. Participants answer questions live using phones or laptops and receive points based on correctness and speed.

HOW TO USE IT IN NFE

1. Prepare a short quiz with clear questions and answer options.
2. Share the game PIN with participants.
3. Run questions one by one and let participants answer.
4. After each question, pause to explain the correct answer.
5. Use the final results to celebrate learning, not only winning.

Element	Guidance
Best used for	Energisers, knowledge checks, revision, playful competition.
Technical needs	Internet, screen, participants' phones/laptops.
Facilitator note	Be careful with speed-based scoring if participants have slow devices or internet.

KAHOOT.COM

4. PADLET

Padlet is a collaborative digital wall where participants can post ideas, images, links, videos and comments. It works well for collecting many outputs in one visible place.

HOW TO USE IT IN NFE

1. Create a Padlet board with a clear title and task.
2. Share the link or QR code.
3. Ask participants or groups to post their ideas or outputs.
4. Invite participants to read and comment on others' posts.
5. Summarise patterns and use the board as documentation.

Element	Guidance
Best used for	Brainstorming, reflection diaries, group outputs, resource collection.
Technical needs	Internet, phones/laptops, facilitator board.
Facilitator note	Check privacy settings and decide whether posts should be anonymous or not.

PADLET.COM

DIGITAL TOOLS

5. MIRO

Miro is an online whiteboard for visual collaboration. It is useful for structured planning, mapping, diagrams and group analysis.

HOW TO USE IT IN NFE

1. Prepare a board with sections, templates or guiding questions.
2. Share the link and explain basic functions.
3. Divide participants into groups or areas of the board.
4. Ask them to add sticky notes, arrows, maps or diagrams.
5. Review the board together and identify conclusions.

Element	Guidance
Best used for	SWOT, problem tree, mapping, project planning, online group work.
Technical needs	Good internet, laptops/tablets recommended, facilitator preparation.
Facilitator note	Miro can be confusing for beginners; give a short demonstration first.

MIRO.COM

6. GOOGLE FORMS

Google Forms is a simple tool for surveys, feedback, registration, self-assessment and pre/post questionnaires. It is reliable and easy to analyse.

HOW TO USE IT IN NFE

1. Create a Padlet board with a clear title and task.
2. Share the link or QR code.
3. Ask participants or groups to post their ideas or outputs.
4. Invite participants to read and comment on others' posts.
5. Summarise patterns and use the board as documentation.

Element	Guidance
Best used for	Evaluation, feedback, reflections, needs analysis, registration, pre/post tests.
Technical needs	Internet and phones/laptops.
Facilitator note	Avoid collecting unnecessary personal data; explain why data is collected.

WORKSPACE.GOOGLE.COM/PRODUCTS/FORMS/

DIGITAL TOOLS

7. POLL EVERYWHERE

Poll Everywhere is a live interaction tool for polls, word clouds, ranking and Q&A. It is similar to Mentimeter and useful for keeping groups engaged during presentations.

HOW TO USE IT IN NFE

1. Create a poll or activity question.
2. Share the participation link/code.
3. Let participants respond live.
4. Display results and discuss them.
5. Use the results to move into the next activity.

Element	Guidance
Best used for	Large-group interaction, opinion checks, word clouds, Q&A.
Technical needs	Internet, screen, participant devices.
Facilitator note	Choose this if it is easier for your context than Mentimeter or Slido; avoid using too many similar tools in one session.

POLLEVERYWHERE.COM

8. SLIDO

Slido is an audience interaction tool for live Q&A, polls, ranking and anonymous questions. It is useful when participants may be hesitant to speak publicly.

HOW TO USE IT IN NFE

1. Create an event and add polls or Q&A.
2. Share the event code or QR link.
3. Invite participants to submit questions or vote on questions.
4. Answer the highest-ranked or most relevant questions.
5. Use poll results to guide discussion.

Element	Guidance
Best used for	Anonymous Q&A, live polls, ranking priorities, large-group feedback.
Technical needs	Internet, screen, participant devices.
Facilitator note	Moderate questions if the topic is sensitive.

SLIDO.COM

DIGITAL TOOLS

9. CANVA

Canva is a visual design tool for posters, presentations, infographics and social media materials. It helps participants turn ideas into attractive visual outputs.

HOW TO USE IT IN NFE

1. Choose a template or blank design.
2. Give participants a clear communication task.
3. Let groups create posters, campaign visuals or presentations.
4. Ask groups to present and explain their design choices.
5. Use outputs for dissemination if consent and quality are appropriate.

Element	Guidance
Best used for	Campaign design, posters, infographics, storytelling, group presentations.
Technical needs	Internet, phones/laptops; accounts may be needed.
Facilitator note	Give participants enough time; design can take longer than expected.

CANVA.COM

10. GOOSECHASE

GooseChase is a digital mission/hunt platform where teams complete challenges using photos, videos, text responses or GPS check-ins. It turns learning into an outdoor or indoor game.

HOW TO USE IT IN NFE

1. Create missions connected to the learning topic.
2. Divide participants into teams and share the game code.
3. Explain safety rules, boundaries and time limits.
4. Teams complete missions and upload evidence.
5. Review results together and connect them to learning points.

Element	Guidance
Best used for	Team building, outdoor learning, city/community exploration/hunt.
Technical needs	Internet, smartphones, facilitator preparation.
Facilitator note	Check location safety and accessibility; do not make risky missions.

GOOSECHASE.COM

FINAL FACILITATOR REMINDER

The strongest NFE sessions usually combine simple methods, clear instructions, meaningful experience, strong debriefing and practical follow-up. Digital tools and gamification can strengthen motivation and visibility, but learning happens when participants connect the experience with their real lives and communities.

IMPORTANT PRINCIPLE

Gamification should support learning, not replace it. Points, voting, tasks and quizzes should be used to motivate participation, recognise effort and make progress visible. They should not create pressure, shame or exclusion. Youth workers should always explain why points are given and make sure the debriefing remains the most important part of the learning process.

GRASSROOTS CURRICULUM ACTIVITIES

Activity curriculum is designed for rural youth workers, youth centres, local youth organisations and community-based facilitators who want to make non-formal education more engaging, structured and accessible for young people. The curriculum combines non-formal education, gamification, peer learning, group work and local community action.

The activities are built as a 2- to 3-month grassroots programme. They can be implemented weekly with the same group, or adapted as independent sessions. Each activity includes objectives, learning outcomes, step-by-step facilitation guidance, a 4F debriefing structure, rural adaptation notes and a Gamify APP integration box.

This curriculum is based on the findings of the GRYW research paper, Mapping National and Regional Rural Youth Work Realities. The research maps rural youth work realities in Georgia, Armenia, Cyprus, Ukraine, Turkiye and Europe, and shows that rural young people face common challenges, including limited access to youth spaces, weak participation opportunities, transport and digital barriers, insufficient recognition of youth work, shrinking civic space in some contexts, and a lack of structured non-formal education at local level.

The activities help young people move from passive participation to active community engagement through experiential learning, reflection, teamwork, local action and gamified motivation. The curriculum therefore functions as a practical bridge between the research paper, the project website, the Gamify APP and local grassroots youth work implementation.

HOW THE GAMIFY APP SUPPORTS THE NFE LEARNING PROCESS

The Gamify APP is a beta-version digital tool already available on the App Store and Google Play Market by June 2026. It is designed to support the gamification of non-formal education and grassroots youth work. The app does not replace the role of the youth worker, the activity flow or the debriefing process. Instead, it helps youth workers make participation more visible, motivating, transparent and continuous.

Function	How it is used in the curriculum
QR attendance	Each activity can start with a QR check-in. This allows youth workers to register attendance in a simple and transparent way. QR attendance can be used for all activities in the curriculum.
Peer support voting	Participants can vote for peers who were supportive, cooperative, communicative or active during the learning process. This can be done after each activity or once per day after all sessions. It should recognise positive behaviour and teamwork, not create unhealthy competition.
Performance tasks	Some activities include group work, creative outputs, community tasks, presentations or action plans. In these cases, participants or teams can upload evidence of their work through the app, such as photos, short texts, posters, videos or screenshots. The youth worker validates the task and confirms points.
Daily reflections	Participants can complete short daily reflections in the app. Reflections can be used every day except the final day, where the evaluation process replaces daily reflection.
Final evaluation	On the final day, participants can use the evaluation function to reflect on their learning outcomes and evaluate the organisation, activity process, facilitation and overall experience.
Quizzes	Quizzes can be used in activities where knowledge input is important. They support understanding after inputs on topics such as recycling symbols, climate footprint, nutrition, sleep, participation and advocacy.
Pre/post-test	The pre/post-test is a separate project evaluation tool and is not included as part of the activity-level Gamify APP integration in this curriculum.

Curriculum Structure

Week / role	Activity Name	Main focus
Onboarding	Get to Know Activity	Opening, group atmosphere, trust building
1	Take a Step Forward	Inequality, fewer opportunities, empathy
2	Do We Have Alternatives?	Bullying, inclusion, safe group culture
3	Ladder of Youth Participation	Participation levels, tokenism, responsibility
4	The Triangle of Participation	Democracy, youth-municipality-NGO cooperation
5	Petition	Advocacy, youth voice, decision-makers
6	Waste Literacy: Waste Detective Hunt	Recycling codes, waste sorting, climate action
7	Waterdrops	Water use, sustainability, resource protection
8	Life of a T-shirt	Fast fashion, water, carbon emissions
9	Footprint Calculator	Ecological footprint, lifestyle choices
10	Sleep	Wellbeing, healthy routines
11	Nutrition Literacy	Food labels, healthy choices, critical awareness
12	Hug the Tree	Nature connection, wellbeing, reflection
Evaluation	Feedback Pizza	Final evaluation and self-reflection

Onboarding Activity: Get to Know Activity

Duration	30-40 minutes
Group size	10-30 participants
Topic	Onboarding / group building
Space	Indoor or outdoor
Core deliverable status	Support activity, not counted as one of the 12 core activities

OBJECTIVES

- Create a safe and friendly atmosphere before the curriculum starts.
- Help participants learn each other's names and basic information.
- Introduce the first connection between personal stories and community challenges.

LEARNING OUTCOMES

- Participants know each other better and feel more comfortable in the group.
- Participants begin to connect personal motivation with the programme topic.
- The youth worker observes group energy and communication patterns.

PREPARATION AND MATERIALS

- Participants know each other better and feel more comfortable in the group.
- Participants begin to connect personal motivation with the programme topic.
- The youth worker observes group energy and communication patterns.

STEP-BY-STEP FLOW

1. Welcome the group and explain that this onboarding activity is about getting to know each other and building a safe atmosphere.
2. Ask participants to stand in two circles or two lines facing each other.
3. Give one question and one minute for each pair to answer.
4. After each round, ask one line/circle to move so that participants meet someone new.
5. After several rounds, invite volunteers to share one thing they discovered about the group.
6. Close by connecting personal motivation with the aims of the GRYW curriculum.

DETAILED FACILITATOR INSTRUCTIONS

- Keep the first round very easy and personal, but not sensitive. Start with simple questions before moving to community-related questions.
- If the group is shy, answer the first question yourself as a model. This helps participants understand the expected length and depth of answers.
- After each rotation, remind participants to introduce their names again. This makes the method useful for real onboarding, not only for a quick energiser.
- At the end, ask participants to name one common interest or community issue they discovered. Use this to connect the group-building moment with the wider GRYW programme.

Onboarding Activity: Get to Know Activity

4F Debriefing Questions	
Facts	• What did we do during the activity? • What did you learn about other participants?
Feelings	• How did you feel while talking with new people? • What helped you feel comfortable?
Findings	• Why is trust important before starting a learning programme? • What similarities did you notice between participants?
Future	• How can we keep this atmosphere during the next sessions? • What group agreement do we need?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.

2 RURAL YOUTH WORK ADAPTATION

- Use questions about local community life, rural opportunities and barriers.
- Encourage participants from different villages/communities to connect and identify shared challenges.

3 FACILITATION AND SAFETY NOTES

- Avoid questions that force participants to disclose sensitive personal information.
- Keep the atmosphere light, especially at the beginning.

Core Activity 1: Take a Step Forward

Duration	60-75 minutes
Group size	15-30 participants
Topic	Inclusion, inequality, rural youth realities
Space	Indoor hall or outdoor open space
Resource links / handouts	• https://docs.google.com/document/d/1Llai8DXol445kAhK6zBJHKW22KRerFIX_mpNdlYAE1o/edit?usp=sharing

OBJECTIVES

- Help participants experience how different life situations affect access to opportunities.
- Explore inequalities between rural and urban youth and among young people with different backgrounds.
- Open discussion about inclusion, participation, mobility, poverty and voice in decision-making.

LEARNING OUTCOMES

- Participants identify barriers that affect rural youth participation.
- Participants understand that access to opportunities is unequal.
- Participants propose ways to make youth work more accessible.

PREPARATION AND MATERIALS

- Prepare role cards representing diverse rural and urban youth realities.
- Prepare 15-20 statements linked to education, transport, internet access, safety, money, family support, mobility and participation.
- Create a clear starting line and ensure enough space for movement.

STEP-BY-STEP FLOW

1. Explain that each participant will receive a role and should imagine life from that role's perspective.
2. Distribute role cards privately and give participants two minutes to imagine their character.
3. Ask everyone to stand in one line.
4. Read statements one by one. If the statement is true for their role, participants take one step forward. If not, they stay still.
5. After all statements, ask participants to look around silently and notice where they stand.
6. Invite participants to reveal their roles if they feel comfortable.
7. Move into debriefing before drawing conclusions.

DETAILED FACILITATOR INSTRUCTIONS

- Before distributing role cards, explain that participants should not act as themselves but as the character described on the card. This protects privacy and makes the activity safer.
- Give participants a quiet moment to imagine their role: where they live, who supports them, what barriers they face, and what opportunities they have.
- Read the statements slowly. After each statement, give time for participants to decide. Do not explain too much during the movement phase; the learning comes in the debriefing.
- When the activity ends, ask participants to stay silent for a moment and look around. This visual distance is an important learning moment.
- Do not ask participants to justify personal experiences. Always bring the discussion back to structural barriers, access to opportunities and inclusive youth work.

Core Activity 1: Take a Step Forward

4F Debriefing Questions	
Facts	• What happened during the activity? • Who moved forward often and who stayed behind? • Which statements created the biggest differences?
Feelings	• How did you feel when you moved forward? • How did you feel when you stayed behind? • Was there a moment when you felt unfairness or frustration?
Findings	• What does this activity show about access to opportunities? • Which barriers are especially relevant for rural youth? • How can youth work reduce these barriers?
Future	• What can youth centres do to include more young people with fewer opportunities? • What should we change in our activities so everyone can participate?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.

2 RURAL YOUTH WORK ADAPTATION

- Adapt role cards to the local community: transport barriers, lack of internet, language barriers, economic difficulties, gender expectations, disability, minority background, and family responsibilities.
- Use examples from the GRYW research paper, but avoid exposing real participants' personal situations.

3 FACILITATION AND SAFETY NOTES

- This activity can be emotionally sensitive. Make clear that no one must disclose personal experiences.
- Debrief carefully and avoid blaming individuals for structural inequalities.

Core Activity 2: Do We Have Alternatives?

Duration	75-90 minutes
Group size	10-30 participants
Topic	Bullying, inclusion, safe spaces
Space	Indoor
Resource links / handouts	• Council of Europe Compass activity page: https://www.coe.int/en/web/compass/do-we-have-alternatives- • Compass manual PDF: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680082978

OBJECTIVES

- Help participants recognise different forms of bullying and exclusion.
- Explore possible responses from victims, friends, witnesses and youth workers.
- Strengthen empathy, solidarity and safe group behaviour.

LEARNING OUTCOMES

- Participants distinguish between bullying, conflict and one-time disagreement.
- Participants identify constructive and harmful responses to bullying.
- Participants propose safety measures for their youth group/community.

PREPARATION AND MATERIALS

- Prepare three short scenarios: bullying in school, online bullying, and exclusion in a youth group or community.
- Prepare a short explanation of bullying: repeated harmful behaviour, power imbalance and impact on the person.
- Prepare flipcharts for group solutions.

STEP-BY-STEP FLOW

1. Start with an energiser and a short group agreement about respect and confidentiality.
2. Ask participants what bullying means and collect keywords by writing on a flipchart or whiteboard.
3. Give a short input explaining bullying, power imbalance, repetition and impact.
4. Divide participants into small groups and give each group one scenario.
5. Ask each group to prepare two short role plays: first showing the harmful situation, then showing a better alternative response.
6. Groups present their role plays. After each, ask the audience what helped and what could be improved.
7. Create together a “safe group rule” list for future activities.

DETAILED FACILITATOR INSTRUCTIONS

- Begin by building a safe frame: this activity is about learning how to react to bullying, not exposing personal stories or accusing anyone in the room.
- When groups prepare role plays, ask them to show both the harmful situation and an alternative response. The alternative should be realistic: what a peer, youth worker, teacher or parent could actually do.
- After each performance, first ask the audience what they saw objectively, then ask what could be changed. Avoid laughing at the victim role or turning the issue into comedy only.
- Close by creating a short group safety agreement. This agreement can be used in the rest of the curriculum.

Core Activity 2: Do We Have Alternatives?

4F Debriefing Questions	
Facts	• What situations did we see? • Who were the actors in each situation? • What alternatives were proposed?
Feelings	• How did it feel to watch or perform these situations? • Which role was most difficult to understand?
Findings	• What makes bullying different from conflict? • What can bystanders do? • What should youth workers do when bullying appears?
Future	• What rules do we need for a safe youth space? • How can we react if we see exclusion in our community or online?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: each group uploads its alternative response role-play summary.
- Performance/task: each group uploads one “safe space rule” or anti-bullying message.

2 RURAL YOUTH WORK ADAPTATION

- Use examples that can realistically happen in villages, schools, transport to activities, online group chats or youth centres.
- Discuss where young people can seek help locally.

3 FACILITATION AND SAFETY NOTES

- Do not ask participants to share personal trauma.
- If a real case appears, follow safeguarding procedures and speak privately with the participant after the session.

Core Activity 3: Ladder of Youth Participation

Duration	100 minutes
Group size	12-30 participants
Digital Tool	AhaSlides or similar tool for brainstorming
Materials	Printed ladder steps, tape, flipchart, marker, Flower of Participation visual
Topic	Participation
Space	Indoor
Resource links / handouts	• AhaSlides or similar tool for brainstorming: https://ahaslides.com/ • Have Your Say manual / participation theory: https://jra.lrv.lt/public/canonical/1746511129/584/2008_m-_have_your_say.pdf • Visual references included in this manuscript: Ladder of Youth Participation and Flower of Participation

OBJECTIVES

- Introduce Roger Hart's Ladder of Youth Participation framework.
- Move participants from theoretical definitions to physical self-positioning and creative role play.
- Help participants distinguish between meaningful youth empowerment and superficial involvement such as tokenism or decoration.

LEARNING OUTCOMES

- Participants explain the main levels of youth participation.
- Participants analyse their own participation at school/university, home, organisation, work, family and friends.
- Participants understand that participation and power come with responsibility.

PREPARATION AND MATERIALS

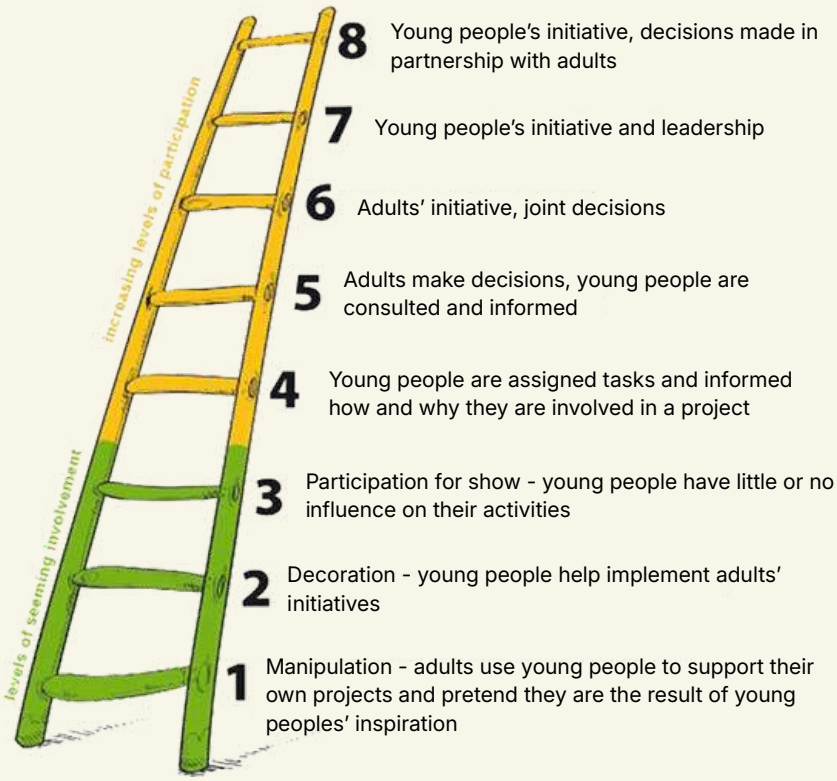
- Write down each step of the Ladder of Participation on separate papers.
- Prepare at least one practical example (recommended from your life) for each ladder stage.
- Prepare the Flower of Participation visual to connect power and responsibility.
- Prepare AhaSlides or another digital brainstorming tool if the internet is available

STEP-BY-STEP FLOW

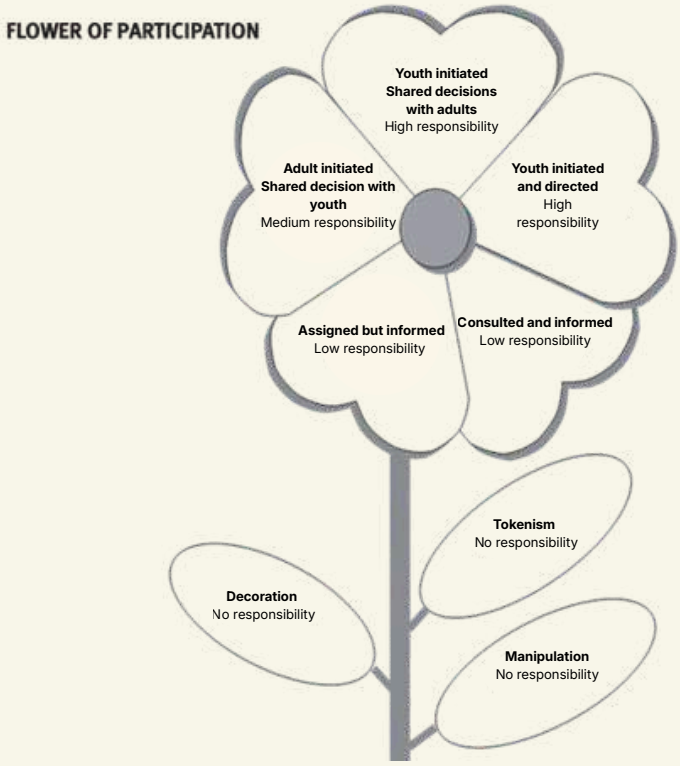
1. **ENERGISER**
   "This Chair Belongs to Someone".
2. **PHASE 1 - INTRODUCTION TO YOUTH PARTICIPATION**
   Ask participants what they understand by youth participation. Use AhaSlides on screen to visualise their thoughts.
3. **PHASE 2 - LADDER EXPLANATION**
   Present the eight levels of participation. Stick each level on the wall from bottom to top and explain each with a concrete real-life example. Stress that manipulation, decoration and tokenism are not genuine participation.
4. **IMPORTANT NOTE**
   Explain that the "highest" level is not always automatically the best. Depending on expertise, time, interest and responsibility, consultation or being informed can also be appropriate.
5. **PHASE 3 - POSITION YOURSELF**
   Place the ladder steps on the floor with at least 1 meter distance between each of them. Ask participants to stand next to the level that reflects their participation in school/university. Ask several participants why they chose that level and clarify if needed. Repeat with home, organisation, work, family or friends.
6. **SHORT REFLECTION**
   Ask what was new, whether anything surprised them, and whether they see participation differently now.
7. **PHASE 4 - PERFORMANCE**
   Divide participants into small groups, a maximum of seven per group. Randomly allocate one ladder level to each group without showing others. Each group prepares a 1-2 minute role play showing that level.
8. Groups perform their role plays. After each performance, the audience guesses which participation level was presented.
9. **PHASE 5 (AFTER DEBRIEFING) - INPUT AND CLOSURE**
   Summarise the ladder and connect it to the Flower of Participation. Explain that participation and power come with responsibility: the more influence people have, the more responsibility they also carry.

Core Activity 3: Ladder of Youth Participation

Suggested visual material for the designer



Visual reference: Ladder of Youth Participation



Visual reference: Flower of Participation

4F Debriefing Questions	
Facts	• Did the activity help you think more clearly about the ways you participate in different areas of your life? • Which ladder levels appeared most often in school, home, organisation or work? • Which role plays were easiest to guess?
Feelings	• How did it feel to stand on a certain level of participation? • How do people feel when their participation is genuine and not tokenistic? • Did you feel you could participate more than you currently do?
Findings	• Does it matter whether young people participate actively or not? Why? • How is the right to participate in decision-making connected to human rights? • How is participation connected to responsibility? • Why are manipulation, decoration and tokenism not real participation?
Future	• Where would you like to participate more in real life? • How can participation become more accessible in your community? • How can youth workers avoid tokenism?

DETAILED FACILITATOR INSTRUCTIONS

- When introducing the ladder, use one concrete example for each level. Without examples, the model can feel abstract for young participants.
- Make clear that the bottom three levels - manipulation, decoration and tokenism - are not genuine participation. They involve young people but do not give them real influence.
- When participants position themselves on the ladder, ask them to explain their choice only if they want to. The aim is reflection, not public judgement.
- During the role-play phase, keep the ladder level secret for each group. This makes the guessing part more active and helps participants recognise participation levels in practice.
- Use the Flower of Participation to underline that more power also means more responsibility. Participation is not only about having a voice; it is also about contributing, deciding and taking responsibility for outcomes

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: groups upload a photo or short note from their role play explaining the ladder level they represented.
- Performance/task: participants may upload one example of participation from their own school, organisation or community.
- Quiz: short quiz on the ladder levels and the difference between genuine participation and tokenism.

2 RURAL YOUTH WORK ADAPTATION

- Ask participants to analyse participation opportunities in their municipality, school, youth centre, village council or local NGO.
- Use examples of rural youth being consulted but not really heard, or youth-led initiatives that influenced local decisions.

3 FACILITATION AND SAFETY NOTES

- Be careful that participants do not shame themselves or others for “lower” participation levels. The purpose is analysis and empowerment, not judgement.

Core Activity 4: The Triangle of Participation

Duration	90 minutes
Group size	10-30 participants
Topic	Participation, democracy, local cooperation
Materials	Board, markers, pens, papers, chairs for negotiation rounds
Space	Indoor
Resource links / handouts	• Additional source/handout link found in workbook: https://drive.google.com/file/d/1oBDzUOTtzYMfuqORWodMXQ25hAZ2TQOM/view?usp=sharing

OBJECTIVES

- Build democratic competence, negotiation skills and civic literacy through a multi-stakeholder simulation game.
- Help participants understand the role of three sectors: local government, youth organisations/centres and young people.
- Practice consensus-building around a local rural youth problem.

LEARNING OUTCOMES

- Participants explain the missions and limitations of different community actors.
- Participants practice negotiation, compromise and argumentation.
- Participants understand that local democracy is continuous cooperation, not only elections.

PREPARATION AND MATERIALS

- Prepare three role groups: Youth Organisation/Centre, Local Self-Government/Municipality and Young People.
- Prepare the main scenario and optional alternative local problems.
- Prepare three chairs for each negotiation round and space for groups to prepare separately.

DETAILED FACILITATOR INSTRUCTIONS

- Explain clearly that the simulation has three sectors: local government/municipality, youth organisation or youth centre, and young people. Each sector has power, needs and responsibilities.
- Send groups to different corners or rooms during preparation so they do not hear each other's strategy. Ask them to prepare both their offer and their demands.
- In the negotiation rounds, only one representative from each sector speaks at a time. After each round, representatives return to their groups, receive feedback and may change strategy or spokesperson.
- The aim is not to "win" against the other groups. The aim is to reach a realistic agreement where all sides contribute something and receive something.
- If no agreement is reached, use this as a learning point: democratic cooperation often fails when actors focus only on demands and not on shared responsibility.

Core Activity 4: The Triangle of Participation

STEP-BY-STEP FLOW

1. **ENERGISER**
   Musical Chairs

2. **PHASE 1 - TOPIC INTRODUCTION**
   Explain that democracy means people are involved in decisions. In democratic governance, the majority matters, but minority rights and views must also be respected. For democracy to function effectively, all sectors important to society should participate.

3. **PHASE 2 - DIVIDE ROLES**
   Split participants into three groups: Youth Organisation/Centre, Local Self-Government/Municipality and Young People.

4. **PRESENT THE SCENARIO**
   The newly elected mayor wants to create a formal agreement between these three sectors to collaboratively address local issues. The mayor invites active youth and youth organisations to a meeting.

5. **MAIN PROBLEM FOR DISCUSSION**
   In the municipality, especially in rural areas, there are no dedicated youth spaces supported by local government. Support means providing physical space and covering utility/operational costs, while guaranteeing non-interference and that the space will not be used for political purposes.

6. Give each group around 20 minutes to prepare separately. They must define their contribution to solving the problem and their requirements/needs from the other two sectors. Ask groups to work in separate rooms or spaces so they do not hear each other.

7. **NEGOTIATION ROUNDS**
   When groups return, place them in three corners. Each group chooses one representative to sit in the negotiation circle. Run two or three negotiation rounds. After each round, representatives return to their group to discuss new arguments, proposals and possible compromises. Groups may change representatives.

8. **DECISION MOMENT**
   When time is up, ask groups to summarise and try to reach a common decision or agreement. If no agreement is reached, ask them to explain why.

9. Move everyone into a plenary circle for debriefing.

10. **INPUT/CLOSING**
    Explain that the simulation shows the backbone of local participatory democracy: cross-sector partnership between local government, civil society/youth organisations and young citizens. When these sectors work separately, progress stalls; when they co-manage, share responsibilities and compromise, sustainable community solutions become possible.

THE PUBLIC SECTOR (LOCAL GOVERNMENT)	THE CIVIL SOCIETY (YOUTH NGOS/CENTRES)	THE CITIZENS (YOUNG PEOPLE)
Holds the systemic power, public budgets, and structural resources (like physical spaces), but often lacks direct connection to the grassroots needs of young people.	Holds the professional expertise, non-formal methodologies, and operational capacity to run programs, but requires structural support and funding to survive.	Hold the lived experience, fresh ideas, and civic energy, but need accessible platforms where their voices are actually translated into policy.

When these three sectors work in isolation, progress stalls: youth make demands, NGOs lack funding, and municipalities build spaces that stay empty because young people weren't consulted. True democratic governance occurs when we stop treating local government as just a "vending machine" for demands, and start treating them as a partner in co-management - where every side brings concrete contributions, shares the responsibilities, and compromises to co-create sustainable community solutions.

CORE ACTIVITY 4: THE TRIANGLE OF PARTICIPATION

CHALLENGES/PROBLEMS THAT CAN BE USED FOR THE TOPIC

HOUSING

There is a huge housing problem in Confusion city, with only few free houses and very high renting costs. Many buildings belong to the municipality, most of them being quite old and needing proper renovation before someone could live in them. The municipality does not have much money to spend and applying to a European fund would take another two years before the money would be available.

EDUCATIONAL

The school curriculum is fixed by the national government. Young people are asking for alternative teaching methods and more space for extra-curricular activities. Specifically they are asking for more non-formal education methods. The local municipality manages the school together with the parents of the school students.

ACCESS TO THE MEDIA

The only radio station transmits religious hymns half of the day and political discussions the rest of the day, with some music between 1 a.m. and 5 a.m. There are five people on the board of the radio station. The mayor, the only priest of the city, the political opponent of the mayor, the high-school director and the director of the local clinic.

SETTING UP A YOUTH CLUB/SPACE

In confusion city there is no youth club providing space for activities, Internet access and socialising and leisure time activities. There are only some local cafeterias where the young people hang around.

CHANCES FOR EMPLOYMENT

The youth unemployment rate is quite high in confusion city and this causes a lot of frustration amongst young people. The very few jobs created were given to the previous mayor's friends and family. Young people do not have access to the job vacancies which are anyway only scarce and not enough for all of them.

INFORMATION ABOUT HEALTH ISSUES

Awareness about health protection does not exist and people in a small society are really afraid to ask about subjects such as sexual reproduction and protection from sexually transmitted diseases. The only pharmacy in confusion city does not help by gossiping about who is buying what (condoms, pills, etc.).

YOUTH POLICY

There is a new national law for establishing local youth councils, the decisions of which have to be taken into consideration by the municipal council. Confusion city has the lowest rate of voting amongst young people and the new mayor believes that this shows a lack of political culture.

ALCOHOL ABUSE

Confusion city has the highest rate of alcohol-addicted young people in the region. This leads to fights every day and the bad health of young people. Immediate reaction is needed.

CULTURAL ACTIVITIES

There are quite a lot of exchanges organised with other countries and cultural celebrations, but still there are many things missing, such as intercultural events, excursions, trips and concerts with non-mainstream artists, including those from different countries. Apart from some NGOs it is the city's Departments of Cultural Affairs and Promotion of National Heritage that organise such events.

Core Activity 4: The Triangle of Participation

4F Debriefing Questions	
Facts	• What were the missions of each sector? • What capabilities and resources did each sector have? • Did you reach an agreement? If yes, what was it? If not, why not • Did you have to make compromises to solve the problem?
Feelings	• How did you feel while performing your role? • Was it easy or difficult to defend your sector's position? • How did it feel to negotiate with other groups?
Findings	• What parallels can you draw with today's reality? • Are there existing examples of similar cross-sector relationships in your community? • What happens when municipalities, NGOs and young people work in isolation? • What does this activity teach us about democracy beyond elections?
Future	• How can you use this experience in your interactions with society? • What local issue could be solved through a similar triangle of cooperation? • What first step could young people take to start such cooperation?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: each sector uploads its contribution, needs and final negotiation position.
- Performance/task: if a final agreement is reached, groups upload the agreement points; if not, they upload the main conflict points and possible next steps.

2 RURAL YOUTH WORK ADAPTATION

- Use a real rural issue such as lack of youth spaces, transport to activities, unemployment, waste management, lack of cultural events, youth councils, or access to information.
- Encourage participants to identify which municipality department, youth centre, school or NGO could be part of a real cooperation triangle.

3 FACILITATION AND SAFETY NOTES

- Keep negotiation respectful. Remind participants to argue from the role, not attack each other personally.
- If using a real local issue, avoid naming individuals or political parties.

Core Activity 5: Petition

Duration	75-90 minutes
Group size	10-30 participants
Topic	Advocacy, youth voice, decision-makers
Space	Indoor

OBJECTIVES

- Teach participants what a petition is and how it can be used by young people.
- Help participants transform a problem into a clear, specific and realistic demand.
- Practice collective voice, advocacy and local civic engagement.

LEARNING OUTCOMES

- Participants write a mini-petition using a structured template.
- Participants identify decision-makers and supporters.
- Participants plan first steps for collecting support or submitting the petition.

PREPARATION AND MATERIALS

- Prepare a simple petition template: title, problem, demand, responsible institution, why it matters, signatures.
- Prepare 2-3 local examples of petition topics, you can ask participants to contribute too.
- Prepare flipchart, markers and paper.

STEP-BY-STEP FLOW

1. Start with a short discussion: what can young people do when they want change?
2. Explain what a petition is and when it is useful.
3. Divide participants into small groups and ask each group to choose one local problem.
4. Groups fill in the petition template: problem, demand, responsible decision-maker, arguments and target supporters.
5. Groups present their petitions. Other participants give feedback: Is the demand clear? Is it realistic? Is the decision-maker correct?
6. Optionally, let groups improve their petition after feedback.
7. Close with reflection on advocacy and responsibility.

DETAILED FACILITATOR INSTRUCTIONS

- Start by explaining that a petition is not only a complaint. It is a structured way to describe a problem, propose a demand and address the right decision-maker.
- Ask groups to choose a realistic local issue. It can be connected to transport, youth space, waste, school environment, cultural activities or any other community need.
- Guide groups to write: problem, who is affected, evidence, demand, responsible institution and suggested solution. This prevents vague petitions.
- During presentations, ask the audience whether the demand is clear, realistic and addressed to the correct authority.
- If appropriate, invite groups to continue after the session and turn the simulation petition into a real youth initiative.

Core Activity 5: Petition

4F Debriefing Questions	
Facts	• What problems did groups choose? • Who were the responsible decision-makers? • Were the demands clear and realistic?
Feelings	• How did it feel to turn a problem into a public demand? • Did you feel confident presenting your petition?
Findings	• What makes a petition strong? • Why is it important to know who has power to make a decision? • How can petitions support youth participation?
Future	• Could any of these petitions become real? • What would be the next step after writing a petition? • How can young people collect support safely and ethically?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: groups upload their petition draft, including problem, demand and decision-maker.
- Quiz: short quiz on advocacy, petitions, decision-makers and realistic demands.

2 RURAL YOUTH WORK ADAPTATION

- Use problems that matter to local youth: transport, youth space, sports field, waste bins, lighting, internet access, cultural activities, and environmental protection.
- Encourage participants to identify real municipal bodies or local institutions.

3 FACILITATION AND SAFETY NOTES

- Make clear whether the activity is simulated or could become real.
- Avoid party-political campaigning; focus on civic advocacy and community needs.

Core Activity 6: Waste Literacy: Waste Detective Hunt

Duration	75 minutes
Group size	10-30 participants
Digital tools	Phone camera, group chat or Gamify APP evidence upload
Materials	Laptop, projector, internet connection, everyday packages/products
Topic	Environment, waste sorting, climate action
Space	Indoor for introduction/presentation; outdoor or nearby venue/shop for task
Resource links / handouts	• Thematic presentation on waste sorting / recycling: https://docs.google.com/presentation/d/1P-m7qf8BZUD1O_9dEF6h4x74eZkliLHW/edit?usp=sharing&ouid=113898357674653457148&rtpof=true&sd=true

OBJECTIVES

- Help young people understand what different products are actually made of.
- Improve waste sorting and recycling accuracy.
- Show how better recycling supports climate action.

LEARNING OUTCOMES

- Participants identify recycling symbols with numbers inside triangle arrows.
- Participants connect codes with material types and sorting decisions.
- Participants understand that packaging already contains hidden information that can guide responsible waste behaviour.

PREPARATION AND MATERIALS

- Collect a few everyday products with recycling symbols.
- Prepare or open a short visual presentation about recycling codes and why sorting matters.
- Define safe search locations: training room, venue, shop/mini-market, accommodation area, nearby street or yard.
- Create small groups and ask each group to invent a team name.

STEP-BY-STEP FLOW

1. ENERGISER
   Scarf Run
2. PHASE 1 - INTRODUCTION
   Show everyday products and ask: "Have you noticed tiny triangle arrow symbols with numbers inside, sometimes with initials such as PET, ALU, PAP?" Explain that products often contain hidden information about material type, recyclability and waste sorting. In this activity, the focus is on triangle arrows with numbers inside
3. PHASE 2 - MINI DEMONSTRATION
   Take one item and show where the symbol is located, how to identify it and what information it gives. You may also show examples on screen.
4. PHASE 3 - WASTE DETECTIVE HUNT
   Participants work in small groups. Their task is to find as many different waste/recycling codes as possible, take photos of them and try to identify what material they represent. One participant per group sends/uploads the photos to avoid confusion.
5. **Groups may search bags, bottles, snack packaging, notebooks, electronics, food containers and other items around the agreed safe locations.**
6. PHASE 4 - PRESENTATIONS
   Present each group's outcomes on screen. Count only different codes, not repeated photos from the same code/number. The facilitator should write down the points of each of the groups publicly. Instead of counting every single photo, count the number of DIFFERENT codes (triangle arrows with numbers inside) found.
7. INPUT
   Show a short thematic presentation link on the positive environmental impact of sorting. Explain that understanding recycling codes increases recycling effectiveness and contributes to reducing waste and climate impact.

DETAILED FACILITATOR INSTRUCTIONS

- Before sending groups out, show one product and demonstrate exactly where the triangle recycling code can be found. Some codes are small, hidden or placed on the bottom of packaging.
- Make groups choose one person who sends photos to the facilitator. This avoids a chaotic chat with repeated photos from many participants.
- Clarify the scoring rule: count only different codes, not every photo. Repeated PET bottles do not count as multiple discoveries.
- Give clear boundaries for the hunt: conference space, nearby shop, mini-market, street area or accommodation area. Safety comes first.
- When groups return, show their photos on the screen and identify codes together. Use unclear examples to discuss why waste sorting is difficult in real life.

4F Debriefing Questions	
Facts	• What did we do during this activity? • What types of products or packaging did you check? • Where did you find the recycling symbols? • Was it easy or difficult to find triangle symbols? • Which group found the highest number of different codes? • Which materials appeared most often? • Which symbols were difficult to understand?
Feelings	• How did you feel while searching for the symbols? • Was the task fun, confusing, competitive or surprising? • How did it feel when you found a new code? • Were you surprised by how many products contain recycling information?
Findings	• What did you learn about recycling symbols? • Why are these symbols placed on packaging? • How can these codes help us sort waste more correctly? • What happens if we put the wrong material into the wrong recycling bin? • How is recycling connected to climate change? • Why do many people ignore these labels?
Future	• What will you do differently next time you throw away packaging? • How can you explain these symbols to friends or family? • What could our school, youth centre, home or community do to improve waste sorting? • How can recycling information become more visible and understandable?

1

GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: each group uploads photos of different recycling codes found during the hunt.
- Performance/task: each group uploads a short explanation of what each different code/material represents.
- Quiz: short quiz on recycling symbols, material types and correct sorting.

2

RURAL YOUTH WORK ADAPTATION

- Use actual waste and packaging from the village/community, local shops or youth centre.
- Discuss what recycling options exist locally and what is missing.
- If recycling infrastructure is weak, focus on what can still be done: reducing waste, reusing, separating where possible, and advocating for better services.

3

FACILITATION AND SAFETY NOTES

- Define safe search boundaries. Do not allow participants to search unsafe roads, private property or contaminated waste.
- Use gloves if touching waste; preferably photograph items without touching them.

Core Activity 7: Waterdrops

Duration	75-90 minutes
Group size	10-30 participants
Topic	Water, sustainability, climate change
Space	Indoor and/or outdoor
Resource links / handouts	Waterdrops visual package **Poster 1**, **Poster 2** and **drawing**

OBJECTIVES

- Help participants understand why water is essential and unevenly available.
- Explore daily water consumption and ways to reduce waste.
- Connect water conservation with climate change and rights.

LEARNING OUTCOMES

- Participants list daily water-use activities and estimate consumption.
- Participants compare personal/community water use with average figures.
- Participants create short performances showing water-saving behaviours.

PREPARATION AND MATERIALS

- Prepare water facts and infographics.
- Prepare examples of daily water consumption: shower, toilet, washing, cooking, drinking.
- Prepare flipchart paper and markers.

STEP-BY-STEP FLOW

1. Start with a short energiser connected to water movement.
2. Ask participants where they use water every day and write answers on a flipchart.
3. Divide participants into groups and ask them to write down and estimate how much water is used for common actions.
4. Provide approximate figures and compare with group guesses.
5. Ask each group to prepare a short skit showing one wasteful water habit and one improved habit.
6. Groups present their skits.
7. Summarise the connection between water, climate, health and community wellbeing.

DETAILED FACILITATOR INSTRUCTIONS

- Start by asking why water is important for people, plants, animals, agriculture, industry and recreation. Use this to show that water is not only a household issue but a community issue.
- Explain the basic distribution of water on Earth: most water is salty, some is locked in ice caps, and only a small part is available as fresh drinking water.
- During the group task, ask participants to list daily water-use activities such as cooking, showering, brushing teeth, flushing toilets and washing clothes.
- Next to each activity, groups estimate litres used. Then compare their estimates with the posters or visual information. The aim is not perfect accuracy but awareness.
- For the performance part, groups prepare short skits showing realistic ways to save water in daily life. Encourage practical examples: closing the tap, shorter showers, repairing leaks, reusing water where safe, and community awareness messages.
- **Input**: Present the lifecircle by presenting how we can water, how we use and where it goes. You can use the visual poster given below.

Core Activity 7: Waterdrops

4F Debriefing Questions	
Facts	• What daily water uses did we list? • Which estimates were close and which were surprising? • What habits did the skits show?
Feelings	• Were you surprised by any water-use figures? • How did you feel when thinking about water waste?
Findings	• Why is water conservation important? • How is water connected to climate change and rural life? • Which water-saving actions are realistic?
Future	• What can you personally change? • What can the youth centre or community change? • How can young people raise awareness about water?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: groups upload their water-use list and estimated daily litres.
- Performance/task: groups upload one photo or short description from their water-saving skit.
- Quiz: optional short quiz on fresh water availability, water use and climate crisis connection.

2 RURAL YOUTH WORK ADAPTATION

- Discuss local water challenges: irrigation, drinking water access, drought, household habits, river pollution or seasonal shortages.
- Encourage local water-saving campaigns.

3 FACILITATION AND SAFETY NOTES

- Avoid blaming individual households if water access is unequal.
- Keep the focus on awareness and realistic action.

Core Activity 8: Life of a T-shirt

Duration	75-90 minutes
Group size	10-30 participants
Topic	Water, sustainability, climate change
Space	Indoor and/or outdoor

Source / credit note
This activity is adapted for GRYW from Oxfam Education, "The Life of a t-shirt activity". Copyright © Oxfam GB. Source: www.oxfam.org.uk/education. The Oxfam resource states that photographs and associated information may be used for educational purposes at an educational institution, and that each use must credit the named photographer for that image and Oxfam. Do not use Oxfam images or associated information for commercial purposes or outside the educational context unless permission is obtained.

OBJECTIVES

- Help participants understand the environmental footprint of clothing.
- Explore carbon emissions and water use across the life cycle of a cotton T-shirt.
- Encourage reflection on consumerism and sustainable choices.

LEARNING OUTCOMES

- Participants identify the stages in the life cycle of a T-shirt and compare assumptions with evidence and clue cards.
- Participants propose ways to reduce unnecessary consumption and extend clothing life.

PREPARATION AND MATERIALS

- Prepare T-shirt life-cycle stage cards and ranking cards for carbon and water use.
- Prepare cotton clue cards and a short visual input.
- Optional: ask participants to check clothing labels on their own T-shirts or jackets.

STEP-BY-STEP FLOW

1. Introduce the activity by asking how many steps participants think are involved in making a simple cotton T-shirt.
2. Divide participants into small groups and give them mixed life-cycle stage cards.
3. Ask groups to arrange the stages in the order they think is correct, from cotton field to end of life.
4. Give groups carbon ranking cards and ask them to rank which stages have the highest carbon emissions.
5. Give groups water-use ranking cards and ask them to rank which stages use the most water.
6. Provide clue cards or short input and allow groups to revise their answers.
7. Reveal the correct order/ranking using the answer sheet or facilitator notes.
8. Discuss what surprised participants and what choices can reduce the environmental impact of clothing.

DETAILED FACILITATOR INSTRUCTIONS

- Before the game starts, ask participants to guess how many stages are involved in producing one cotton T-shirt. Most groups will underestimate the complexity.
- First, groups match the title cards with the stage description cards. Only after that should they rank carbon emissions and water use.
- Explain that ranking number 1 means the highest impact and number 8 means the lowest impact. This avoids confusion.
- Use the clue cards carefully. Tell participants that clues help, but not all clues are equally relevant for both carbon and water ranking.
- After revealing the answers, focus discussion on hidden environmental costs, not on blaming participants for buying clothes.

Core Activity 8: Life of a T-shirt

4F Debriefing Questions	
Facts	• How many stages did we identify in the life of a T-shirt? • Which stages did groups place correctly? • Which stages had the highest carbon emissions and water use?
Feelings	• Were you surprised by the complexity of a simple T-shirt? • How did you feel when seeing the environmental impact of clothing?
Findings	• What does this activity show about fast fashion and consumer choices? • Why does a cheap product sometimes have a high hidden cost? • Which stage of the life cycle can consumers influence most?
Future	• What can we do to reduce clothing waste? • How can we repair, reuse, swap or donate clothes? • What message could we share with our peers about sustainable fashion?

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: groups upload one sustainable fashion idea such as repair, swap, reuse, donation or awareness action.
- Quiz: short quiz about T-shirt production stages, carbon emissions, water use and clothing waste.

2 RURAL YOUTH WORK ADAPTATION

- Ask participants to connect the activity with local habits: second-hand markets, clothing donations, repair culture, school uniforms, family clothing reuse and seasonal shopping.
- Discuss realistic rural options for sustainable fashion, including swaps, repair workshops and local awareness campaigns.

3 FACILITATION AND SAFETY NOTES

- Avoid shaming participants for buying affordable clothing. Focus on awareness, choices and systemic issues.
- If using external cards/images, keep copyright and credit information.

Core Activity 9: Footprint Calculator

Duration	50 minutes
Group size	5-25 participants
Digital Tool	https://www.footprintcalculator.org/home/en
Materials	Strong internet, mobile phones or laptops, projector/screen, chairs
Topic	Water, sustainability, climate change
Space	Indoor and/or outdoor
Resource links / handouts	• Interactive calculator: https://www.footprintcalculator.org/home/en • Optional video input: https://www.youtube.com/watch?v=4eZmg4R3oZM

OBJECTIVES

- Introduce participants to the concept of ecological footprint using an online interactive calculator.
- Help young people calculate, visualise and compare their personal impact on the planet's resources.
- Guide participants through lifestyle questions such as diet, housing, consumption and transport in a non-judgemental way.

LEARNING OUTCOMES

- Participants understand the meaning of ecological footprint.
- Participants complete the calculator step by step.
- Participants identify realistic ways to reduce their footprint without shame or pressure.

PREPARATION AND MATERIALS

- Test the calculator before the session and prepare the link/QR
- Make sure the room has strong internet and that participants can use phones or laptops.
- Prepare a projector to guide the group step by step.
- Prepare an offline backup: printed questions or group discussion if internet fails.

STEP-BY-STEP FLOW

1. ENERGISER
   Rainfall
2. PHASE 1 – INTRODUCTION
   Ask if anyone has ever calculated their footprint on the planet. After listening, give participants the link/QR to the calculator.
3. PHASE 2 - CALCULATOR TEST
   Screen your own laptop on the projector and go through the calculator together step by step. Ask participants not to rush ahead.
4. After each question, pause and explain what it means. For example, if the question asks "How often do you eat animal-based products?", stop and clarify the meaning before moving on.
5. Make sure the whole group completes each step before continuing. Ask if anyone has questions and answer them.
6. At the end, show your own result and ask participants to raise their hands according to their result: one Earth, two Earths, three Earths, etc. Do this carefully and without judging.
7. Move into debriefing.
8. INPUT/VIDEO
   Show a short video or give a short input explaining that decreasing footprint does not mean not using any resources. It means reducing unnecessary use and using resources more responsibly.

Core Activity 9: Footprint Calculator

4F Debriefing Questions	
Facts	• What results did people receive? • Were the results fair or surprising? • Which questions affected the result most?
Feelings	• How did you feel while using the calculator? • Was anything embarrassing or uncomfortable? • Did you feel that you are overusing resources?
Findings	• What was the most surprising thing? • What do you think should be done to reduce footprint? • Which changes are individual and which require community or policy action?
Future	• Will you use any tips to reduce your footprint in real life? • What is one realistic change you can try this week? • How can a youth group reduce its collective footprint?

DETAILED FACILITATOR INSTRUCTIONS

- Do the calculator together step by step. Participants should not rush ahead, because the educational value is in discussing what each question means.
- After each question, pause and explain key terms. For example, explain what animal-based products, household energy, transport or consumption mean in the calculator.
- When showing results, avoid ranking people publicly. Use a hand-raising method only if the group feels safe, and remind everyone that many factors depend on family income, infrastructure and location.
- The main message is reduction of unnecessary resource use, not stopping all consumption. Connect the result to realistic personal and community-level actions.

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Quiz: short quiz on ecological footprint and responsible resource use.

2 RURAL YOUTH WORK ADAPTATION

- Discuss rural-specific issues such as transport dependency, heating, access to local food, lack of recycling infrastructure and limited public services.
- Make clear that some footprint factors are structural and cannot be solved only by individual behaviour.

3 FACILITATION AND SAFETY NOTES

- Avoid shaming participants for their results. Some choices depend on family income, location and infrastructure.
- Protect privacy: do not require participants to upload personal calculator results.

Core Activity 10: Sleep

Duration	60-75 minutes
Group size	10-30 participants
Topic	Wellbeing, healthy routines, self-care
Space	Indoor
Resource links / handouts	• Video resource:https://www.youtube.com/watch?v=IzQ2siryQrM • Handout/source document: https://docs.google.com/document/d/162YIQ_HwhgZhkWaO8OO6J5SGWnycE7bb/edit?usp=sharing&ouid=113898357674653457148&rtpof=true&sd=true

OBJECTIVES

- Help participants understand the role of sleep in health and wellbeing.
- Reflect on personal sleep habits and common barriers to rest.
- Identify realistic sleep-improvement strategies.

LEARNING OUTCOMES

- Participants name key effects of insufficient sleep.
- Participants compare their habits with healthy routines.
- Participants choose one realistic sleep habit to improve.

PREPARATION AND MATERIALS

- Prepare a short input on sleep and wellbeing.
- Check any statistics before using them, or present them as general information without exact numbers.
- Prepare a short video or visual explanation.

STEP-BY-STEP FLOW

1

PHASE 1
Intro (15 minutes)

1. The youth worker begins the activity by asking questions aimed at getting the participants to reflect on the topic:
   a. How many hours of sleep do you get on average per day?
   b. In your opinion, what is the recommended amount of sleep?
   c. How important do you think sleep is for the body?

The youth worker provides the following general information to the participants: On average, every third person in the world suffers from insomnia and the resulting physical and mental health issues. Surveys show that 43% of the global population does not get enough sleep and has an irregular sleep schedule. On average, an adult should sleep for 8 hours, while children need 10 hours. A lack of sleep causes numerous psychological and mental health problems.

Using Mentimeter, participants write down their own thoughts and the problems caused by insomnia. Afterwards, we show a two-minute video (The video is in English, so you will need to pause it every 10 seconds to translate it for participants).

2

PHASE 2 - ACTIVITY

1. Group Division: Divide the participants into 4 groups, with a minimum of 3 and a maximum of 5 people per group.
2. Task: Each group must prepare and perform a short, 1-minute skit/performance based on one of the following assigned topics.
   1. Group 1: 10 Tips for Good Sleep (Healthy Sleep Hygiene)
   2. Group 2: 10 Tips for Poor Sleep (Bad Habits to Avoid)
   3. Group 3: How We Act/Feel When We Don't Get Enough Sleep
   4. Group 4: How We Act/Feel When We Get Enough Sleep

Each group will have 1-2 minutes to perform their scene. These tasks can be printed out, posted in the chat, or displayed on the projector.

3

INPUT: 15 MINUTES
The facilitator explains the healthy lifestyle/health topic according to Handout #2 and presents this presentation

Core Activity 10: Sleep

4F Debriefing Questions	
Facts	• How important was this information to you, and what did you feel while working on it? • Which human rights were at stake in the different case stories?
Feelings	• What new discoveries or insights did you make? • Connection to Experience: Have you ever felt the way it was described in the handout when you don't get enough sleep?
Findings	• Have you ever felt the way it was described in the handout when you do get enough sleep? • How did you feel when presenting the activity?
Future	• In your opinion, will you apply this information in your daily life, and if so, how?

DETAILED FACILITATOR INSTRUCTIONS

- Keep the activity non-judgemental. Many young people sleep poorly because of school pressure, family responsibilities, stress, internet habits or transport realities.
- When discussing sleep blockers, separate personal habits from structural barriers. For example, a participant may not control noise at home or long travel time.
- Ask groups to create realistic sleep-support ideas, not perfect routines. Small changes are more useful than unrealistic advice.
- Close with the message that sleep is part of wellbeing and learning, not a reason to shame people.

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Quiz: short quiz on sleep hygiene, rest and wellbeing.

2 RURAL YOUTH WORK ADAPTATION

- Discuss rural factors affecting sleep: long travel to school, household responsibilities, seasonal work, lack of quiet space, stress or internet habits.

Core Activity 11: Nutrition Literacy

Duration	75-90 minutes
Group size	10-30 participants
Topic	Healthy lifestyle, food labels, critical awareness
Space	Indoor

OBJECTIVES

- Help participants understand basic nutrition information behind everyday food choices.
- Use digital tools or labels to compare actual intake with general targets.
- Encourage critical, balanced and non-judgemental reflection about food habits.

LEARNING OUTCOMES

- Participants understand basic macronutrients: protein, carbohydrates, fats and sugar.
- Participants practice reading food labels or using digital tools for nutrition awareness.
- Participants identify one realistic nutrition-related habit.

PREPARATION AND MATERIALS

- Prepare food packages or screenshots of labels.
- Test all digital tools in advance if using them.
- Prepare a strong disclaimer: this is educational, not medical advice.
- Avoid focusing on weight loss or body image; focus on energy, wellbeing and informed choices.

STEP-BY-STEP FLOW

1

PHASE 1 - INTRO
Inform participants about the idea of the activity that it is building the knowledge, skills, and daily habits to make truly informed choices about what we put into our bodies using modern digital tools.
Then, give everyone 3 minutes to think about yesterday or a typical day. They need to write down exactly what they usually eat and drink for Breakfast, Lunch, and Dinner. Once finished, volunteers can share their daily menu.

2

PHASE 2 - TOOL
Turn on the projector and open Chronometer.com.
Take one of the volunteer menus from the board and input the items in real-time to demonstrate how the tool tracks macronutrients (proteins, carbs, fats) and sugars.
Put the volunteer's breakfast, lunch, and dinner to see how the tools work. The website instantly calculates exactly how many grams of proteins, carbohydrates, fats, and sugars are in these specific portions. It breaks down the invisible data behind our food.
Now it's the participants' turn to take out laptops or phones, go to the website, and quickly input their own menu from step one. Take a look at their total numbers for proteins, carbs, fats, and sugars.

3

PHASE 3 - FINDING THE TARGET / CALCULATOR.NET
What to Do:

- Switch the projector screen to Calculator.net (specifically the Macro Calculator section). Demonstrate how to input basic biometric data (age, gender, height, weight, activity level) to generate a personalised nutritional target.

What to Say:
Participants can check the current numbers. But here is the big question: Is your current intake actually right for your specific body? To know that, we need a benchmark. Let's look at our second digital tool: Calculator.net

By entering basic parameters like age, height, weight, and how active you are, the tool calculates the exact target numbers a person's body should be getting every day to maintain health, gain muscle, or lose weight. Participants need to input their details into Calculator.net. Once they get your target numbers, compare them to the actual numbers they just got from Cronometer. In this way, they can see where they are hitting the target, where they are going overboard, or where lacking.

Core Activity 11: Nutrition Literacy

4F Debriefing Questions	
Facts	• Now that you've compared your actual intake with your personalised targets, what did you discover? • Were there any numbers that completely shocked or surprised you? • What happened to the data when you added everyday beverages, snacks, or sauces into the tracker compared to just tracking main meals?
Feelings	• How did it feel to see the 'invisible data' of your typical daily meals converted into exact numbers and graphs on a screen for the first time? • Were you anxious, surprised, or validated when you saw whether you were going overboard, hitting the target, or lacking in certain nutrients? • How does it feel to realize that generic health advice (like 'eat healthy') can look completely different when calculated for your specific body, age, and activity level?
Findings	• Let's think critically about the long-term picture. What do you think would happen to your body, your energy levels, and your overall health if your current eating habits continued for a lifetime? • What did this experiment teach us about our daily eating habits? What are the most common misconceptions we have about the food we consume regularly? • Why do you think modern lifestyle habits make it difficult to hit our optimal nutritional targets without consciously tracking them?
Future	• We have the data, and we see the reality. Now, how can we use these digital tools to adjust our behaviours? What is one small, realistic change you can make to your daily food choices starting tomorrow to balance your chart? • What is one small, realistic change you can make to your daily menu tomorrow to bring your actual intake closer to your calculator targets?

DETAILED FACILITATOR INSTRUCTIONS

- Start with a clear disclaimer: this is an educational activity, not medical or diet advice. The aim is to understand labels and information, not to judge bodies or food choices.
- Use real products from local shops if possible. This makes the activity more relevant for rural participants and for families with different budgets.
- When analysing labels, explain serving size, sugar, salt, fat, protein and ingredients. Many labels are confusing even for adults.
- Ask groups to create positive awareness messages such as "read before you choose" instead of moralising messages like "good food/bad food"..

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.
- Performance/task: groups upload one awareness poster/message about reading labels.
- Quiz: short quiz about labels, sugar, salt, serving size and balanced choices.

2 RURAL YOUTH WORK ADAPTATION

- Use local food examples and products available in village shops.
- Discuss affordability and access: healthy choices must be realistic for rural families and local markets.

3 FACILITATION AND SAFETY NOTES

- Avoid body-shaming, diet culture or medical advice.
- If participants disclose health issues, refer them to qualified professionals.

Core Activity 12: Hug the Tree

Duration	60-75 minutes
Group size	8-25 participants
Topic	Nature connection, wellbeing, reflection
Space	Outdoor preferred; indoor adaptation possible

OBJECTIVES

- Create a calm reflective space for emotional wellbeing.
- Use nature as a metaphor for resilience, grounding and growth.
- Help participants identify what drains and supports them.

LEARNING OUTCOMES

- Participants reflect on stress, support and emotional grounding.
- Participants connect personal wellbeing with nature and community.
- Participants identify one self-care or support action.

PREPARATION AND MATERIALS

- Choose a safe outdoor area with enough trees and visibility.
- Check the weather and accessibility.
- Prepare an alternative object/nature element if there are no trees.

STEP-BY-STEP FLOW

1. **ENERGISER**
   Marker, Head, Shoulder, Knees

2. **PHASE 1 - INTRODUCTION**
   Introduce the session calmly: "Today's session is about mental health, emotional well-being, and grounding ourselves through nature. Sometimes young people live constantly in stress, noise, pressure, social media, studies, work, expectations, and uncertainty. This session is an invitation to slow down and reconnect with ourselves."

   Set a calm atmosphere from the beginning. Encourage participants to temporarily disconnect from phones if possible.

3. **PHASE 2 - GROUNDING EXERCISE**
   Ask participants to take a slow breath and notice: five things they can see, four things they can hear, three things they can physically feel around them. This helps participants become present in the environment.

4. **PHASE 3 - MAIN ACTIVITY / "HUG THE TREE"**
   Explain:
   "Each person will now silently find one tree that somehow attracts them. Don't overthink it. Choose a tree you feel connected to in some way." Participants spread out individually.
   Ask them to spend several minutes near their chosen tree silently observing: the shape, texture, roots, movement, strength, imperfections, and surroundings. Then invite participants to physically hug the tree or place their hand on it if they feel comfortable.

   Give them reflection questions slowly (optionally, with calming music):
   - "What makes this tree strong?"
   - "What storms has it survived?"
   - "What helps it stay grounded?"
   - "What weakens it?"
   - "What in your own life feels similar?"

   Allow several minutes of silence. This silence is important. Do not rush it.

   After reflection, participants sit near their tree and write short notes or reflections:
   What currently drains my energy? What keeps me grounded? What support do I need more of? What helps me grow? What emotional 'storms' am I facing lately? Participants can also draw or write freely.

5. **PHASE 4 - PAIR SHARING WALK**
   Participants form pairs and slowly walk together through the area. During the walk, they discuss:
   "What their tree symbolised, what keeps them emotionally grounded, how they usually react to stress, and whether young people today have enough emotional support. Encourage listening rather than advice-giving."

Core Activity 12: Hug the Tree

4F Debriefing Questions	
Facts	• What did we do during the activity? • What did you notice about the tree or nature element?
Feelings	• How did you feel during the silent reflection? • Did nature help you feel calmer or more grounded?
Findings	• What can nature teach us about resilience? • What are your personal roots or sources of support? • How is wellbeing connected to community and environment?
Future	• What can you do when you feel stressed? • How can youth work include more outdoor and wellbeing practices?

Input after the debriefing, about why its important to spend time in nature with tree and hug them.

The "Why" (The Stress Overload)	
The Reality Check	Our brains spend all day on "Directed Attention"—staring at screens, studying, and blocking out city noise. This drains your mental battery
The Hack	Tree hugging isn't just "hippie stuff." It is an active **Sensory Reset** used in Japanese medicine (Shinrin-yoku) to reboot your nervous system.
The Goal	Take 2 minutes to completely cut out digital inputs and let your body recalibrate.

The 4 Proven Body Hacks

1. **Stress Drop:** Hugging or leaning on a tree shifts your body out of "fight or flight." Salivary cortisol (the stress hormone) drops instantly.
2. **Focus Recharge:** Interacting with nature uses "soft fascination." It gives your brain's prefrontal cortex a break, boosting memory and focus right after.
3. **Immune Boost:** Trees release invisible essential oils called **phytoncides** to protect themselves. When you get close and breathe them in, it boosts your body's infection-fighting white blood cells.
4. **The Calm Response**: The physical pressure of touch releases **oxytocin** (the grounding hormone), lowering your heart rate and stopping looping, anxious thoughts.

- Video Case Study (6 Min): Before we head outside to try it, let's see the actual science in action. Pay attention to how the body physically shifts when entering the green zone:

- **Watch:** [What is Forest Bathing? The Science Behind Stress Relief]

Tips for Delivery:
- **The Pitch:** Introduce the video by telling them: "*Watch this to see how researchers actually measure blood pressure and hormones changing just from being near trees.*"
- **The Transition:** Right after the video finishes, stand up and say: "*Now we're going to test it ourselves. No phones, 2 minutes, pick your tree.*"

Core Activity 12: Hug the Tree

DETAILED FACILITATOR INSTRUCTIONS

- Before going outside, explain that touching or hugging the tree is optional. Participants can stand near the tree, observe it or choose another natural element.
- Give enough silent time. Do not rush the reflection; the activity works because participants slow down.
- Use prompts such as roots, storms, branches and growth to connect nature with resilience and support systems.
- Keep sharing voluntary. Some participants may experience strong emotions during quiet nature-based reflection.

1 GAMIFY APP INTEGRATION

- QR attendance: participants check in through the app at the beginning of the activity.
- Daily reflection: participants complete a short reflection after the activities at the end of the day.
- Peer support voting: optional after the activity or once per day, focused on cooperation, supportiveness, communication and active participation.

2 RURAL YOUTH WORK ADAPTATION

- Use local natural spaces: village trees, rivers, fields, gardens, parks or school yards.
- Connect reflection with local environmental care and community belonging.

3 FACILITATION AND SAFETY NOTES

- Participation in hugging/touching is optional. Respect personal boundaries and cultural comfort.
- Check allergies, weather and physical accessibility.

Closing Activity: Feedback Pizza

Duration	45-60 minutes
Group size	10-30 participants
Topic	Final evaluation, reflection, learning outcomes
Space	Indoor

OBJECTIVES

- Evaluate participant satisfaction and learning in a visual and accessible way.
- Collect feedback on facilitation, methods, topics, space, timing and overall experience.
- Close the programme with reflection and improvement suggestions.

LEARNING OUTCOMES

- Participants provide visual and verbal feedback.
- Youth workers identify strengths and areas for improvement.
- The group closes the learning process with reflection.

PREPARATION AND MATERIALS

- Draw a large pizza on flipchart paper and divide it into slices: facilitators, skills learned, topics, group atmosphere, venue/materials, timing, Gamify APP, overall satisfaction.
- Prepare stickers or paper toppings. Explain that closer to the centre means higher satisfaction; closer to the crust means lower satisfaction.
- Prepare the final evaluation form in the Gamify APP if available.

STEP-BY-STEP FLOW

1. Explain that the group will evaluate the programme using a “feedback pizza”.
2. Present the slices and clarify what each slice means.
3. Give participants stickers/toppings and ask them to place them on each slice according to satisfaction.
4. Invite participants to write one comment for at least two slices: one positive point and one suggestion.
5. Review the pizza together and ask what patterns are visible.
6. Invite final verbal reflections: one thing I learned, one thing I will use, one thing I suggest improving.
7. Ask participants to complete the final Gamify APP evaluation and learning self-reflection.
8. Thank the group and close the programme.

DETAILED FACILITATOR INSTRUCTIONS

- Tell that this is an evaluation activity, not a test. Honest feedback helps improve future youth work.
- Before participants place stickers, explain each slice of the pizza and what the centre/crust means.
- After collecting feedback, read the general patterns aloud without identifying individual participants.
- Close by thanking participants and connecting their feedback to future improvement of the youth centre or programme.

Video Tutorials for NFE Methods

This chapter presents **30 video tutorials** developed within the **Gamify Rural Youth Work (GRYW)** project. The videos support youth workers, trainers and facilitators in understanding and applying non-formal education methods in a practical way. They are especially useful for newcomers to youth work, volunteers and local facilitators who need visual examples before implementing activities with young people.

The tutorials cover energisers, group-building methods, reflection tools, discussion formats, creative methods and facilitation techniques. They are designed to be used together with the written NFE methods and the 12-activity curriculum included in this guidebook. The written guide explains the educational logic and step-by-step structure, while the videos show how the methods can look in practice.

Each video can be accessed through the link provided below. Youth workers can watch the videos during preparation, use them in team meetings, or share them with volunteers before local activities.

Wind Blows to Someone

Category: Energiser / group interaction

Use it for: increasing energy, movement and group connection

Watch

Rock, Paper, Scissors

Category: Energiser / reaction game

Use it for: increasing focus, quick reaction and playful interaction

Watch

Tingo -Tango

Category: Energiser / circle game

Use it for: increasing attention, rhythm and playful group engagement

Watch

Hi Ha Ho

Category: Energiser / rhythm and focus

Use it for: waking up the group, improving concentration and creating a fun atmosphere

Watch

Dance Leader

Category: Energiser / movement and observation

Use it for: encouraging movement, creativity, observation and group connection

Watch

Head, Shoulder, Knee, Marker

Watch

Category: Energiser / focus and reaction

Use it for: improving attention, reaction speed and group energy

Performance

Category: NFE method / creative expression

Use it for: exploring topics through theatre, movement, role expression and group creativity

Watch

Silent Discussion

Category: NFE method / reflection and written discussion

Use it for: including quieter participants, exploring sensitive topics and collecting thoughtful ideas

Watch

Snowball

Category: NFE method / participatory discussion

Use it for: moving from individual reflection to pair, group and plenary discussion

Watch

World Café

Category: NFE method / group dialogue

Use it for: exploring one topic from different perspectives and collecting group ideas

Watch

4F Debriefing

Category: Reflection method / debriefing

Use it for: helping participants reflect through Facts, Feelings, Findings and Future

Watch

Animal Sounds

Category: Group division method / energiser

Use it for: dividing participants into groups in a playful and active way

Watch

Recycling Codes

Category: Environmental NFE activity / waste literacy

Use it for: helping participants understand recycling symbols and improve waste sorting habits

Watch

Triangle of Participation

Category: Youth participation activity / local democracy

Use it for: exploring cooperation between young people, youth organisations and local government

Watch

Water Drops

Category: Environmental NFE activity / water awareness

Use it for: raising awareness about water use, water scarcity and responsible consumption

Watch

Ladder of Youth Participation

Category: Youth participation activity / participation levels

Use it for: understanding meaningful participation, tokenism, responsibility and decision-making

Watch

Mentimeter

Category: Digital evaluation tool / interactive feedback

Use it for: collecting anonymous feedback, word clouds, polls, scales and reflections

Watch

Evaluation Line

Category: Evaluation method / visual feedback

Use it for: checking opinions, feelings, satisfaction and learning progress through movement

Watch

Feedback Pizza

Category: Evaluation method / visual reflection

Use it for: evaluating different parts of an activity, programme or learning process

Watch

Agree or Disagree

Category: Get-to-know activity / opinion sharing

Use it for: helping participants express views, discover similarities and start discussion

Watch

Speed Dating

Category: Get-to-know activity / quick conversations

Use it for: helping participants meet many people through short structured conversations

Watch

Human Bingo

Category: Get-to-know activity / icebreaker

Use it for: encouraging movement, interaction and discovery of common interests

Watch

Dragon and Princess

Category: Name game / active learning

Use it for: helping participants learn names through movement, memory and quick reaction

Watch

Name and Movement

Category: Name game / movement and memory

Use it for: learning names through repetition, body movement and group interaction

Watch

Blanket Game

Category: Name game / memory and reaction

Use it for: helping participants remember names in a fun and competitive way

Watch

Island Challenge

Category: Team-building activity / cooperation

Use it for: strengthening teamwork, communication, problem-solving and group decision-making

Watch

Construction Building

Category: Team-building activity / creative challenge

Use it for: practising planning, cooperation, creativity and leadership with limited materials

Watch

Body Language

Category: Facilitation technique / non-verbal communication

Use it for: improving facilitator awareness, group trust, attention and communication

Watch

Public Speaking

Category: Facilitation technique / speaking skills

Use it for: improving clear instructions, confidence, voice, structure and group management

Watch

Fridge, Suitcase, Bin

Category: Evaluation method / reflection and feedback

Use it for: helping participants reflect on what they want to keep, use later, or leave behind after an activity or learning process

Watch

CONCLUSION

The **Gamify Rural Youth Work Guidebook** brings together the main learning and practical tools developed within the GRYW project: research-based understanding of rural youth realities, non-formal education methods, a two-month grassroots curriculum, digital tools, video tutorials and the Gamify APP. Together, these resources offer youth workers a structured and flexible way to make rural youth work more participatory, engaging and sustainable.

The guidebook starts from a simple idea: young people in rural communities should not be seen only as participants in activities designed by others. They should be recognised as co-creators of local change. This requires youth work that is accessible, regular, practical and connected to the real needs of young people and their communities. The GRYW research paper clearly shows that rural youth need spaces, support, recognition and opportunities to participate meaningfully in community life. It also shows that youth workers play a crucial role in building this bridge between young people, communities and institutions.

The 12 curriculum activities presented in this guidebook are designed to support that process. They address topics such as youth participation, democratic cooperation, advocacy, environmental responsibility, waste literacy, climate footprint, healthy lifestyles and personal reflection. Each activity can be used independently, but together they create a learning journey that helps participants move from self-awareness and group building toward community awareness, participation and action.

The 30 NFE methods and digital tools sections help youth workers go beyond ready-made activities. They support facilitators in designing their own sessions, adapting methods to different topics and responding to the specific needs of their groups. This is important because rural youth work is never the same in every community. A village youth centre, a school club, a municipal youth space, a mobile youth work activity and an outdoor community action may all require different approaches. The guidebook therefore provides structure, but also leaves space for adaptation.

The video tutorials add another practical layer. They allow youth workers to see methods explained visually and return to them when preparing sessions. This is especially useful for newcomers to youth work, volunteers or local facilitators who may not yet feel confident in leading non-formal education activities. When connected with the guidebook and the project website, the videos help create an open learning resource that can be used beyond the project partnership.

The Gamify APP adds a digital and motivational dimension to the learning process. Through QR attendance, performance tasks, reflections, peer support voting, quizzes and evaluation, youth workers can make participation more visible and continuous. However, the use of the app should always remain educational and inclusive. Gamification should recognise effort, support motivation and help young people follow their progress, but it should never replace human facilitation, group trust or meaningful reflection.

This guidebook is not a final answer to all challenges in rural youth work. Instead, it is a practical starting point. It invites youth workers and organisations to test, adapt, improve and localise the activities according to their own communities. The strongest impact will happen when these tools are used not only as workshop materials, but as part of regular grassroots youth work: weekly meetings, youth-led initiatives, environmental actions, local advocacy, community dialogue and long-term participation.

By combining non-formal education with gamification and digital support, GRYW contributes to a more modern and engaging model of rural youth work. It supports the idea that young people should be able to learn, participate and lead in the places where they live, not only in urban centres or international spaces. Rural communities can become spaces of innovation, creativity and active citizenship when young people are given the tools, trust and support to shape their own future.

This guidebook is therefore an invitation: to youth workers, to organisations, to municipalities, to educators and to young people themselves. Use it, adapt it, improve it, translate it into your local context and continue building youth work that is participatory, inclusive, creative and rooted in community life.

USEFUL RESOURCES AND LINKS

- Project website: **https://gryw.netlify.app**
- Gamify APP – App Store: **https://apps.apple.com/us/app/gamify-app/id6764324239**
- Gamify APP – Google Play: **https://play.google.com/store/apps/details?id=com.butterfly.gamify&pcampaignid=web_share**
- Full video tutorial playlist: **https://www.youtube.com/playlist?list=PL4HwUXKuq2BRxUbhTSZtzFWR43Kx0wuMw**

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