

Ready4 YouthWork

ACTIVITY HANDBOOK

Ready⁴ YouthWork

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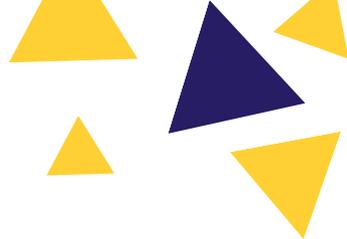
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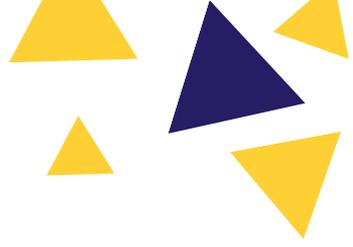
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Dear reader,

Welcome to this handbook! It was created after the Erasmus+ Training Course **Ready4YouthWork**. Why that name? When writing the project, we identified three key competences that are essential for today's youth workers: **effective communication**, taking care of your **well-being** and preventing burnout, and thinking critically about the **role of AI** in the lives of young people.

The aim of the training course was to strengthen the skills of 24 youth workers by exploring these topics, sharing experiences, trying out new ideas, and, most importantly, creating a space to **share, discuss, learn, and have fun** in the process.

This handbook collects some of the activities we shared, used, or developed during the training course. Some were inspired by other Erasmus+ projects, while others were created, tested, and refined on the spot. Tracking down the original author for every single activity is tricky, so if you happen to know who came up with one, we'd love to hear from you!

Please feel free to **get inspired, try them out, and adapt** the activities to your own style, group, and context. And if you have any questions, curiosities, or want to share your experiences trying these activities, we'd love to hear from you at project@futuregenerationeurope.eu.

Happy facilitating!



COMMUNICATION

Activities

Back to Back Drawing

Can you hear me?

Snowball fight

The snake game

Catapult challenge



BACK TO BACK DRAWING

Goal: To practise giving and receiving clear instructions and to experience how communication can be misunderstood without non-verbal cues. Also to showcase how a seemingly simple task can be understood in many different ways.

Time: 25–35 minutes

Group size: Pairs (works with any group size)

Materials
A4 paper for each participant
Pens or marker

Description:

1. Ask participants to form pairs and sit back-to-back so they cannot see each other's papers.
2. One person in each pair (the "speaker") receives a simple image – for example, a house, a flower, or a few geometric shapes.
3. Their task is to describe the image as clearly as possible so their partner (the "drawer") can reproduce it without seeing it.
4. The speaker cannot show the image or use gestures; they must rely only on words.
5. After a few minutes, let them compare their drawings and laugh at the results.
6. Switch roles and repeat with a new image.



CAN YOU HEAR ME?

ACTIVE LISTENING VS. NOT LISTENING

Goal: To experience the difference between active listening and ignorance, and the importance of empathy and presence in communication.

Time: 30–45 min

Group size: Any, pairs

Materials
Chairs, room with enough space.

Description:

1. Participants form pairs, they are encouraged to pair up with someone they have not yet spent much time with.
2. Their first task is to think of a story or anything that they would like to share. They will have 5 minutes each. In pairs, they agree who is A and who is B (or, to be more creative, the facilitator suggests animals - e.g. octopus and zebra).
3. The person who is an “octopus” starts sharing a story. “Zebra” listens as carefully as possible, but does not ask questions or interrupt, even though it is difficult. They should just listen. When the facilitator signals them, they exchange the roles.
4. Then comes a short **debriefing** when each participant is provided space to share their feelings and learning points with the group (how did you feel as listener, or being listened to?)
5. The activity continues in the same pairs. This time, the listener’s task is the exact opposite – to NOT listen. They should try as hard as possible to avoid paying attention. The speaker keeps talking for about three minutes. Then they switch roles.



CAN YOU HEAR ME?

ACTIVE LISTENING VS. NOT LISTENING

Debriefing continues:

- How did it feel when your partner wasn't listening to you?
- What did you notice in your own behaviour or emotions while speaking?
- Did you still want to continue talking? Why or why not?
- As the "non-listener," how did it feel to ignore someone on purpose?
- What effect did this have on the atmosphere between you?
- How does poor listening show up in everyday communication?
- What's one thing you'll pay more attention to next time you're listening to someone?



SNOWBALL FIGHT

Goal: To encourage open sharing, reflection, and active communication in a playful and dynamic way. It helps participants to get to know each other more.

Time: 20–30 minutes

Group size: Any (works best with 10–25 participants)

Materials

A4 papers (one per participant)
Pens or markers (something easily visible even if the paper is crumpled)

Description:

1. Give each participant a sheet of paper, do not reveal much information about the activity yet.
2. Tell them to turn the paper horizontally and fold it in half, and then again in half, so they get 4 squares.
3. Ask them to write an answer to a reflective or icebreaker question into each square, for example:
 - a. *Right upper square: What motivates you as a youth worker?*
 - b. *Left upper square: What skill do you want to improve?*
 - c. *Right bottom square: What was your biggest learning moment this year?*
 - d. *Left bottom square: What topic can you talk about comfortably for 5 minutes?*
4. When everyone is done, tell them to crumple their papers into balls - these are their "snowballs."
5. Announce a short snowball fight! Participants throw their papers around the room for 30 seconds.
6. After the time is up, each person picks up one snowball.
7. They open it, read what's written, and try to find who might have written it by interviewing others.
8. Once they find the author of the paper, the author stands on the left side of the person holding their paper. This way, one or several circles will be created.
9. Now each person holding a paper introduces the author of their paper in front of the group.

Facilitator tip

You can adapt the questions for different purposes, for example, to reflect on a session, gather feedback, or explore different topics.

THE SNAKE GAME

Goal: To build trust, strengthen teamwork, and develop creative communication and leadership skills.

Time: 30–45 minutes

Group size: Two teams of 6–12 participants (can be adapted)

Materials

- Blindfolds for all team members except one per team
- Small objects to collect (balls, cones, bottles, etc.)

Optional: tape, ropes, or other materials to create a simple obstacle path

Description:

1. Divide participants into two equal teams. Each team forms a straight line, one behind another, and everyone except the person at the end of the line is blindfolded.
2. The last person (the leader) keeps their eyes open. Their task is to guide their “snake” through a path or set of challenges, for example, collecting objects, avoiding obstacles, or reaching a finish line.
3. The leader may not speak directly to everyone. They can only communicate by touching the shoulders or giving gentle signals to the person in front of them. Each person must then pass the message forward through touch or simple sounds.
4. The group must find their own system to communicate effectively and complete the course as fast and accurately as possible.
5. The first team to complete all tasks or reach the finish line wins.

THE SNAKE GAME

Debrief:

- How did your team decide on a system to communicate through the line?
- What worked well when passing messages from the leader to the front?
- What caused misunderstandings or mistakes?
- How did non-verbal communication (touch, gestures, signals) help or hinder the process?
- Did everyone feel they understood their role and instructions clearly? Why or why not?
- How did your team adapt when something went wrong?
- How important was feedback during the activity? How was it given?
- If you had to do it again, what would you improve in your communication strategy?
- How can you transfer these communication lessons to real-life teamwork or youth work?

Facilitator tip

You can vary the challenge, for example, switch leaders halfway, or change the rules so the leader can only use sounds. Always make sure the area is safe before starting.



CATAPULT CHALLENGE

Goal: To develop teamwork, effective communication, problem-solving, and creative thinking through a playful challenge. This activity can be adapted to explore and learn about team roles.

Time: 40–50 minutes

Group size: Teams of 4–5 participants

Materials

- A box of Lego pieces (minimum 40 per team)
- Paper sheets
- Markers or pens
- Tape
- A small ball
- Measuring tape

Optional: whatever materials you have which are not obvious for building a catapult (no rulers etc.), small prize for the winning team

Description:

1. Divide participants into small groups of 4–5.
2. Ask each group to pick 40 Lego pieces from a box. Do not tell them the purpose yet.
3. Give each team the same basic materials – a few papers, markers, and a piece of tape (or whatever limited items you have). Emphasise that these and their Lego pieces are the only materials they can use.
4. Reveal the task: to build a catapult capable of launching a small ball as far as possible.
5. The team with the catapult that sends the ball the furthest wins.
6. Give them **7 minutes** to plan their strategy without touching the materials yet.
7. Then allow **5 minutes** to build the catapult.
8. Once finished, test each team’s creation by launching the ball and measuring the distance.
9. Announce the winner and optionally give a small prize.

CATAPULT CHALLENGE

Debrief:

- How did your team approach the task? Did you plan effectively?
- What roles naturally appeared within your group?
- How did you communicate under time pressure?
- What challenges did you face, and how did you solve them?
- Was there any conflict?
- If you could do this activity again, what would you change?



THE ROLE OF AI

Activities

Human spectrum

“THE ARC OF TRUTH” workshop

Part 1

“The switching chairs game”

Part 2

Systemic and Contextual Bias in AI

Part 3

Final debrief



HUMAN SPECTRUM

Goal: To encourage discussion, critical thinking, and respectful dialogue on opinions or values, while practising non-violent communication and active listening skills.

Time: 30–45 minutes

Group size: Any (best with 10–25 participants)

Materials

- Statements or questions for participants to respond to (examples on next page)
- An open space to create a line or scale
- Visual representation of parts of the scale (e.g. left - disagree strongly, right - agree strongly)

Description:

1. Prepare statements relevant to your theme (AI, well-being, communication, etc.).
2. Ask participants to physically place themselves along a line or spectrum in the room, according to how strongly they agree or disagree with the statement (e.g., left = strongly disagree, right = strongly agree).
3. Once everyone is positioned, invite participants to share and discuss why they chose their position.
4. After a few minutes, allow participants to move to new positions if their thinking changes during the discussion.
5. Repeat with new statements to explore multiple perspectives.

Debrief:

- How did it feel to physically express your opinion in front of others?
- What strategies did you use to explain your position to someone with a different viewpoint?
- Did listening to someone else's reasoning change your perspective? Why or why not?
- How did your communication style influence the discussion?
- Were there moments of misunderstanding? How did you resolve them?
- How comfortable were you asking questions or clarifying points?
- How can this activity help improve respectful dialogue in real-life situations or youth work?

HUMAN SPECTRUM

Statement tips:

- I believe AI can make youth work more effective.
- I feel confident using AI tools for my work.
- I trust the information AI provides me.
- I feel comfortable communicating with young people through online platforms.
- Young people are better communicators online than in person.
- Constant digital connectivity affects my well-being negatively.
- Using AI reduces my stress at work.
- I worry that AI could replace some aspects of human connection in youth work.
- I know how to set healthy boundaries with technology in my work.
- I sometimes feel overwhelmed by the speed of tech development.
- AI can help detect mental health issues in young people early.
- I believe AI could help maintain emotional safety in digital communication with youth.
- I know how to take care of my own well-being while working in a tech-heavy environment.

Facilitator tip

It has proven as an added value if the activity is done in a different environment - e.g. outside or in a park. On the way there, participants are encouraged to pair up with a person they have not had the chance to speak with much, and perhaps give them a specific topic to discuss.

“THE ARC OF TRUTH” WORKSHOP



Beginner users of generative AI tools (such as ChatGPT, Gemini, Copilot...)

Materials

- smart phones
- internet connection
- AI platform accounts (ideally different platforms, check if participants have them and provide them if necessary)
- projector/presentation screen
- chairs
- computer



45 min

Goals:

- Understand what personalisation, bias, persona, and prompt mean in the context of generative AI tools.
- Identify and describe different types of AI bias (systemic and contextual).
- Recognise how bias and personalisation influence AI outputs and user experience.
- Evaluate the positive and negative effects of AI personalisation.
- Apply critical thinking when using or interpreting responses from generative AI systems.



“THE ARC OF TRUTH” WORKSHOP

PART 1

“THE SWITCHING CHAIRS GAME”



5 min

Goal: The activity serves as an introduction to the workshop and the topic of AI and AI bias. Check their experience with using AI and their level of awareness of AI bias.

Description:

The facilitator explains the rules of the game and then states the following statements one by one:

1. Switch seats if you have used an AI tool like ChatGPT, Gemini, or Copilot in the last week.
2. Switch seats if you have ever fact-checked AI or looked up the sources it claimed to use.
3. Switch seats if you think the way you ask a question can change the answer you get from an AI.

The participants who think the sentence applies to them switch seats with each other.



“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI



30 min

Goal:

- Observe how the same question can lead to different results across AI tools and users.
- Identify the main sources of systemic bias in generative AI systems (data, algorithms, user history, and model design).
- Recognise how prompt wording, self-description, and context influence AI responses.
- Understand the difference between systemic bias (from the model) and contextual or framing bias (from the interaction).
- Evaluate the potential benefits and risks of AI personalisation in shaping answers.
- Practice critical analysis of AI outputs by comparing, discussing, and questioning results.



“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI

TASK 1

**Systemic bias
(from data, model
and history)**



15 min

Participants learn:

- The same question doesn't always produce the same answer.
- Different types of system design bias (data sources, tuning choices, user profile),
- AI tools are not neutral “truth engines”, they're shaped by data, algorithms, and user history.

Description:

Each participant opens a new chat in a generative text-based AI tool of their choice and pastes this prompt in it: **What are the main causes of burnout?***

**Note to the facilitator: Prepare the prompt in advance and display it as a QR code on the presentation screen to save time.*

The participants are then encouraged to exchange their responses and share them with the group (ideally, some of them are displayed on a common screen or at least read out loud). Ideally, the responses should remain visible on the screen for the rest of the task.

The facilitator then asks questions and guides participants through the theory:

- Did everyone get the same response?
- Are the responses similar? In what ways are they similar or different?
- Which variables were the same in this experiment?
 - **Same:** Prompt
 - **Different:** AI tools, models, user history, and settings
- So why did everyone get different results?
- (The facilitator continues to guide participants through the theory below, explaining what bias and personalisation are, the different types of bias used.)

“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI

TASK 1

Systemic bias (from data, model and history)

Theoretical background of the task:

Type of systemic bias shown in this task:

- **Algorithmic bias:** differences built into the model architecture and training process.
- **Data-source bias:** variation in what information the AI relies on.
- **Personalisation bias:** influence from individual user histories and profile settings.

Even though everyone uses the same question/prompt, results will differ because each AI system has its own data, algorithms, and personalisation layers. Differences come from:

- **Personalisation from prior use:** The AI may recall user preferences or interaction history (log-ins, cookies, or information from previous sessions and chat history - if enabled), account settings
- **Model version differences:** different systems use different reasoning and datasets, differences between free vs. pro models, and regional variants
- **Training data and tuning priorities:** Each AI system learns from different kinds of information and is trained to prefer certain types of answers, e.g. some are tuned to sound cautious and factual, while others are encouraged to be creative or conversational.
- **Content-moderation and region settings:** Some tools avoid certain phrasing or examples based on policy



“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI

TASK 2

Framing and
contextualised bias
(from wording and role
framing)



15 min

Participants learn:

- How prompting (self-description/personas and wording) shapes AI responses, etc.
- What gets highlighted or ignored depends on who the AI thinks it's addressing.
- The potential benefits and dangers of personalisation and bias

Description:

The facilitator divides the participants into 3 groups and instructs them to 1) Open a new chat in Chat GPT, 2) Copy the prompt* specific for your group

***Note to the facilitator: Prepare the prompt in advance and display it as a QR code on the presentation screen to save time.**

Prompt group 1:

I am a medical doctor with a strong science background. I work in a hospital and am busy all the time. Explain what causes burnout. Use precise, technical language and evidence from credible studies. Avoid oversimplifying.

Prompt group 2:

I am a high school student who is just starting to learn about this topic. Tell me what causes burnout. Use simple language, clear examples, and analogies to help me understand.

Prompt group 3:

I am a business executive who makes strategic decisions. What causes burnout? Keep the explanation short, focus on practical impact, cost, and opportunities.

“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI

Description:

The participants are then encouraged to exchange their responses and share them with the group (ideally, some of them are displayed on a common screen or at least read out loud) so that everyone can compare the results. Ideally, the responses should remain visible on the screen for the rest of the task.

TASK 2

Framing and contextualised bias (from wording and role framing)

The facilitator then asks questions and guides participants through the theory:

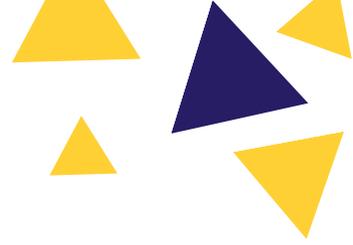
- Did everyone get the same response?
- What variables were the same, and which ones changed this time?
 - **The same:** AI model (ChatGPT)
 - **Different:** Prompts and personas
- Why were the results different? Which types of bias can you identify in this task?
- Is personalization of AI content good or bad? Why?



“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI



Theoretical background of the task:

Type of contextual / framing bias shown in this task:

- **Framing bias:** Prompt framing decides what aspects are prioritized.
- **Role bias:** The AI stereotypes each role (doctor → technical, student → simplified, executive → strategic).
- **Omission bias:** The model skips or only provides information that it assumes the persona needs.

TASK 2
Framing and contextualised bias (from wording and role framing)

All participants use the same model Chat GPT, but the given context, wording of the prompts and framing of who they are changes the output. The model interprets user context and adjusts tone, vocabulary, structure, and depth of the response to fit the prompt and profile.

Differences in this task come from:

- **Prompt wording and self-description:** The way you describe yourself (doctor, student, executive) and the exact words you use tell the AI what kind of answer to produce. This creates framing bias, the context and wording shape which information is emphasized or ignored.
- **User goals:** The AI assumes different goals for each role: detailed and evidence-based for a doctor, simple and educational for a student, short and practical for an executive. This is still framing bias, as the AI adjusts meaning and tone to fit the assumed purpose.
- **Instructions in the prompt:** Phrases like “use simple language” or “avoid oversimplifying” act as cues that change the structure and level of detail. This reinforces contextual bias, where the AI tailors content based on perceived expectations.
- **Limits of capability:** Safety and policy filters make the AI cautious in some contexts (for example, limiting medical detail). This adds another layer of contextual bias, since the AI adapts depth and accuracy depending on the situation it thinks it’s in.



“THE ARC OF TRUTH” WORKSHOP

PART 2

UNDERSTANDING SYSTEMIC AND CONTEXTUAL BIAS IN TEXT-BASED GENERATIVE AI

TASK 2

Framing and
contextualised bias
(from wording and role
framing)

The pros and cons of AI response personalisation:

- Makes information accessible to different audiences,
 - Saves the user time by focusing on relevant details,
 - Can improve clarity, engagement, and usability, etc.
-
- Can leave out crucial facts without the user realising it,
 - May reinforce preexisting assumptions, stereotypes and views (“filter bubble” effect),
 - Users may not get a balanced or complete view if the AI over-optimises for their profile, etc.
 - The AI can lie and make up information, etc.



“THE ARC OF TRUTH” WORKSHOP

PART 3

FINAL DEBRIEF



10 min

Goal:

- Reflect on their learning and overall experience from the workshop.
- Summarize the key insights gained about bias, personalization, and prompting in generative AI tools.
- Evaluate how their perception of AI accuracy and neutrality has changed.
- Consider how they will apply what they learned to use AI tools more critically and responsibly in the future.

Description:

Facilitator asks the participants to:

- show thumbs up or down how they feel after this workshop,
- share what was the most interesting thing they learned during this workshop,
- share if what they learned today will change the way they use AI tools
- and discuss how can they apply learned knowledge, using a method of their choice.



WELL-BEING

Activities

Grounding Technique(s)

Animal movements

Human forest

Journaling

Energisers



GROUNDING TECHNIQUE(S)

These techniques are perfect when you or your participants feel anxious, distracted, or overwhelmed. They help bring your attention back to the present moment.

5 Fingers

Ask participants to spread out one hand and trace it slowly with the index finger of the other hand. As they move up and down each finger, they breathe in going up, and breathe out going down. It's a simple way to slow down your breathing and calm your mind, and it's subtle enough to do even in public.

5 Senses

Invite everyone to look around and quietly name (in their head or aloud):

- *5 things they can see*
- *4 things they can touch*
- *3 things they can hear*
- *2 things they can smell*
- *1 thing they can taste*

This quick sensory check-in helps people reconnect with the here and now. A small but powerful reset for your nervous system.



GROUNDING TECHNIQUE(S)

Progressive Muscle Relaxation (PMR)

This well-known technique helps to release tension that builds up in the body without us even noticing. It's simple: you intentionally tense and then relax different muscle groups.

Guide participants step by step, for example, start with the feet: "Tense your feet and toes for five seconds... and release." Then move up to the calves, thighs, stomach, arms, shoulders, and face. Encourage slow breathing throughout.

It's especially helpful after intense sessions, before bed, or any time you need to switch from "doing" to "resting" mode.

Visualisation of a Happy Place

This one uses imagination to create calm and comfort. Ask participants to close their eyes and imagine a place where they feel completely safe, happy, and relaxed. It can be real or imaginary, e.g. a beach, a forest, their bed, or a place from childhood.

Invite them to use all their senses:

- What do they see around them?
- What sounds can they hear?
- How does the air feel on their skin?
- What smells or tastes are there?

Let them stay there for a few moments before gently bringing them back to the present. Visualisation works great as a closing activity or a grounding exercise between heavier sessions.

ANIMAL MOVEMENTS



45 - 50 min

Materials

Comfortable clothes, open space, and ideally... bare feet

Goal:

This activity is all about reconnecting your body and mind. In our fast-paced lives, we often get stuck in routines that pull us away from our physical selves. Through movement inspired by animals, this activity invites you to slow down, move freely, and rediscover your natural rhythm. It's a chance to ground yourself, release tension, and explore how movement can bring balance and energy back into your day.

Let's Begin (5 min)

A short introduction to the idea behind the activity: why we move like animals, and how it helps us reconnect with ourselves. Participants are invited to take off their shoes and feel the ground beneath their feet.

Warm-up (5–10 min)

Gentle movements to wake up the body – wrists, ankles, shoulders, and back. Participants can also explore simple grounding poses, like squats, and start to feel comfortable in their bodies.

Exploring Our Animal Spirit (10–15 min)

Step by step, the group learns 5–7 animal-inspired movements. Each move works with balance, flexibility, and strength, from crawling and stretching to playful leaps or smooth, flowing shapes.

Creating Our Flow (5–10 min)

Now it's time to combine everything! Participants work together to create a shared flow or short dance using the animal movements. Creativity and fun are key, there's no "wrong" way to move.

Relaxation & Reflection (10 min)

The session closes with slow breathing, relaxation, and a short reflection circle. Participants share how they felt and what surprised them.

HUMAN FOREST



20 - 30 min

10 - 30

Participants

Materials

- **Blindfolds** (for half of the group)
- **Post-it notes** or small pieces of paper
- **Pens**

Goal:

- Build confidence
- Focus on positive things
- Spread kindness (it's free!)

Description:

Participants form two equal groups. One group is **blindfolded** - they are the "trees" of the human forest. The other group are the "kindness spreaders."

The kindness spreaders walk slowly among the trees and gently whisper positive messages, compliments, or words of encouragement to them. These can also be written on Post-it notes and stuck to the person's hand or shoulder. The goal is to help participants experience how kindness and positivity can shift someone's emotional state, even through small gestures.

After a few minutes, the groups **switch roles** so that everyone gets to experience both perspectives: receiving and spreading kindness.

Debrief:

- How did it feel to receive kind words while blindfolded?
- How did it feel to give them?
- What can we take from this activity into our everyday lives?

Encourage participants to reflect on how sharing positivity can build confidence and well-being - for both sides.



JOURNALING

In a world full of screens and constant input, writing by hand feels different. It helps you slow down, disconnect, and spend a moment with yourself.

During **Ready4YouthWork**, everyone received a personal journal to use throughout the course - for reflections, doodles, or simply to pause and breathe.

Here are a few journaling “prompts” we used:

Free writing

1. Set a timer for 10 minutes
2. Start writing. Write continuously without worrying about grammar, spelling, or structure.
3. The goal is NOT to produce polished writing, but to let your **thoughts flow freely**, without judging them or attempting perfection.

What Does My Digital Footprint Say About Me?

Your digital footprint is the trail of data you leave behind online – your posts, likes, searches, comments... Write about what yours says about you. Is it how you want to be seen? How does it make you feel?

Picture from Words

Pick a topic. It can be something you love, something that makes you happy, or something you're grateful for. Write down words, phrases, or sentences connected to it and shape them into a picture or pattern. No other rules, let your creativity lead you.

JOURNALING

Letter to Your Past or Future Self

Write a letter to your past or future self, the choice is yours. You can include:

- a short greeting
- which moment of your life you're writing from
- how you've been feeling
- what good things are or were coming your way
- a kind closing

YouthPass Competences

Create a mind map of the **Youthpass competences** and note how each one appeared in your learning journey during the training. Think about the sessions, but also informal moments, e.g. the chats, reflections, and discoveries. Don't worry about full sentences yet, just brainstorm freely.

Youthpass



ENERGISERS

BONUS

Lion in the Jungle

There is 1 lion. The rest of the participants are the gazelles. Each of the gazelle is seated on a chair. There is one extra chair in the group. The chairs are arranged randomly, all across the room.

The goal of the lion is to sit on a chair. The goal of the gazelles is to prevent the lion from sitting on a chair.

Rules:

- No touching, pushing, violence
- The gazelles may move from one chair to another, but not back to the immediate chair they came from.

How long can the gazelles keep the lion from sitting?

Energiser with clap energy transfer

Stand in a circle facing inside. The host starts by sending a clap left or right. The next person claps on the receiving side and then on their sending side. Speed increases with each full circle.

Haha yoga

This energiser comes all the way from India. It is called laughing yoga. One has to bend over and try to touch their toes, then slowly lift themselves up along with their hands, stand up straight while hands raised. While raising themselves, one must laugh out loud. When we are fully erect and see others laughing, we will start laughing naturally.

Ready⁴ YouthWork

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