

# FutureMe

Equipping youth workers and young people with skills for the future



## Future Me Skills for the Future

# HANDBOOK

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# FutureMe

Equipping youth workers and young people with skills for the future



The FutureMe  
Training concept

## INTRODUCTION

## FutureMe – Because the Future Starts with You

We live in a time of rapid and unpredictable change. Technological innovation, climate and environmental shifts, social transformations, and evolving job markets are reshaping how we live, learn, and work. For young people, this new reality brings both opportunity and uncertainty — inspiring visions of progress while also creating feelings of insecurity and overwhelm. For youth workers, educators, and mentors, this raises an urgent question: **how can we help young people not just cope with this complexity, but thrive within it?**

**FutureMe – Skills for the Future** was created to answer this question. It is an innovative European initiative designed to equip youth workers with the competencies, mindsets, and tools needed to guide young people toward a resilient, proactive, and hopeful future. Being “future-ready” is no longer optional — it is essential. By preparing youth workers to understand and apply the skills of tomorrow, FutureMe helps ensure that young people across Europe can navigate uncertainty with creativity, confidence, and purpose.

### Understanding a Changing World

FutureMe is grounded in the understanding that the world is becoming increasingly volatile, uncertain, complex, and ambiguous (VUCA), as well as brittle, anxious, non-linear, and incomprehensible (BANI). In such an environment, traditional skills are no longer sufficient. Adaptability, emotional intelligence, creativity, and continuous learning are essential.

Drawing on the *World Economic Forum’s Future of Jobs Report (2023)* and other key future-skills frameworks, the project partners identified **12 essential “Skills for the Future”** — including critical thinking, creativity, leadership, empathy, and digital literacy — and added one new competence: **Tech-Savvy Resilience**, the ability to stay grounded and self-reliant amid rapid digital transformation.

These 13 skills form the core of the FutureMe curriculum.

### Empowering Youth Workers to Empower Youth

FutureMe is guided by a simple belief: **those who support young people must be future-ready themselves.** Youth workers are not only mentors; they are role models and community builders. Their capacity to navigate uncertainty and demonstrate resilience directly influences the young people they work with.

Using a train-the-trainer model, FutureMe helps youth workers strengthen their own future-readiness and then transfer these skills to young people. This creates a powerful multiplier effect, extending the programme’s impact across communities and generations.

### A Modern Approach to Learning

The FutureMe training stands out because it brings together modern, practical, and inclusive ways of learning that make future skills truly come to life. Through 13 modules, participants explore essential future skills using practical exercises, reflection tools, and digital resources that can be applied directly in youth work.

Instead of relying on passive listening, the programme uses experiential and non-formal learning, inviting participants to learn by doing, reflecting, and applying new insights directly to their work. It draws on approaches such as peer learning, collaboration in small groups, and project-based tasks, all of which strengthen teamwork, communication, and problem-solving. Outdoor and adventure elements help build resilience and confidence, while interest-based and self-directed activities encourage motivation and ownership of learning. FutureMe also integrates reflective and biographical work to support personal growth and future orientation, and uses playful, gamified elements to keep engagement high. Throughout the training, accessible language ensures that everyone can participate fully, creating an inclusive learning environment that is both motivating and memorable.

Across all of these methods, FutureMe uses **simple and accessible language**, ensuring everyone can participate fully, regardless of background or experience, and that all methods can be used directly with young people. This commitment to clarity, inclusion, and active learning makes FutureMe a unique and forward-thinking training for youth workers across Europe.

### Structure of the Handbook

This handbook is structured around **13 sets of Skills for the Future**, grouped into **4 key areas of competence**: *Self-Management*, *Problem Solving*, *Working with People*, and *Technology Use and Development*. Each chapter focuses on one set of skills and follows a consistent and user-friendly structure designed to support youth workers in both understanding and applying the content.

All chapters are divided into two main sections. Part A provides a theoretical framework, introducing the skills, explaining their relevance in today's rapidly changing world, and offering guidance on how to talk about these topics with young people. Part B focuses on practice and includes non-formal education (NFE) methodologies, activities, and tools that support experiential learning and group work.

The order of the chapters follows a pedagogical progression, gradually building future-readiness and awareness. However, each chapter is also designed to be used independently and adapted to different contexts, target groups, and learning objectives.

To support clarity and practical application, the handbook includes a comprehensive table linking each methodology to the skills it helps develop. Furthermore, dedicated sections at the end of the handbook focus on debriefing techniques and good practices for effectively engaging young people in both online and offline settings.

### A Shared Vision for Tomorrow

Therefore, FutureMe is more than a training programme; it is a movement toward a future-oriented culture of youth work. By embedding future literacy and adaptability into everyday practice, we create conditions where young people can imagine and shape the futures they want.

The future-ready skills promoted by FutureMe are closely aligned with core European values such as inclusion, democracy, solidarity, and human dignity. Preparing for the future is therefore not only about employability; it is about building a resilient and compassionate society capable of responding to global challenges.

## Our Philosophy

FutureMe is rooted in hope, courage, and lifelong learning. By strengthening youth workers' ability to understand change and inspire others, we build bridges between generations and communities. The future is not something that happens to us — it is something we co-create.

This handbook invites you, the youth worker, to explore your own readiness for the future, develop new skills and perspectives, and share them with the young people you support. Together, we can transform uncertainty into opportunity and empower the next generation to face tomorrow with creativity, resilience, and heart.

**FutureMe – because the future starts with you.**

## Know Where You Stand

Before diving into each module, visit <https://linktr.ee/futuremeproject> to assess your current skills — then return to it once you've finished to track your growth along the way.

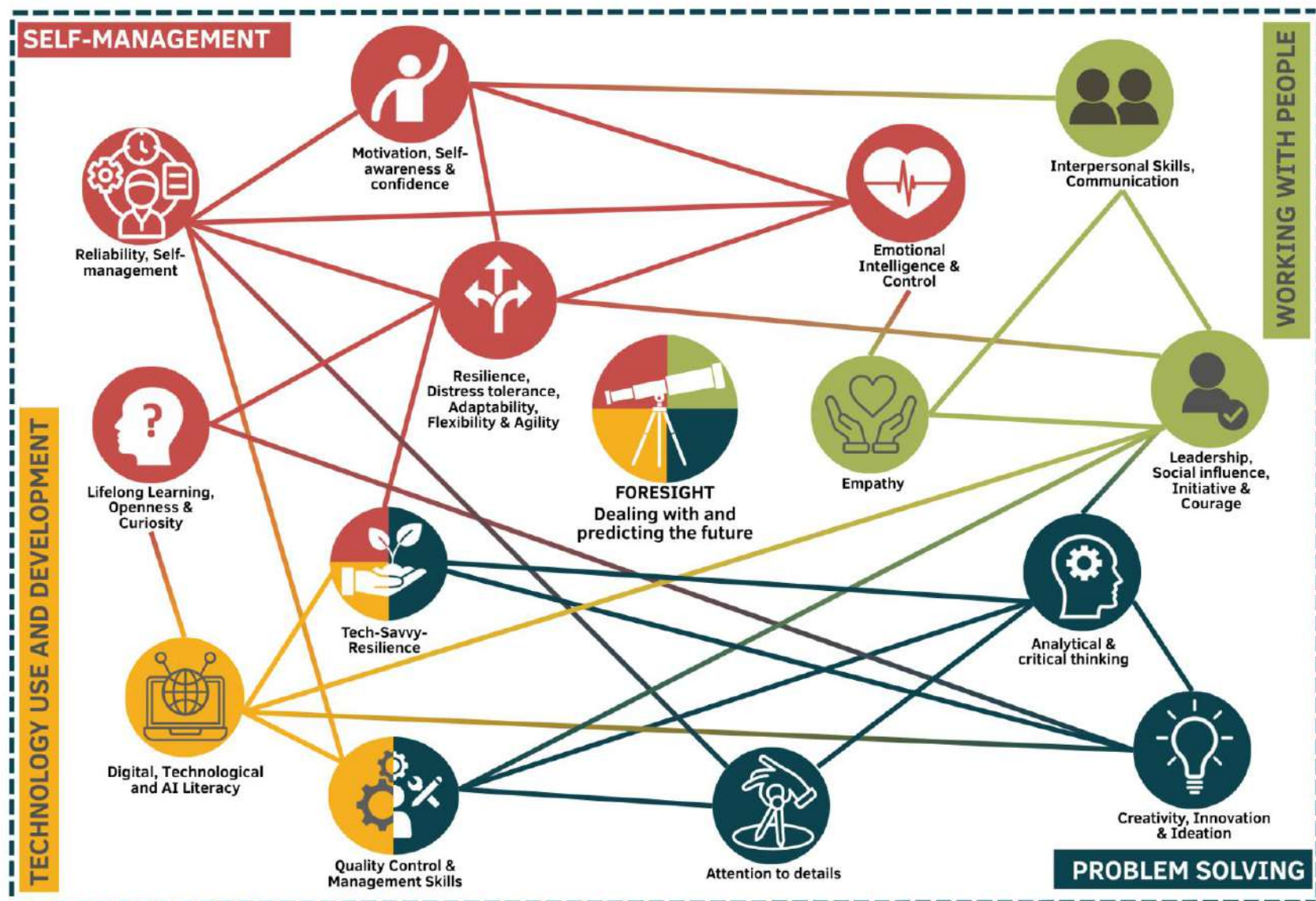
Because seeing your own progress is one of the most powerful tools you have as a youth worker.

## Ecosystem of Future Skills

The map in the next page illustrates how the 13 Skills for the Future relate to and reinforce one another. For clarity, the skills are grouped into the 4 competence areas introduced above: **Problem Solving**, **Self-Management**, **Working with People**, and **Technology Use and Development**.

Rather than existing in isolation, these skills are understood as **mutually interconnected and interdependent**. The map highlights the key links between individual skills, showing how the development of one competence often supports and strengthens others, and how future-readiness emerges from their combined application.

Some of these connections were reviewed and refined during the **FutureMe Training**, held in Italy in September 2025, based on practical experience, peer learning, and reflection by youth workers involved in the programme.



# Methodology–Skills Mapping Table

|  | Analytical and critical thinking | Creative thinking, innovation | Resilience, distress tolerance, flexibility | Emotional intelligence, regulation of emotions | (Intrinsic) Motivation | Self-awareness (personal and social) | Curiosity, openness and lifelong learning | Technological/ Digital literacy | Reliability | Self-management | Attention to detail | Interpersonal understanding | Dependability and empathy | Mindfulness | Verbal and nonverbal communication | Active listening | Leadership and social influence | Civic engagement | Initiative taking and decision making | Courage and hope to face the future | Quality control and management skills | Tech-savvy resilience | PAGE |
|-----------------------------------------------------------------------------------|----------------------------------|-------------------------------|---------------------------------------------|------------------------------------------------|------------------------|--------------------------------------|-------------------------------------------|---------------------------------|-------------|-----------------|---------------------|-----------------------------|---------------------------|-------------|------------------------------------|------------------|---------------------------------|------------------|---------------------------------------|-------------------------------------|---------------------------------------|-----------------------|------|
| Talking about the Future                                                          | ✓                                |                               | ✓                                           | ✓                                              | ✓                      | ✓                                    |                                           |                                 |             | ✓               |                     | ✓                           | ✓                         |             | ✓                                  |                  |                                 |                  | ✓                                     | ✓                                   |                                       |                       | 23   |
| Windows for the Future Adapted                                                    | ✓                                | ✓                             | ✓                                           | ✓                                              |                        |                                      | ✓                                         |                                 |             |                 |                     | ✓                           |                           |             | ✓                                  |                  | ✓                               |                  | ✓                                     | ✓                                   |                                       |                       | 27   |
| Vision Tree                                                                       |                                  | ✓                             |                                             |                                                |                        | ✓                                    |                                           |                                 |             |                 |                     |                             |                           |             | ✓                                  |                  |                                 |                  | ✓                                     | ✓                                   |                                       |                       | 30   |
| FutureMe Quest: My Pathway to the Future                                          |                                  |                               |                                             | ✓                                              | ✓                      | ✓                                    |                                           |                                 |             | ✓               |                     |                             |                           |             | ✓                                  |                  |                                 |                  | ✓                                     | ✓                                   |                                       |                       | 32   |
| Boring vs Funny                                                                   |                                  |                               | ✓                                           |                                                | ✓                      | ✓                                    |                                           |                                 |             |                 | ✓                   |                             |                           |             | ✓                                  |                  |                                 |                  | ✓                                     |                                     |                                       |                       | 40   |
| Map of Your Motivation                                                            |                                  | ✓                             |                                             | ✓                                              | ✓                      | ✓                                    | ✓                                         |                                 |             |                 |                     | ✓                           |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       |                       | 43   |
| Emotional Wheel                                                                   |                                  |                               | ✓                                           | ✓                                              |                        | ✓                                    |                                           |                                 |             | ✓               |                     | ✓                           | ✓                         | ✓           |                                    |                  |                                 |                  |                                       | ✓                                   |                                       |                       | 51   |
| The Emotion Toolbox– Recognising and regulating emotions in everyday life         |                                  |                               |                                             | ✓                                              |                        | ✓                                    |                                           |                                 |             |                 |                     | ✓                           | ✓                         | ✓           | ✓                                  | ✓                |                                 |                  |                                       |                                     |                                       |                       | 60   |
| Golden Rules of WakeUP! - What makes learning easier?                             |                                  | ✓                             | ✓                                           |                                                |                        |                                      | ✓                                         |                                 |             |                 |                     |                             |                           |             | ✓                                  | ✓                |                                 |                  |                                       |                                     |                                       | ✓                     | 72   |
| Learning Quest                                                                    | ✓                                | ✓                             | ✓                                           |                                                |                        |                                      | ✓                                         |                                 |             | ✓               | ✓                   | ✓                           |                           |             | ✓                                  | ✓                | ✓                               |                  | ✓                                     |                                     | ✓                                     | ✓                     | 74   |
| Life Hacks – Tech-Savvy Resilience                                                | ✓                                | ✓                             | ✓                                           |                                                |                        |                                      | ✓                                         |                                 |             |                 |                     |                             |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       | ✓                     | 78   |
| Photography Quest (FutureMe Version)                                              | ✓                                | ✓                             |                                             | ✓                                              |                        | ✓                                    | ✓                                         | ✓                               |             |                 |                     |                             |                           |             |                                    |                  |                                 | ✓                | ✓                                     |                                     |                                       |                       | 81   |
| Walking the Talk: Practicing Reliability in Training                              |                                  |                               |                                             |                                                |                        |                                      |                                           |                                 | ✓           | ✓               |                     | ✓                           |                           |             |                                    | ✓                | ✓                               |                  | ✓                                     |                                     |                                       |                       | 91   |
| "My Bullet Journal: Organizing Life, Work, and Growth"                            |                                  | ✓                             |                                             |                                                |                        | ✓                                    |                                           |                                 | ✓           | ✓               | ✓                   |                             |                           | ✓           |                                    |                  |                                 |                  |                                       |                                     |                                       |                       | 94   |
| "Staying on Track Online: Using Digital Tools for Tasks and Self-Management"      |                                  |                               |                                             |                                                |                        | ✓                                    |                                           | ✓                               |             |                 | ✓                   |                             |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       |                       | 97   |
| Emergency Kit Quest                                                               | ✓                                | ✓                             |                                             |                                                |                        |                                      |                                           |                                 |             |                 |                     |                             |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       | ✓                     | 107  |
| Kitchen Quest                                                                     | ✓                                | ✓                             |                                             |                                                |                        |                                      |                                           |                                 |             |                 |                     |                             |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       | ✓                     | 110  |
| Edible Plants Quest                                                               | ✓                                | ✓                             |                                             |                                                |                        |                                      |                                           |                                 |             |                 |                     |                             |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       | ✓                     | 113  |
| City Quest – Urban Exploration Without Technology                                 | ✓                                | ✓                             |                                             |                                                |                        |                                      |                                           |                                 |             |                 |                     |                             |                           |             |                                    |                  |                                 |                  |                                       |                                     |                                       | ✓                     | 116  |
| From Consumer to Creator of content                                               | ✓                                | ✓                             |                                             | ✓                                              |                        | ✓                                    |                                           | ✓                               |             | ✓               | ✓                   |                             |                           |             | ✓                                  |                  |                                 | ✓                |                                       |                                     | ✓                                     |                       | 125  |
| Information Maze                                                                  | ✓                                |                               |                                             |                                                |                        | ✓                                    |                                           |                                 |             |                 | ✓                   |                             |                           |             | ✓                                  |                  |                                 |                  |                                       |                                     |                                       |                       | 134  |
| Six Thinking Hats                                                                 | ✓                                | ✓                             |                                             | ✓                                              |                        |                                      | ✓                                         |                                 |             |                 |                     | ✓                           |                           |             |                                    | ✓                |                                 |                  | ✓                                     |                                     |                                       |                       | 143  |
| Walt Disney Method                                                                | ✓                                | ✓                             |                                             | ✓                                              |                        |                                      | ✓                                         |                                 |             |                 |                     | ✓                           |                           |             |                                    | ✓                |                                 |                  | ✓                                     |                                     |                                       |                       | 147  |
| Recipe of Safety                                                                  |                                  |                               |                                             |                                                |                        | ✓                                    |                                           |                                 |             | ✓               |                     | ✓                           | ✓                         |             |                                    | ✓                |                                 |                  |                                       |                                     | ✓                                     |                       | 156  |
| From Vision to Action: A NFE Methodology for Project Management                   | ✓                                | ✓                             |                                             |                                                | ✓                      | ✓                                    |                                           |                                 |             |                 |                     |                             |                           |             |                                    |                  | ✓                               |                  | ✓                                     |                                     | ✓                                     |                       | 160  |
| Empathy circle                                                                    |                                  |                               |                                             | ✓                                              |                        |                                      |                                           |                                 |             |                 | ✓                   | ✓                           | ✓                         | ✓           | ✓                                  | ✓                |                                 |                  |                                       |                                     |                                       |                       | 173  |
| Blindfold Minefield                                                               |                                  |                               | ✓                                           |                                                |                        |                                      | ✓                                         |                                 |             |                 | ✓                   | ✓                           | ✓                         | ✓           | ✓                                  | ✓                | ✓                               |                  |                                       |                                     |                                       |                       | 176  |
| What is a leader for you?                                                         | ✓                                |                               |                                             |                                                |                        |                                      |                                           |                                 |             |                 | ✓                   |                             |                           |             |                                    |                  | ✓                               |                  |                                       |                                     |                                       |                       | 185  |
| Design your social mini-project                                                   | ✓                                | ✓                             | ✓                                           | ✓                                              | ✓                      | ✓                                    |                                           |                                 |             | ✓               | ✓                   | ✓                           | ✓                         |             | ✓                                  | ✓                | ✓                               | ✓                | ✓                                     | ✓                                   |                                       |                       | 188  |

# FutureMe

Equipping youth workers and young people with skills for the future



Future Thinking  
& Foresight

## MODULE 1

## MODULE 1

### Dealing with and predicting the future

#### PART A

#### Understanding Foresight and Future Orientation with Young People

#### “Why It Matters to Think About the Future – and Act Now”

The world is changing fast. Youth today are growing up in a **VUCA**, introduced by the US military after Cold War, and **BANI**, introduced by Jamais Cascio in 2020, world – that means the world nowadays and the future is **Volatile**, **Uncertain**, **Complex**, and **Ambiguous** as well as **Brittle**, **Anxious**, **Nonlinear**, and **Incomprehensible** Future

- **Volatile** means things can change quickly and unexpectedly.
- **Uncertain** means it's hard to know what will happen next.
- **Complex** means that problems are connected and have many causes.
- **Ambiguous** means that situations are not always clear and can be understood in different ways.
- **Brittle** means that structures that once seemed robust or may look strong, are now easily breakable when pressure or change happen
- **Anxious** means people often feel nervous or worried because everything changes so fast
- **Nonlinear** means small actions can have big effects, and big efforts might change very little — things don't

always happen in a straight, predictable way

- **Incomprehensible** means some things are so complicated that they're hard to understand or make sense of

While VUCA helps us see the challenges, BANI reminds us how these challenges affect people and systems — and why we need to be flexible, calm, and creative to deal with them.

Subsequently, we are all living in this VUCA and BANI world, a time full of big changes and growing challenges that especially impacts on the perception of the future in youth and youth workers affected by:

- New technologies, which change fast and effect our daily and working life immensely;
- Global crises, conflicts, war, migration;
- Climate anxiety and fear for the planet's future;
- Inequality, gender stereotypes, and discrimination;
- Misinformation and fake news;
- Unclear career paths and rising job insecurity;
- Pressure to succeed, but little support or guidance;
- Mental health struggles and social isolation.

All of these challenges can sometimes feel overwhelming, even chaotic. They can make young people feel helpless or anxious.

This is why your role as a **future-ready youth worker** is important: you can help young people to be future-ready too. Because within all this change, there's also a powerful opportunity: we can shape the future we want — if we start thinking ahead, imagining what's possible, and taking action today.

And that's what this training is about. That you, as a youth worker, but also

the young people you support, become future-ready.

### What does “Being Future-Ready” mean?

Being future-ready means that you understand how things might change in the coming years, and you prepare yourself – and the young people you work with – for those changes. It means learning the skills, attitudes, and knowledge needed to thrive in a world that is unpredictable, fast-moving, and complex.

The goal is **not** to predict the future exactly – nobody can do that. Instead, it's about being open, curious, and flexible. It's about **foresight**: looking at the world as it is now, thinking about what might happen next, imagining the future you want, take actions and starting to make it real.

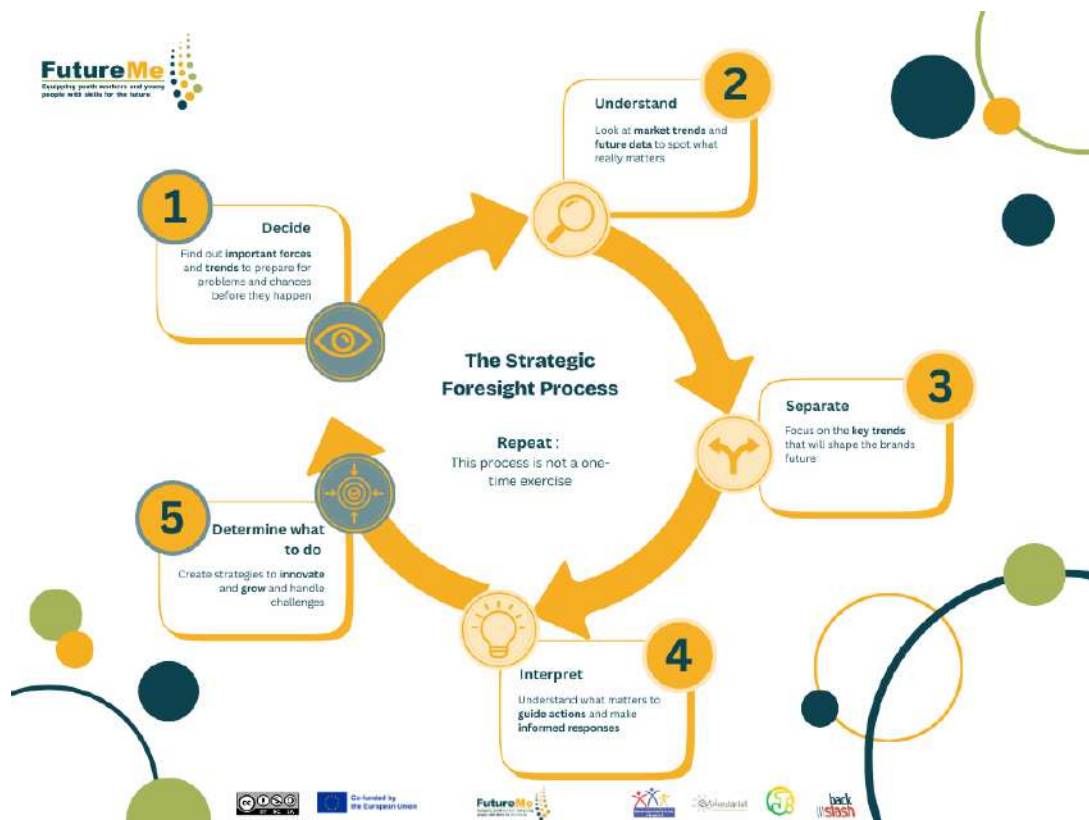
### What is Foresight?

Foresight is the ability to think ahead

and to predict the future. It's like being a future detective. You:

- **Look at the present:** What's happening around you now? What are the current trends like in technology, in society, economy or the environment? Trends that shape the mindset and behaviour of young people? And why are these changes happening?
- **Imagine possibilities:** What might the future look like in 1 year? In 10 years? Imagine several possible outcomes, build different “what if” scenarios.
- **Picture your desired future:** What kind of life, community, or world do you want to create?
- **Make a plan:** What can you start doing now to get there? What decisions do you have to make today to help and guide you to your desired future?

For understanding and preparing for the future, it is helpful to use the strategic foresight circle model:



## Impact and Practical Application

### *Application in youth work and impact on youth workers*

As a youth worker, you are a guide, mentor, and role model. You help young people find direction and believe in their potential. To do that well today, you need to be future-ready yourself. Education and the working world are changing. Ways of communication and information are changing. Young people's needs are changing. And the skills young people need are no longer just reading, writing, math, and hard skills in general. They need future ready skills such as:

- Critical thinking
- Resilience
- Emotional intelligence
- Digital skills
- Hope and courage

That's why this training is for you. You are key to preparing the next generation for what's ahead. Because youth need you more than ever. They need adults who understand the world they are entering – and who are ready to walk with them, not ahead of them.

With using the method Foresight you will help young people to:

- Develop stronger imagination and creativity by crafting and sharing future scenarios.
- Improve teamwork and communication skills through collaborative group discussions.
- Gain increased confidence and a sense of hope as they design and own a “better future”
- Sharpen planning and decision-making abilities by connecting present actions to long-term outcomes
- Find new ways to learn, grow, and find jobs that will be needed later
- Make better decisions and life choices today and create positive, meaningful life paths

- Build emotional resilience and adaptability by exploring both hopeful and challenging futures.
- Empower them to take action in their communities and the world

But using foresight and future-orientation will also help you as a youth worker and the organisation you work for: they will

- Enhance your foresight and programme-design skills by spotting trends and shaping relevant activities.
- Increase your adaptive capacity by developing a habit of anticipating change and responding quickly
- Lead to tangible outputs—like scenario boards and badges—as evidence to refine and improve future sessions
- Strengthen your facilitation skills through guiding structured, playful foresight exercises
- Foster deeper engagement of the young people you work with by co-creating future scenarios with them

### *Why foresight and future orientation matter for young people*

Adolescence and young adulthood are major turning points in life. It's when young people begin making decisions about:

- Education and training;
- Work and career;
- Friends, relationships, and family;
- Health, safety, and personal choices

These choices shape their futures. But making good choices is hard when the world feels unstable and confusing. That's why **future orientation** is so important. Future orientation means thinking about who you want to become (your **FutureMe**), what kind of life you want to live, and how your actions today can move you in that direction.

Young people who feel connected to their **FutureMe** are more likely to:

- Make healthy, responsible choices;
- Set goals and work toward them
- Stay motivated and hopeful, even when life is hard
- Avoid risky behavior like substance abuse or dropping out of school

In short, **hope, purpose, and a plan** can protect and empower young people – no matter their background. In youth work, foresight means using simple activities—games, discussions or creative exercises—to help young people and youth workers explore these “what-if” scenarios together. It turns abstract ideas about the future into hands-on learning and planning tools.

### ***How youth work activities support young people***

Youth work can actively promote future-oriented thinking by creating safe, inclusive spaces where young people feel encouraged to explore questions, imagine possibilities, and express their hopes or worries about what lies ahead. These spaces allow them to experiment with ideas, test their imagination, and connect their dreams with real-world actions.

Interactive and creative approaches—such as scenario-building games, storytelling, or reflection circles—offer practical opportunities for young people to explore change and uncertainty. These activities:

- Encourage curiosity and imagination rather than fear of the unknown,
- Help young people recognize how global trends affect their everyday lives,

- Create room to reflect on values, choices, and aspirations,
- Build confidence and hope by connecting actions today with outcomes tomorrow.

Youth work also supports emotional growth by helping young people deal with uncertainty in a constructive way. When youth workers guide discussions with empathy and openness, they turn uncertainty into a space for learning and empowerment. This approach helps young people strengthen resilience, adaptability, and optimism — essential qualities in an unpredictable world.

### **Approaching these skills with young people**

#### ***Ways of teaching dealing with predicting the future***

“Thinking about the future” can sound abstract, so the key is to make it relatable and inspiring. Rather than presenting foresight as a technical skill, connect it to young people’s everyday experiences — moments when they already imagine, plan, or make choices about their future.

Examples they can relate to include:

- Wondering what kind of jobs will exist in ten years,
- Thinking about where they’d like to live or study,
- Imagining how technology or climate change will shape their community,
- Dreaming about who they want to become.

Explain that this skill is not about predicting what will happen, but about being open-minded, flexible, and proactive. It’s about understanding how small actions today can influence

tomorrow. Youth workers can invite reflection through simple questions such as:

- “What might your world look like in ten years?”
- “What kind of community do you want to live in?”
- “What could you start doing now to move toward that?”

This approach helps young people see the future as something they can shape—not something that just happens to them.

### ***Practical tips and tricks for training dealing with predicting the future***

Youth work offers countless opportunities to integrate future thinking into everyday practice. It doesn't require complicated tools — just curiosity, creativity, and the right mindset. Some practical ways to foster this skill include:

- **Start from imagination:** Use drawing, writing, or collage activities where participants illustrate “a day in their life in 2035.”
- **Use simple scenarios:** Present “what if” stories (e.g., “What if learning was all online?”) and discuss possible impacts.
- **Encourage backcasting:** Start from a desired vision and plan the steps needed to get there.
- **Explore signals of change:** Collect news stories or innovations and discuss how they might affect the future.
- **Connect emotions and hope:** Discuss how the future makes them feel and how to stay motivated in uncertain times.
- **Link reflection with action:** Always end sessions with “What

can we do now?” to turn foresight into empowerment.

- **Celebrate creativity:** Reinforce that there are no right or wrong futures—every idea can spark inspiration and dialogue.

By using these simple approaches, youth workers help young people transform uncertainty into learning, action, and self-confidence.

### **Connections with the other skills**

Dealing with and predicting the future is a **cross-cutting skill** that connects thinking, feeling, and doing. It strengthens and is strengthened by many other key competences essential for youth development and lifelong learning.

- **Analytical and critical thinking** – Understanding trends and imagining scenarios requires analyzing information and questioning assumptions.
- **Resilience, adaptability, flexibility, and agility** – Exploring multiple futures helps young people face uncertainty calmly and adjust to change.
- **Emotional intelligence and regulation** – Thinking about the future often triggers strong emotions; learning to manage them builds emotional maturity.
- **Intrinsic motivation** – Envisioning a desirable future gives direction and inner drive to act purposefully today.
- **Self-awareness and self-management** – Linking current behavior with long-term goals strengthens responsibility and goal-setting.

- **Interpersonal understanding, dependability, and empathy** – Co-creating future visions develops empathy and collective responsibility.
- **Verbal and nonverbal communication** – Discussing and presenting future scenarios improves both expression and active listening.
- **Initiative taking and decision making** – Foresight turns uncertainty into opportunity, encouraging young people to act intentionally.
- **Courage and hope to face the future** – Above all, foresight fosters optimism and confidence, showing young people that—even in uncertainty—they have the power to shape what comes next.

## Conclusion

Thinking about the future isn't a luxury – it's a necessity. And preparing for the future isn't about having all the answers – it's about asking the right questions. The FutureMe training will help you to:

- Understand the power of foresight and future thinking, and use them in your work.
- Understand the big trends shaping our world.
- Build the mindset and skills to adapt and lead.
- Support young people in imagining their FutureMe, setting goals, managing change, and building a better future and a life that matters.
- Equip youth to navigate uncertainty with courage, creativity, and purpose.

## Sources and further reading

*Quick-start toolkits & how-to guides (highly usable with youth groups)*

- **Australian Government, Australian Public Service Academy (2024)** *Futures primer*. Canberra: Australian Government. Available at: <https://www.apsacademy.gov.au> (Accessed: 14 December 2025)
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#### *Foundational / scientific literature on foresight & future orientation*

- **Afshari, A.R. (2019)** *Using the Delphi method for futures studies*. Paper presented at the IEOM Conference, Pilsen, Czech Republic. Available at: <https://ieomsociety.org/pilsen2019/papers/69.pdf> (Accessed: 14 December 2025).
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- **World Economic Forum (2025)** *The future of jobs report 2025*. Geneva: World Economic Forum. Available at: <https://www.weforum.org> (Accessed: 14 December 2025).

#### *How to plug foresight into policy & systems (to amplify youth voices)*

- **ANTICIPATE – Denmark (n.d.)** *The futurist's guide to foresight: Methods and tools*. Copenhagen: ANTICIPATE. Available at: <https://www.anticipate.dk/the-futurists-guide-to-foresight> (Accessed: 14 December 2025).

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## PART B

### Methodologies to explore “Foresight and future orientation”

There are many ways to “teach” foresight and future-orientation to young people. Just to name a few methods:

- Horizon scanning & signal spotting – Systematically collect weak signals & emerging issues
- Three Horizons – Explore how today’s systems think, how innovation could be used for transition to desired futures
- Trend & driver analysis – Cluster signals into broader forces of change
- Scenario planning – Build multiple, plausible futures to stretch thinking and reveal options/risks.

- Backcasting – Start from a desirable future and work backwards to design today’s steps.
- Using the Delphi Method as a Forecasting Technique
- Wind-tunnelling / stress-testing – Test current strategies against scenarios
- Start with signals of change from youths’ own lives (UNDP guide), then scaffold up to scenarios/backcasting
- Use World Economic Forum’s evolving skills lists to justify upskilling

In the section “**Further reading and sources**” you find a lot of resources on these methods

In our “FutureMe” training we’ll explore the method “Windows of the Future” in detail, which was developed within the European Youth Work Academy. We further developed this method to make it more useful to work with younger people with no academic background and a lower level of schooling. This new method, which was developed with the support of young people, we call “FutureMe Quest - My pathway to the future”.

## METHODOLOGY 1: Talking about the Future

### Short description:

"Talking about the Future" is a method that helps young people to think about the future and explore how they perceive possible outcomes. It includes talking about current trends, imagining what changes the world will go through in the future, and discussing strategies on how to prepare as different social groups for those changes.

**Aim:** Help young people imagine, explore, and begin to prepare for their future realistically

### Objectives:

- To encourage young people to reflect on their ideas for the future.
- To help young people understand how they are affected by possible changes.
- To show that small steps today can help reach long-term goals.
- To support group discussions, decision-making, and sharing.

### Future skills it helps to develop/address (directly and indirectly):

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Interpersonal understanding           |
| ✓ Resilience, distress tolerance, flexibility    | ✓ Dependability and empathy             |
| ✓ Emotional intelligence, regulation of emotions | ✓ Verbal and nonverbal communication    |
| ✓ (Intrinsic) Motivation                         | ✓ Initiative taking and decision making |
| ✓ Self-awareness (personal and social)           | ✓ Courage and hope to face the future   |
| ✓ Self-management                                |                                         |

### Materials, minimum requirements and preparation

**Space:** Any room with movable chairs and tables for group work (up to 25 people)

### Materials:

- Future Flash Symbols Cards
- Young People Flashcards
- Pens, paper (at least three different colors), flipchart/whiteboard
- A4 handouts printed and prepared

**Duration:** 90 minutes

### Description step by step:

#### 1. Warm-up: Future Flash (10 minutes)

- Hand out one Future Flash Symbol (See Annex) to each group
- Ask the group: Which trends can currently be determined in this area (of the Future Flash Card)? . Trend example: Consumption of eco-friendly products.
- Participants think about possible trends

- If they are not able to come up with possible trends use the Young People Flashcards (See Annex for further inspiration)
- Invite a few volunteers to share which trends they decided on

## 2. Reality Check: Imagining the Future (35 minutes)

- Participants stay in their groups
- Ask the groups: What will the world look like in 15 years regarding your area (of the Flash Card)?
- Groups should write down what and how the world will change
- Discuss results in larger groups
- Write their answers down:
  - negative ideas on red/pink sheets
  - neutral ideas on white sheets
  - positive ideas on green sheets
- Debriefing:
  - Show the participants that they presented much more neutral/positive ideas than negative ones, and that there is no reason to be scared that the future will develop in a dystopian direction.
  - Focus on the importance of being pro-active, of wanting to change something in case to provide a good future

## 3. Strategies to Prepare for the Future (15 minutes)

- Participants return to their original groups.
- Ask each group to look again at the ideas they created before (the trends from Step 1 and the future ideas from Step 2)
- Each group chooses three ideas in total from those lists.
- These can be: 3 trends or 3 future ideas, or a mix (for example: 1 trend + 2 future ideas).

Important: They only need three ideas in total, not three from each list.

Example:

- Trend: more online learning
- Future idea: many jobs use AI
- Future idea: people work remotely
- Now ask the group to discuss: *“What should young people learn or start doing today so they are ready for this future?”*
- Tell groups to write down 3–5 practical ideas on paper.

Examples:

- Learn how to use digital tools responsibly
- Practice critical thinking when reading online information
- Improve communication and teamwork skills
- Learn how to manage stress and change
- To make their ideas clearer, explain that they can think about three simple types of preparation:
  - **Skills – What abilities young people should learn**
  - Example: problem-solving, digital skills, emotional intelligence
  - **Actions – What habits or activities they can start now**
  - Example: volunteering, learning new tools, working in teams

- **Support – What help or resources they might need**
- Example: teachers, mentors, youth clubs, learning opportunities

Important: They do not have to write these categories, but they can use them to help structure their ideas.

#### 4. Presentation of Solution Strategies (20 minutes)

- Each group presents their ideas to the whole group.
- Ask them to explain briefly:
  - Which future ideas or trends they chose
  - What preparation actions, skills and support they suggest
- Each group should speak for about 2–3 minutes.
- While groups present, the facilitator writes key ideas on the flipchart.
- You can organize the flipchart in three columns:

Example:

| Skills to learn  | Actions to try  | Support needed |
|------------------|-----------------|----------------|
| Digital literacy | Join tech clubs | Mentors        |

- At the end, participants can see many ideas collected together.

#### 5. Debriefing (10 minutes)

- Keep the discussion short and reflective.
- Ask participants a few simple questions:
  - What surprised you during this activity?
  - Which future change do you think is most important?
  - What skill do you think young people need most for the future?

What is one small thing you could start doing today?

#### Suggestion to the facilitators and debriefing:

- Start with an open, welcoming atmosphere—no wrong answers.
- Encourage everyone to speak, and also allow quiet reflection.
- Normalize uncertainty about the future: “It’s normal to feel unsure.”
- Emphasize that small actions matter and connect present choices to long-term outcomes.
- Focus on strengths, hope, and possibilities:
  - “What is one thing you feel more confident about now?”
  - “What is one mini-step you could take this week?”
  - “Who or what could support you?”

Adaptations (optional but useful)

- For younger participants (12–15)
  - Reduce “15 years” to 10 years.
  - Use more visuals, fewer abstract terms.
  - Replace “trends” with: “What changes do you notice around you?”
- For advanced groups (16–25 / youth workers)
  - Add a quick step: “Who benefits / who is at risk?” (equity lens)
  - Ask groups to include one strategy for inclusion (migrants, low-income youth, disabilities, etc.)

**Evaluation of the impact for this methodology:**

- Each group names and clearly explains 2–3 trends during the warm-up.
- Each group writes 3–5 future changes in Step 2 that match their card topic.
- The final flipchart shows a mix of red/white/green ideas, not only negative ones.
- Each group presents 3 skills/ actions young people can start doing now.
- At the end, each participant says one takeaway and rates “I feel more prepared” on a quick 1–5 scale.

***Attached material:***



[Future Flash Symbol Cards](#)



[Young People Flashcards](#)

## METHODOLOGY 2: Windows for the Future Adapted

### Short description:

This method helps people think about the future, imagine what could happen, and plan how to make the best future real. This method helps people think about the future and make plans to reach a better future. It has different activities to think about the present and future, and then make plans to take action. Some of them include talking about today, imagining the future, and planning real steps to make it happen.

**Aim:** Help young people think positively and realistically about the future.

### Objectives:

- To help people think about the future and learn how to plan for it.
- To make a plan for the future.
- To work together to share ideas and think about opportunities for the future.
- To make steps and actions to make the future happen.

### Future skills it helps to develop/address (directly and indirectly):

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Interpersonal understanding           |
| ✓ Creative thinking, innovation                  | ✓ Verbal and nonverbal communication    |
| ✓ Resilience, distress tolerance, flexibility    | ✓ Leadership and social influence       |
| ✓ Emotional intelligence, regulation of emotions | ✓ Initiative taking and decision making |
| ✓ Curiosity, openness and lifelong learning      | ✓ Courage and hope to face the future   |

### Materials, minimum requirements and preparation

- **Space:** Any room or outdoor spot for up to 20 people (break into groups of 3–5).
- **What You Need:** Tables or walls with flipcharts, chairs, timer, dice, game boards, cards, pens, and Post-its.
- **Preparation:**
  1. Print out or draw the game board for each group.
  2. Make or print out sets of Badge Cards, “Ask a Futurist” cards, and “Living in the Future” cards.
  3. Have one facilitator for every five participants.

### Duration:

For a group of 3–5 players: about 1.5–2 hours

- Intro & setup: 5 min
- Round 1 (“Today’s Trends”): 10 min
- Round 2 (“15 Years Ahead”): 20 min
- Round 3 (“A Better Future”): 20 min
- Debrief: 20–30 min

For a group larger than 10 participants:

- Split everyone into smaller teams of 4–6 people so each team can work hands-on.

- Provide one “Windows for the Future” board, one dice, and one full card set per team.
- Assign one facilitator for every 5–6 participants
- Set up a separate table or flipchart area for each team, with pens, Post-its, and a timer.
- Keep the total time the same (1.5–2 hours), but allow an extra 5–10 minutes in the final debrief so each team can share its top insights.
- If you have more than about 24 people, consider running two parallel sessions or reducing team size to 3–4 to keep discussions focused.

### Description step by step:

#### Introduction (5 min)

- Explain the game idea (like cleaning a window to see the future)
- Give each group one or two area cards

#### Round 1 – Today’s Trends (10 min)

- 2 min: Everyone writes 1–3 trends or challenges in the field of the area on Post-its.
- 8 min: Stick them up, read them, and talk about them, other groups can add trends they know about in the other areas
- Moderator clusters the contributions

#### Round 2 – 15 Years Ahead (20 min)

- Each group addresses a certain area with the contributions of the recent trends in mind, which might affect these area
- 3 min: Each person draws a card and writes one future scenario.
- 7 min: Share those ideas.
- 10 min: Combine ideas into a single 15-year vision.

#### Round 3 – A Better Future (30 min)

There are 3 options, how to work on this topic

##### Option 1:

Based on the scenario participants developed, participants need to develop a plan: If this Future is ahead of me, what do I as an individual but also as a youth worker need to do and develop now, and in which way do I need to support the young people I work with.

- *in case of a pessimistic scenario developed:*
  - a. to be prepared and being able to survive
  - b. to prevent, that certain things will happen
  - c. to change the predicted outcome into a positive future
- *in case of a more optimistic scenario developed:*
  - a. to learn the skills and gain the competences to make this happen
  - b. to make sure, these developments will flourish
  - c. to make others feel positive and engaged to make this future happen

Discuss what the vision means and next steps.

##### Option 2:

If you sense, that the participants predicted only a pessimistic and negative future, use the *Disney Method (in module 3)*: they need to go into the Dreamer Room: “If we live in a perfect world, where everyone uses their power, intelligence in a good

way: What could the future look like in the area(s) you are working on? Important: The moderator needs to make sure that participants only contribute positive ideas (for the doubts and problems they had their go). Then go into “The realist” room: Having the pessimistic vision in mind, looking at this positive vision: What can be done today, so that some of the things of your positive visions become reality despite the pessimistic vision.

**Option 3** (from the “Windows of the Future Method” from European Academy on Youth Work):

Take turns to draw a “Living in the Future” card, roll the dice and role-play (30 seconds each).

#### **Debrief (20–30 min)**

- Ask how people felt, what they learned, and how to use these ideas in real life.
- If the future scenario is too pessimistic, the debriefing will take longer. e.g. you need to point out the positive futuristic scenarios and options, and stress the importance of encouraging yourself and young people to have a potential positive future.

#### **Suggestion to the facilitators and debriefing:**

- Create a Safe Space: Set ground rules for respect and listening.
- Watch for Sensitive Topics: Some futures may feel scary. Let anyone skip parts if needed.
- Be Inclusive: Let people draw, write, or speak—choose what suits them best.
- Debrief Focus: Talk about feelings, link present actions to future outcomes, and decide on concrete next steps.

#### **Evaluation of the impact for this methodology:**

- Count how many distinct trends each participant writes during the first round, aiming for at least three per person.
- Look at how detailed the future scenarios are (did they use facts?).
- Have each participant rate their team’s collaboration on a 1–5 scale at the end, aiming for an average score of four or higher.
- Use a quick before-and-after survey asking “How hopeful do you feel?” and aim for an average increase of at least one point.
- Track how many teams choose to use the method again on their own after the session, aiming for at least half to repeat it.

#### **Attached material:**

-  [Instructions leaflet](#) (A4, for double-sided printing)
-  [Instructions leaflet](#) (simple pdf)
-  [Game board in A2](#)
-  [Game board in A3](#)

Three sets of cards (with both pre-written and blank cards):

-  [Area Cards](#)
-  [Living in the Future Cards](#)
-  [Ask a Futurist Cards](#)

## METHODOLOGY 3: Vision Tree

### Short description:

The Vision Tree is a creative and visual method for expressing your envisioned future related to a specific topic. Participants collaboratively explore and define their personal or shared visions across several life or project-related categories. Using a large tree graphic with color-coded branches and leaves, each participant contributes their thoughts on what they want to achieve in various areas of life or work. This method supports reflection, dialogue, and future-oriented thinking in a tangible and engaging way.

**Aim:** To support participants in clarifying and expressing their personal or collective vision for the future in a structured, imaginative, and collaborative format.

### Objectives:

- To foster reflective thinking about the future in different areas of life/work.
- To help participants break down complex visions into actionable or imaginable elements.
- To encourage collaboration and dialogue through peer exchange.
- To visualize and communicate individual or shared aspirations and goals.
- To create a lasting image of desired futures that can guide further steps.

### Future skills it helps to develop/address (directly and indirectly):

|                                        |                                         |
|----------------------------------------|-----------------------------------------|
| ✓ Creative thinking, innovation        | ✓ Initiative taking and decision making |
| ✓ Self-awareness (personal and social) | ✓ Courage and hope to face the future   |
| ✓ Verbal and nonverbal communication   |                                         |

### Materials, minimum requirements and preparation

- **Space:** A room with enough space for group work, movement, and visual displays (e.g., wall, flipchart stand, or large tables).
- **What You Need**
  - A large printed or hand-drawn tree (on flipchart paper or a wall-sized poster)
  - Printed leaf cutouts in different colors (one color per branch/category)
  - Markers or pens
  - Tape or glue (for attaching leaves to the tree)
- **Preparation:**
  - Prepare the tree poster and print/cut enough leaves in different colors.
  - Decide on or prepare prompts for future categories (e.g., "Career", "Community", "Relationships", "Well-being", etc.).
  - Prepare materials for writing and attaching the leaves.
  - Arrange the space to support small group or pair discussions.

**Duration:** 90–120 minutes, depending on group size and number of categories

### Description step by step:

**1. Introduction (10–15 min):**

Explain the purpose of the Vision Tree. Introduce the idea of imagining different aspects of the future using a tree metaphor.

**2. Category Brainstorming (10–15 min):**

As a group, brainstorm 4–6 categories that are important for envisioning the future (e.g., Work, Health, Society, Learning, Personal Life, Environment).

Assign a color to each category/branch.

**3. Pair Discussions (20–30 min):**

Participants form pairs. For each category, they reflect on the question:

- *“What is my vision for [this category] in the future?”*
- *“What will be the result/benefit/achievement if this vision comes true?”*

They write down each vision on a leaf in the matching category color.

**4. Tree Assembly (15–20 min):**

Participants place their leaves on the corresponding branches of the Vision Tree. Each branch now represents one category, filled with visions.

**5. Sharing and Group Reflection (20–30 min):**

Invite a group sharing: What do they notice? Are there common dreams? Surprising ideas? Patterns? Fears or hopes?

**6. Optional Integration (10–15 min):**

Participants choose one leaf to keep for themselves as a reminder or motivation.

**Suggestion to the facilitators and debriefing:**

- Encourage open-mindedness and imagination. There are no wrong answers.
- Help participants distinguish between current reality and future vision.
- Use guiding questions if participants get stuck (e.g., “What would be different in your ideal future?”, “What change would make you proud?”).
- Debrief with questions like:
  - “How did it feel to imagine your future this way?”
  - “Did anything surprise you in your or others' visions?”
  - “Which visions feel achievable, and which seem more distant?”
  - “What small step could you take now toward one of these visions?”

**Evaluation of the impact for this methodology:**

- Participant feedback through short written or oral reflection
- Visual documentation of the tree for follow-up or comparison over time
- Self-evaluation prompts like:
  - “I feel more hopeful/confident about my future.”
  - “I discovered something new about myself or others.”
  - “This helped me set a goal or identify a priority.”

**Attached material:**

 [Leaves Template](#)

## METHODOLOGY 4: FutureMe Quest: My Pathway to the Future

### Short description:

"My Pathway to the Future" is a creative and practical workshop that helps young people imagine their future, think about what matters to them, and take first steps toward making it happen. It includes simple games, group discussions, and reflection tasks to help them connect dreams with real-life planning.

**Aim:** Help young people imagine, explore, and begin to plan their future in a playful but realistic way.

### Objectives:

- To encourage young people to reflect on their hopes and ideas for the future.
- To help young people understand basic life decisions (like budgeting and priorities).
- To show that small steps today can help reach long-term goals.
- To support group discussions, decision-making, and sharing.

### Future skills it helps to develop/address (directly and indirectly):

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Emotional intelligence, regulation of emotions | ✓ Verbal and nonverbal communication    |
| ✓ (Intrinsic) Motivation                         | ✓ Initiative taking and decision making |
| ✓ Self-awareness (personal and social)           | ✓ Courage and hope to face the future   |
| ✓ Self-management                                |                                         |

### Materials, minimum requirements and preparation

**Space:** Any room with movable chairs and tables for group work (up to 25 people)

### Materials:

- Symbol cards (Future Flash Symbols)
- Future Simulation Game Cards (5 budget levels)
- Worksheets: Budget table, Future Radar worksheet, Mini-step note
- Pens, paper, flipchart/whiteboard
- A4 handouts printed and prepared

**Duration:** 90 minutes

### Description step by step:

#### 1. Warm-up: Future Flash (10 minutes)

- Spread symbol cards around the room.
- Ask the group: "When you think about the future, what are you excited about?"
- Participants choose a symbol that connects with their answer.
- Invite a few volunteers to share why they chose that symbol.

#### 2. Reality Check: Future Plan Game (35 minutes)

- Divide participants into small groups.
- Each group gets a monthly budget (randomly assigned: €800 to €6,000).
- Provide expense examples (e.g., rent, food, phone, hobbies).

- Each person fills in a worksheet with their personal monthly plan.
- Discuss in small groups: What could you afford? What did you have to leave out? What mattered most?
- Regroup and share key insights:
  - What surprised you?
  - What was hard to decide?

### 3. Reflection on the Workshop (15 minutes)

- Distribute the Future Radar Worksheet.
- Each participant writes:
  - What do I want to achieve in the next few years?
  - What can I do now to start (e.g., save money, ask for help, research, get experience)?

### 4. My Next Mini-Step (5 minutes)

- Give each participant a small note to complete:
  - “What is your next mini-step toward your future?”

If there is time, invite 1–2 volunteers to share.

### Suggestion to the facilitators and debriefing:

- Start with an open, welcoming atmosphere—no wrong answers.
- Encourage everyone to speak, but also give space for quiet reflection.
- Normalize the stress or uncertainty about the future—this is okay.
- Emphasize that even small actions can help.
- Link present choices to long-term outcomes.
- Focus on strengths, hope, and possibilities.

### Evaluation of the impact for this methodology:

- Count how many future symbols participants connect with during the warm-up.
- Compare how many realistic expenses are included in budget worksheets.
- Ask before-and-after: “Do you feel more hopeful or more ready for your future?”
- Collect Mini-Step notes anonymously and look for patterns.
- Follow up in later sessions to see if participants tried their mini-step.

### Attached material



[Future Flash Symbol Cards](#)



[Future Simulation Game - Cards](#)



[Future Simulation Game - Worksheets & Instructions](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Motivation & Self-awareness & confidence

## MODULE 2

## MODULE 2

### Motivation and self-awareness

#### PART A

#### Understanding Motivation and self-awareness in Youth Work

##### Why are motivation and self-awareness important to be future-ready?

**Motivation** is at the core of how people act and grow: it explains why we begin new projects, why we persist through difficulties, and why some experiences feel meaningful. **Self-awareness** ensures this drive is not blind, helping us recognise what energises or blocks them and how their behaviour affects others.

For you as a youth worker, these competences are essential to understand why some participants engage deeply while others withdraw, and how to create conditions where everyone finds a reason to participate.

For young people, these competences are the foundation for personal growth and wellbeing. They help them stay resilient when things get difficult, make clearer decisions about what they want, and feel more confident facing an uncertain future. Without motivation and self-awareness, effort can quickly fade or go in the wrong direction. With them, young people gain both the energy to move forward and the clarity to focus on what truly matters to them.

This importance of motivation and self-awareness is recognised in European frameworks. The **European LifeComp Framework (2020)** identifies self-

awareness as a core competence for personal, social and lifelong learning. The **World Economic Forum Future of Jobs Report (2025)** shows that while many technical tasks may be automated, human capacities such as motivation, self-awareness and adaptability will remain decisive. These skills not only help individuals succeed but also make organisations and communities stronger, creating spaces where people feel more engaged, work better together, and are able to adapt and support each other through change.

##### Understanding Motivation and Self-Awareness

**Motivation** is the drive that makes us start and continue an action. There are two main ways it can appear in young people's lives:

- **Extrinsic motivation:**
  - Comes from outside rewards or pressures, such as grades, recognition, or prizes.
  - Useful to spark action or achieve short-term goals, but often limited in sustaining long-term engagement.
- **Intrinsic motivation:**
  - Comes from within—curiosity, enjoyment, or a sense of personal meaning.
  - Builds deeper learning, persistence, and satisfaction, because the experience feels valuable.

**Self-awareness** is the ability to recognise who you are and how you affect others.

It can be understood on two levels:

- **Personal self-awareness:**
  - Knowing your strengths, weaknesses, values and emotions.

- Helps young people connect choices to what matters to them.
- **Social self-awareness:**
  - Understanding how your emotions and behaviour influence those around you.
  - Helps young people improve relationships, teamwork, and empathy.

In other words: *motivation fuels the journey, self-awareness keeps it on course.*

### Impact and Practical Application

#### ***Applying the Skills in Youth Work: Impact on Youth Workers***

For you as a youth worker, motivation and self-awareness are everyday tools for creating engaging and inclusive programmes. Recognising what drives young people allows you to design activities where everyone finds a reason to participate.

The **World Economic Forum (2022)** describes six motivational profiles:

- **Operators:** value stability and routines.
- **Givers:** seek purpose and helping others.
- **Artisans:** motivated by creativity and mastery.
- **Explorers:** driven by autonomy and discovery.
- **Pioneers:** thrive on innovation and vision.
- **Strivers:** pursue recognition and achievement.

Understanding these differences helps you adapt your approach: an Explorer may prefer open-ended tasks, while a Striver benefits from milestones or recognition. This perspective allows you to:

- See disengagement not as a lack of interest, but as a mismatch between activity and one's personal motivators.
- Design activities with multiple ways to participate, allowing each type of motivator to connect and stay engaged.
- Promote self-awareness in groups, making reflection a natural part of the learning process.

#### ***Applying the Skills in the Lives of Young People***

For young people, motivation and self-awareness shape everyday decisions and long-term choices.

- A **student** may start studying for exams because of grades (extrinsic motivation), but curiosity and enjoyment (intrinsic motivation) keep the effort alive in the long term.
- A **participant** who joins a project for social recognition may discover through reflection that what truly matters is belonging to a team or working for a cause.
- A **creative young person** who identifies as an Artisan may persist for hours practising their art. With self-awareness, they recognise this persistence as a strength that can guide study or career paths.
- An **Explorer** may feel blocked in repetitive tasks but thrive when given opportunities to experiment and choose.

By making these patterns visible, young people learn to connect what drives them with the environments where they can flourish. They also see that motivation changes with context, and

self-awareness helps them adjust their path.

### ***How youth work activities support young people***

In Part B of this chapter you will find activities designed to train these competences. Through contrasts (boring vs. engaging tasks), mapping tools, and guided reflections, young people can experience themselves how motivation and self-awareness operate.

The direct impact is that participants:

- Recognise what energises them and what blocks them.
- Understand the difference between doing something for a reward and doing it for personal meaning.
- See how their awareness of these drivers can help them persist, adapt, and make clearer decisions.

This is not just about understanding definitions—it is about living the difference and using it to strengthen confidence and ownership of their learning journey.

### **Approaching these skills with young people**

#### ***Teaching Motivation and Self-Awareness to Young People***

When introducing motivation and self-awareness, use simple and concrete explanations that young people can immediately relate to:

- Use contrasts (e.g. boring vs. engaging tasks) to highlight what activates or blocks motivation.
- Use relatable metaphors: *“Motivation is the fuel; self-awareness is the steering wheel.”*
- Encourage reflection questions: *“What makes you feel proud even if*

*nobody notices?”*, *“What do you enjoy even if no one asks you to?”*.

- Help them notice flow moments: situations where they lose track of time because they are absorbed in the activity.

These strategies help young people grasp the concepts quickly and see that they are not abstract theories but part of their daily experience.

### ***Practical Tips for Training the Skill Set in Real Life***

Beyond explanations, you can encourage young people to practise these skills:

- Pay attention to persistence: invite them to notice when they continue an activity without external rewards.
- Avoid relying only on prizes or certificates, since they lose impact over time.
- Avoid constant comparisons between participants; instead, highlight individual progress.
- Use short reflections to identify what makes activities engaging or demotivating.

Encourage journaling or “motivation maps” to spot what energises them.

### **Connections with the other skills**

Motivation and self-awareness are closely connected with other competences. Developing them reinforces and supports growth in many areas:

- **Emotional intelligence:** recognising your own emotions is the first step in learning to manage them.
- **Interpersonal skills and communication:** knowing yourself helps you communicate clearly, listen actively, and connect better with others.

- **Resilience and flexibility:** staying motivated and aware of personal drivers makes it easier to adapt when situations change.
- **Reliability and self-management:** self-awareness supports organisation, responsibility, and following through with commitments.
- **Curiosity, creativity and critical thinking:** intrinsic motivation sparks exploration and imagination, while self-awareness helps to reflect and evaluate ideas.

For youth workers, this means that supporting motivation and self-awareness also creates opportunities for young people to practise these other skills. For young people, it shows that these are not just personal tools but resources to become better learners, collaborators, and problem-solvers.

## Sources and further reading

### Policy frameworks and institutional references

- European Commission – *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*.  
<https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>
- World Economic Forum – *Future of Jobs Report 2025*  
<https://www.weforum.org/publications/the-future-of-jobs-report-2025/>

### Reports and academic articles

- Deci, E. & Ryan, R. (2000). *Self-Determination Theory*.  
[https://selfdeterminationtheory.org/SDT/documents/2000\\_RyanDeci\\_SDT.pdf](https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf)

- PMC (2023). *Motivation and learning: A neuroscience perspective*.  
<https://pmc.ncbi.nlm.nih.gov/articles/PMC10758608/>

### Short reads (blogs and articles)

- BBC Worklife (2023) – *The crucial link between motivation and self-awareness*.  
<https://www.bbc.com/worklife/article/20230102-four-types-of-motivation>
- Medium (2023) – *Skill 4: Motivation and Self-Awareness*.  
<https://neuroquest.medium.com/skill-4-motivation-and-self-awareness-06a2ee200996>
- Verywell Mind (2025) – *Motivation: The Driving Force Behind Our Actions*.  
<https://www.verywellmind.com/what-is-motivation-2795378>
- World Economic Forum (2014) – *How different types of motivation affect your career*.  
<https://www.weforum.org/stories/2014/11/how-different-types-of-motivation-affect-your-career/>
- World Economic Forum / Bain (2022) – *There are 6 types of worker, this study says. Which one are you?*  
<https://www.weforum.org/stories/2022/02/worker-average-motivation-employee/>

### Multimedia sources

- Angela Duckworth – *Grit: The Power of Passion and Perseverance* (TED talk)  
<https://www.youtube.com/watch?v=H14bBuluwB8>
- Daniel Pink - *Drive* (book) Animated core messages

<https://www.youtube.com/watch?v=BmHdTC36N4>

- Daniel Pink – TED talk: *The puzzle of motivation*  
<https://www.youtube.com/watch?v=rrkrvAUbU9Y>

- World Economic Forum - *What Type Of Worker Are You?*  
<https://www.weforum.org/videos/25122-what-type-of-worker-are-you-a-pioneer-artisan-or-operator/>

**PART B****Methodologies to explore Motivation and Self-Awareness with young people****METHODOLOGY 5: Boring vs Funny****Short description:**

A contrast-based group activity that helps participants explore the emotional and cognitive differences between engaging and disengaging tasks. It encourages reflection on what factors make activities feel boring or exciting, and helps identify elements that contribute to intrinsic motivation.

**Aims and objectives:**

- To raise awareness about what makes an activity feel engaging or demotivating.
- To help young people identify internal and external factors that influence their attention and motivation.
- To stimulate reflection on how task design affects participation and effort.

**Future skills it helps to develop/address (directly and indirectly):**

|                                               |                                         |
|-----------------------------------------------|-----------------------------------------|
| ✓ Resilience, distress tolerance, flexibility | ✓ Attention to detail                   |
| ✓ (Intrinsic) Motivation                      | ✓ Verbal and nonverbal communication    |
| ✓ Self-awareness (personal and social)        | ✓ Initiative taking and decision making |

**Materials, minimum requirements and preparation**

- One smartphone, tablet, or laptop per group (optional: personal devices for viewing)
- Whiteboard/flipchart for reflection
- Word list (printed or digital)
- Escape room (digital or in person)
- It can be done indoor or outdoor

**Group size:** Adaptable; works well with 12–25 participants divided into small teams (4-5 people per team)

**Duration:**

90 min (calibrated for a group of 20 people in 4 teams)

**Description step by step:****1. Initial boring task (10 min):**

Divide participants in groups of 4-5 people. Each group receives a word list and is asked to alphabetically sort it—manually, with no digital tools. Time pressure is included (for example, give them 5 min)

**2. Second task (5-10 min):**

Without any explanation or context, they are asked to reorder the same list by number of syllables, also in 5 minutes.

**3. First reflection (5 min):**

Groups briefly discuss how the tasks made them feel. Key prompts:

- Was it fun? Why/why not?
- What made it frustrating or boring?

#### 4. **Escape room activity (45-50 min):**

The idea of this activity is that participants can notice a contrast between this activity and the two previous according to its objective, time management, context, challenge... You can create your own escape room in person or in digital version. In the suggestions for facilitation you will find some tips and useful links for your escape room.

Participants will have 40 minutes to solve the escape room.

#### 5. **Final reflection (15 min):**

As a group or in pairs, reflect on the differences between both experiences:

- What was the difference in energy and motivation?
- What elements made the escape room more engaging?
- How could those elements be brought into daily learning/tasks?

Use a flipchart divided into two sections to reflect on which aspects made activities engaging and which ones were demotivating.

#### **Suggestion to the facilitators and debriefing:**

- The purpose of this activity is not just to compare two experiences but to make participants **reflect deeply on what makes something intrinsically motivating or completely demotivating**.
- Make sure you don't explain or justify the first (boring) task beforehand—keeping it unexplained helps create the contrast that fuels the reflection.
- For the **escape room**, here are some useful links:
  - <https://online-escape-room.com/#escape-rooms> It offers escape rooms for free. You should create as many escape rooms as groups will play. Then, you'll receive a "leader link." Share one "leader link" per group. The participant that first opens this link will be able to control the game. Also, you can share the "participants link" to the corresponding group. They will be able just to observe the room and can also ask to exchange roles with the leader.
  - You can also create your online scape room with Genially or use the templates they already have as inspiration <https://genially.com/templates/games/escape-room/>
  - To create your own escape room in person, there are some useful links with resources you can use:
    - [DIY Escape Room tutorial](#)
    - [Escape room puzzles ideas](#)
    - [Free printable escape rooms](#)
- In the debriefing, help participants go beyond "this was fun/boring" and dig into the **why**. Highlight aspects like:
  - "I didn't know why I was doing it"
  - "It was too mechanical"
  - "I liked the escape room because it had a story"
  - "There was pressure, but it felt exciting"

- Guide the conversation toward identifying **what conditions help activate their motivation**—and how that feels different from when they're disengaged.
- Make clear links to real life (school, job interviews, team projects...):
  - What makes you want to put in effort?
  - What kills your interest or focus?
- Tip: Use a flipchart or whiteboard to create two visual columns as a group:
  - ✗ What makes me lose motivation
  - ✓ What helps me stay engaged

### Evaluation of the impact of this methodology:

#### Impact indicators:

- Participants can clearly **identify and name the conditions that increase or decrease their motivation**.
- They show awareness of **intrinsic motivators** like challenge, curiosity, connection, meaning, or enjoyment.
- Active involvement in the final reflection and contributions to the group visual.

#### How to verify impact:

- Use a **group flipchart or visual board** with two categories:
  - "What made the first tasks feel demotivating?"
  - "What made the escape room feel motivating?"
 Examples might include: "No purpose", "Too abstract", "Fun challenge", "Working together", "Storytelling", "Wanted to win", etc.
- Optionally, ask each participant to say or write **one word** that represents what keeps them motivated.
- Take a photo of the board for future reference or group reflection tracking.

#### Attached Material

 [Boring activity – Words list](#)

## METHODOLOGY 6: Map of Your Motivation

### Short description:

A creative and reflective activity that helps young people explore what motivates them from within. Using a visual map, participants identify their interests, values, emotions, and goals — all the things that “ignite their engine” and keep them moving. This helps build self-awareness and clarity about what keeps them engaged and why.

### Aims and objectives:

- To support personal reflection on what drives motivation from within.
- To help young people recognize patterns in their interests, emotions, and goals.
- To raise awareness of the internal factors that influence decision-making, energy, and focus.

### Future skills it helps to develop/address (directly and indirectly):

|                                                  |                                             |
|--------------------------------------------------|---------------------------------------------|
| ✓ Creative thinking, innovation                  | ✓ Self-awareness (personal and social)      |
| ✓ Emotional intelligence, regulation of emotions | ✓ Curiosity, openness and lifelong learning |
| ✓ (Intrinsic) Motivation                         | ✓ Interpersonal understanding               |

### Materials, minimum requirements and preparation

- A3/A4 papers (white or colourful)
- Colored pencils or markers
- Optional: sticky notes, background music
- Template of the “Map of your motivation”

**Space:** it can be done indoors or outdoors. You can offer participants to go to a quiet space where they feel comfortable to work individually.

**Group size:** Any; ideal for individual work.

### Duration:

45 min (for a group of 20 people)

### Description step by step:

#### 1. Introduction (5 min):

Explain that this activity is about understanding what keeps us motivated. Tell participants we all have an “inner engine” made of different elements — things we enjoy, care about, dream of, or want to achieve. Today they’ll draw their own “map of motivation”.

#### 2. Drawing the map (20 min):

Each participant receives a sheet of paper (it can be A4/A3, depending on the material available). Ask them to:

- Write their name in the centre. They can also draw a personal symbol or even make a self-portrait.
- Around it, draw 5 zones (they can look like islands, bubbles, or areas), each representing a different motivation source:
  1. *What I enjoy doing (activities, hobbies, environments)?*
  2. *What makes me feel good (emotions, situations, people)?*
  3. *What matters to me (values, topics, causes)*
  4. *What I want to achieve (goals, dreams, change)*
  5. *What activates me (challenges, rewards, recognition, impact)*

Encourage them to use drawings, symbols, or colours to make it personal. This is not about making it “pretty”, but about making it meaningful.

### 3. Reflection in pairs (10 min):

Ask participants to pair up and share parts of their map.

Suggested questions:

- *Which zone feels most important to you right now?*
- *Are there any strong connections or repeated ideas?*
- *What drives you more: enjoyment, purpose, learning, or challenge?*
- *What do you think you need to stay motivated long-term?*

After the reflection, ask each participant to mark the 3 things that motivate them the most.

### 4. Optional sharing and wrap-up (10 min):

Invite a few volunteers to share one key insight with the whole group.

Finish by reminding them that knowing what motivates us helps make better choices — in school, in relationships, in future careers.

### Suggestion to the facilitators and debriefing:

- Make the space calm and welcoming; background music can help if appropriate.
- If participants are stuck, offer examples like: “Maybe you feel good when you're outdoors” or “You might want to achieve something in your community.”
- There are no wrong answers. Encourage honesty and creativity.
- The point is not to impress others, but to understand themselves better.
- Optional: take pictures of the maps (with consent), or hang them on the wall for an informal exhibition.
- Be careful not to force sharing — some reflections are personal. Offer positive feedback when someone opens up.

### Evaluation of the impact for this methodology:

#### Indicators:

- Participants' ability to identify and express personal motivators.
- Clarity in recognizing emotional, aspirational, and value-based drivers.
- Engagement in the reflection and willingness to connect personal insights with daily life.

#### How to verify impact:

- Observe level of detail and diversity in the maps.

- Listen to reflections during pair or group sharing.
- Use a closing round or flipchart to collect key words like:  
    *“I’m motivated when...”*,  
    *“What matters to me is...”*,  
    *“I need \_\_\_\_ to stay engaged.”*

**Attached Material**

 [Map of my Motivation - Template](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Resilience, adaptability  
& flexibility

## MODULE 3

## MODULE 3

### Resilience, distress tolerance, adaptability, flexibility and agility

#### PART A Understanding Resilience, distress tolerance, adaptability, flexibility and agility in Youth Work

##### Why are Resilience, Flexibility, and Agility important to be future-ready?

The pace of social, technological, and environmental change is accelerating, and young people are often on the frontline of these shifts. Without the ability to adapt and tolerate stress, individuals may experience burnout, anxiety, or disengagement (very often in this period of time). Developing these capacities is essential for:

- Maintaining emotional balance during uncertainty (VUCA world);
- Making constructive choices in high-pressure situations;
- Staying motivated when faced with setbacks;
- Seizing opportunities hidden within challenges.

For youth work, these skills are equally critical, as they help professionals and organisations remain relevant, responsive, and supportive to those they serve.

##### Definition in a Nutshell

Resilience, distress tolerance, adaptability, flexibility, and agility are a set of interlinked capacities that enable people to manage change, stress, and

unexpected events without losing their sense of purpose or balance.

- **Resilience** is the ability to recover from setbacks and keep moving forward despite challenges.
- **Distress tolerance** refers to staying functional and making sound decisions even when experiencing intense stress or discomfort.
- **Adaptability** is the readiness to adjust thoughts, behaviours, and approaches to fit new conditions.
- **Flexibility** is the openness to consider different perspectives and alter plans when needed.
- **Agility** combines speed with adaptability, allowing quick, effective responses to emerging situations.

Together, these skills form a strong “mental toolkit” for thriving in fast-changing, often unpredictable contexts.

##### Impact and Practical Application

##### *Applying the Skills in Youth Work: Impact on Youth Workers*

For youth workers, they support professional creativity, enabling staff to model positive coping strategies for those they mentor. In practice, this means:

- **Personal habits:** brief pause-and-breathe routines, clear boundaries, short reflection after sessions (“what worked/what next?”).
- **Facilitation choices:** activities that stretch, not stress (clear instructions, time limits, Plan A/Plan B), rotating roles to build flexibility, and quick debriefs to turn setbacks into learning.

- **Equity and inclusion:** calm regulation supports conflict de-escalation, and safer spaces for quieter voices.

For organisations, embedding these qualities strengthens resilience at the structural level, promotes innovation, and ensures sustainability even in times of crisis. Concretely:

- **Ways of working:** short plan–do–review cycles, after-action reviews, risk management plans, and knowledge-sharing sessions.
- **People and wellbeing:** clear escalation paths, peer support, supervision/mentoring, and realistic workloads during peak periods.
- **Agile delivery:** small pilots, quick feedback loops, and flexible procedures that allow teams to adapt without waiting for lengthy approvals.

### ***Applying the Skills in the Lives of Young People***

Young people who practice these skills develop **agency**—the ability to set goals, take action, and reflect on results. This supports success in education, work, relationships, and civic life. Over time, they build **confidence**, **independence**, and the **persistence** to keep going when things are hard. Mistakes are seen as part of learning, not as failure.

#### What this looks like in daily life:

- **School/learning:** planning study time, managing exam stress, asking for help early, and adjusting strategies after feedback.
- **Work/volunteering:** handling schedule changes, taking initiative, staying calm with beneficiaries, and improving after errors.

- **Friendships/family:** pausing before reacting, using “I” statements, repairing conflict, and setting healthy boundaries.

- **Online/offline choices:** checking sources, limiting doom-scrolling, taking micro-breaks, and choosing content and communities that support wellbeing.

#### Simple habits that strengthen resilience:

- **Pause–Plan–Proceed:** short reset under pressure to choose a better next step.
- **Reframing setbacks:** “What did this teach me? What can I try differently?”
- **Flexible thinking:** having Plan A/Plan B and switching gears without giving up.
- **Help-seeking:** knowing who to ask (peers, adults, services) and doing it early.

#### Benefits you can expect

- Better **emotion management** during exams, conflicts, and transitions.
- Stronger **problem-solving** and decision-making in challenging situations.
- Greater **persistence** when learning new skills or tackling long projects.
- Healthier **digital habits** and safer choices online/offline.

These outcomes build a positive cycle: as young people experience small wins, their confidence grows, they take on slightly bigger challenges, and their resilience strengthens further.

### ***How youth work activities support young people***

What can you do as a youth worker to foster these skills? Build environments where young people have the chance to try–fail–learn. Youth work can nurture these skills by offering **low-risk challenges** (e.g. simulations) paired with **guided reflection** (What worked? What can be improved? What next?). Activities that emphasize **safe connection, participation, and practice** help young people build coping, problem-solving, and decision-making in real contexts.

### **Approaching these skills with young people**

#### ***Ways of teaching resilience and adaptability***

Training resilience and adaptability starts with making these ideas real and relatable. Young people learn best when they can connect abstract skills to everyday experiences—moments they actually face, like handling change, conflict, or stress. The goal is not to remove difficulties, but to show that they can respond to them with awareness and confidence. As a youth worker, you can help participants see that resilience grows through practice, that stress is natural and can be managed, and that adapting is a skill built step by step.

- Use **simple metaphors**: *Resilience is a muscle* (it grows with practice). *Stress is a wave* (we learn to surf it). *Adaptability is changing gears when the road changes*.
- Start from **real moments**: a disagreement with a friend, a schedule change, a tough online comment, or a failed attempt at something they care about.
- **Normalize emotions**: Feeling upset or anxious is not failure—it's

a signal to use coping strategies like breathing, grounding, or asking for help.

### ***Practical Tips for Training Resilience and Adaptability in Real Life***

Developing these skills is most effective when young people can connect the skills to daily life. They learn best through simple, practical actions that help them handle stress, bounce back from setbacks, and adapt to new situations. Your goal as a youth worker is to help them build habits that protect their wellbeing, support their learning, and strengthen their confidence when facing change or uncertainty, for example:

- **Coping toolbox**: Build a list of go-to strategies (breathing, short walk, music, journaling, supportive call).
- **Small wins**: Break tasks into mini-steps and celebrate progress to fuel motivation.
- **Reframe setbacks**: Ask, *What's one thing this taught me? What can I try differently next time?*
- **Practice flexibility**: Run “what-if” scenarios (*What if the venue changes? The budget drops? The team changes?*).
- **Routines & recovery**: Encourage sleep, movement, nutrition, and micro-breaks—basic habits that raise distress tolerance.
- **Community matters**: Create peer support moments and clear help-seeking pathways; these are central in youth work programs that foster well-being.

### Connections with the other skills

- On a **personal level**, stepping back under pressure makes reframing and sound judgment easier. Routines, goal-setting, and reflection build persistence and a growth mindset.
- When **working with others**, distress tolerance and emotional regulation support calmer dialogue, better listening, and conflict resolution. Flexibility and agility help ideas evolve together, while resilience keeps the group going through trial and error cycles.
- In **problem-solving**, pausing to assess, weigh options, and reframe challenges leads to better solutions. Moreover, flexibility to pivot and resilience to persist turn ideas into workable plans.
- Finally, in the context of **technology use**, setting boundaries, managing attention, and reflecting on habits supports healthier tech use. Agility and coping skills help young people handle online pressures and adapt to fast-changing tools and norms.

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**PART B****Methodologies to explore Resilience, distress tolerance and adaptability with young people****METHODOLOGY 7: Emotional Wheel****Short description:**

The Emotion Wheel activity invites participants to explore and name their current emotional states using a visual tool that illustrates a wide range of feelings. It encourages personal reflection, emotional vocabulary development, and open dialogue in a safe environment. The method supports greater emotional awareness and empathy. It can be used individually or in small groups. This activity also lays the foundation for deeper conversations around mental wellbeing.

**Aim:** The aim of this session is to help participants explore the full range of their emotional states and gain a better understanding of what triggers those emotions.

**Objectives:**

1. Recognize and articulate their own emotional states, as well as shifts in mood.
2. Explain how greater emotional awareness can contribute to overall wellbeing.
3. Engage in positive conversations about emotions and feelings with peers and others.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                       |
|--------------------------------------------------|---------------------------------------|
| ✓ Resilience, distress tolerance, flexibility    | ✓ Interpersonal understanding         |
| ✓ Emotional intelligence, regulation of emotions | ✓ Dependability and empathy           |
| ✓ Self-awareness (personal and social)           | ✓ Mindfulness                         |
| ✓ Self-management                                | ✓ Courage and hope to face the future |

**Materials, minimum requirements and preparation**

- Indoor or outdoor
- An A4-sized Emotion Wheel handout for each participant,
- one large version (A3, A2, or flipchart size) that can be seen clearly by everyone in the room.

**Duration:** 90 minutes

**Description step by step:****1. Emotional Check-In (5 minutes)**

- Play soft background music to create a calm atmosphere. Invite participants to take a few quiet moments to check in with how they're feeling. If they feel comfortable, they can have a brief conversation with someone nearby about their current emotional state.
- Acknowledge that both the facilitator and the participants bring their own emotions into the space, and recognizing these emotions at the start helps create a foundation of self-awareness.

**2. Topic introduction (3 minutes)**

- Once everyone is settled, introduce the topic of the session: *understanding and learning about emotions*.
- Let participants know that the goal of this session is to help them become more aware of their emotions and explore how emotional awareness can help us respond to life's ups and downs in a more proactive and balanced way. You can mention that recognizing emotions in others is an essential part of peer support and will be explored in more detail in future sessions.

**3. Core Emotions (15 minutes)**

- Split the participants in six small teams. Introduce the core emotions, according to the Wheel of Emotions: Joy, Sadness, Fear, Anger, Disgust, Surprise.
- Each team will be assigned an emotion to explore. Invite them to share how the emotion feels like, when they feel it, how it feels inside their body.
- Allow them 5 minutes to discuss in small teams - encourage them to come up with examples and personal experiences, only if they feel comfortable to.
- Continue with a short debriefing in the big group, focusing on the relationship between the body and emotions, while it is important to learn to correctly assess what emotions are telling us.

**4. Emotions Wheel (12 minutes)**

- Next, introduce the Emotions Wheel model. Make sure that each participant has access to a copy, whether printed or digital.
- Ask them to take a few minutes to quietly explore the wheel and notice the diversity of emotions represented.
- As they observe, encourage them to reflect on questions such as: How are you feeling right now? Are there any emotions on the wheel that you feel rarely or not at all? Are there emotions you notice often in your daily life? Are there any emotions you particularly like or dislike, and why?

After a few minutes, allow them to share any personal reflections with the group.

**5. Handling Stress (15 minutes)**

- Invite each participant to select someone else as a pair - anyone in the group they feel comfortable with talking. If you have an odd number of participants, allow a team of three people.
- For 10 minutes, invite them to walk and talk about a difficult or stressful event (from their personal, or professional life) with a focus on how they handled it. What coping mechanisms did they use? What worked, and what didn't?
- After 10 minutes, have a general debriefing with the group - invite them to share how the walk and talk experience was.

**6. The Balance Model (25 minutes)**

- Introduce the Balance Model after Nossrat Peseschkian with the four areas of life: Body (Health), Achievement (Work), Contact (Relationships), and Future (Meaning).
- The Balance Model is a core concept in Positive Psychotherapy. It explains human life as four interconnected areas. The model is used to understand stress, conflict, resilience, and personal development.

- According to the Nossrat, every person distributes their time, energy, and attention among these four areas. Imbalance — excess or deficiency — leads to psychological tension or symptoms.
- Divide the group into four and assign each team an area from the Balance Model. Their task is to come up with as many coping strategies as possible, thinking of what could be useful to do when dealing with stress in that specific area.
- Each group will present the most important ideas. You can write them down on a flipchart paper.

### 7. Debriefing (15 minutes)

#### **Suggestion to the facilitators and debriefing:**

Throughout the session, maintain a warm, supportive tone and create space for genuine reflection. Remind participants that they are free to share only what they are comfortable with, and that there is no right or wrong way to feel or express emotion.

#### **Evaluation of the impact for this methodology:**

- This activity has the potential to increase participants' self-awareness and ability to identify and name their emotions.
- It may encourage open, non-judgmental reflection on personal emotional experiences.
- Participants might appreciate the opportunity to explore and share emotions in a supportive and safe environment.
- The exercise could highlight the diversity of emotional responses within the group, fostering empathy and mutual understanding.
- Small group discussions may help participants recognize emotional complexity and build stronger peer connections.
- Facilitators might observe an expanded emotional vocabulary and greater ease in discussing feelings, even among more reserved participants.
- The Emotions wheel can serve as a helpful visual tool for expressing a wide range of nuanced emotional states.
- This activity could lay the groundwork for future sessions focused on emotional regulation and peer support skills.

#### **Attached Material**



[The Balance Model](#)



[The Emotional Wheel](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Emotional Intelligence  
& control

## MODULE 4

## MODULE 4

### Emotional Intelligence, Management and Regulation of Emotions

#### PART A

#### Understanding Emotional Intelligence, Management and Regulation of Emotions in Youth Work

##### Why are Emotional Intelligence, Management and Regulation of Emotions important to be future-ready?

**Emotional intelligence (EI)** is one of the key competences that shape how people relate to themselves and to others. In a fast-changing and multicultural world, being emotionally intelligent means being able to navigate complexity with balance, resilience and respect. It allows individuals to cope with stress, to build meaningful relationships, and to transform conflicts into opportunities for growth.

For young people, EI contributes directly to their well-being and personal growth, supporting self-confidence, social inclusion and adaptability. For youth workers, it is a fundamental tool for creating emotionally safe spaces, guiding group dynamics, and supporting young people who face daily challenges. Developing this competence is therefore not just about “feeling better”, but about preparing both youth and professionals to engage constructively with society.

#### Definition in a Nutshell

Emotional intelligence can be described as the ability to **recognise, understand and manage emotions**, both our own and those of others. It does not mean hiding or suppressing what we feel, but learning how to channel emotions in ways that are constructive. EI is usually described through several interconnected dimensions:

- **Self-awareness:** recognising emotions, strengths, weaknesses and the effect they have on behaviour.
- **Self-regulation:** managing impulses and emotional reactions in a way that allows us to stay balanced, even in stressful moments.
- **Empathy:** the capacity to understand and connect with what others are experiencing.
- **Social skills:** the ability to build and maintain positive relationships, communicate effectively, and handle conflicts constructively.
- **Motivation:** staying resilient, committed and goal-oriented, even when facing difficulties.

A simple metaphor to share with young people is: *“Emotions are like waves. We cannot stop them from coming, but we can learn to surf them.”*

#### Impact and Practical Application

##### Applying the Skills in Youth Work: Impact on Youth Workers

For youth workers, emotional intelligence is not an abstract concept, but a daily practice. It helps them to:

- Recognise tensions within a group and defuse conflicts before they escalate, ensuring that activities remain productive and safe.

- Create emotionally supportive environments where participants feel free to share what they are experiencing without fear of judgement.
- Respond empathetically to a wide range of behaviours, especially when working with young people from diverse or challenging backgrounds.
- Teach and model self-regulation, showing by example how to stay calm and balanced even in moments of stress.
- Protect their own well-being and reduce professional burnout by relying on strategies of self-regulation and resilience.

### ***Applying the Skills in the Lives of Young People***

For young people, emotional intelligence has a direct impact on everyday life situations. Some typical examples include:

- **Managing stress and anxiety:** before an exam, a sports performance or a presentation, anxiety may feel overwhelming. Young people who have developed EI can use grounding or breathing techniques, or write in an emotional diary, to reduce the intensity of their feelings and reframe stress as a sign of preparation rather than a barrier.
- **Handling conflicts:** disagreements with peers often lead to anger or frustration. By learning to name emotions and use regulation strategies, young people can turn an impulsive reaction into an opportunity for dialogue and problem-solving.
- **Dealing with exclusion or rejection:** moments of feeling left out can trigger sadness or insecurity. With stronger empathy and social skills, young people are better equipped to rebuild

connections and strengthen their sense of belonging.

Through these examples, it becomes clear that emotional intelligence does not eliminate difficulties but equips young people with tools to face them in a healthier and more constructive way.

### ***How youth work activities support young people***

Youth work provides multiple opportunities to practice and reinforce EI in safe and creative ways. Activities such as emotional check-ins at the beginning or end of a session encourage participants to recognise and express feelings openly. Role-playing and conflict resolution games offer practical training in empathy and communication. Emotional diaries, artistic expression, or storytelling create space for non-verbal exploration of emotions. Tools such as Plutchik's *Wheel of Emotions* or Willcox's *Feelings Wheel* give young people a richer vocabulary to describe what they experience.

The impact of these activities can be seen in greater self-esteem, stronger coping strategies for stress, more authentic peer relationships, and increased cohesion within groups. In short, EI becomes both a personal and collective resource that supports growth, resilience and inclusion.

### ***Approaching these skills with young people***

#### ***Ways of teaching EI, Management and Regulation of Emotions***

Explaining EI to young people works best when complex ideas are translated into simple and relatable images. Metaphors can be very effective, such as saying that regulating emotions is not about hiding them but about

knowing what to do with them, or describing empathy as “tuning into someone else’s radio station”. Starting from everyday situations—like an argument with a friend, the tension before a test, or the feeling of being unheard in a group—makes the concept more accessible and less abstract.

Youth workers can also introduce tools and practices gradually, ensuring that young people have the chance to try them out and see how they work in real situations. The learning process becomes more engaging when it is interactive and grounded in lived experiences rather than theory alone.

### ***Practical Tips for Training Emotional Intelligence in Real Life***

There are several ways to integrate emotional intelligence into daily practice with young people:

- Begin or end sessions with an “**emotional check-in**”, for example by using a quick “emotional weather” round where each participant shares if they feel like *sun, clouds, rain or storm*, creating a safe and non-judgemental space for emotional expression.
- Use **role-plays and interactive games** to let young people practice empathy, communication and conflict resolution in a playful and low-risk environment, such as simulating a small peer conflict and asking participants to switch roles to explore different perspectives.
- Encourage **journaling, drawing or other creative outlets** as tools to process emotions that might be difficult to express verbally, for instance through a weekly emotion diary or free drawing after intense group activities.
- Teach **simple grounding and breathing techniques** that young people can use whenever they feel

overwhelmed by strong emotions, such as a 4–4–6 breathing exercise (inhale for 4, hold for 4, exhale for 6).

- Rely on **visual aids**, such as the Wheel of Emotions, to make abstract concepts more tangible; for example, asking young people to choose an emotion from the wheel and describe a moment when they felt it.
- Above all, **model these behaviours yourself as a youth worker**, by naming and regulating your own emotions out loud (e.g. “I’m feeling a bit frustrated, I’ll take a breath and then we’ll continue”), showing that emotional regulation is a shared and learnable skill.. Young people learn not only from what you explain, but also from how you regulate your own emotions and interact with others.

By combining explanation, practice and example, emotional intelligence can move from being a “theory” to becoming a lived skill that supports young people in their everyday lives.

### **Connections with the other skills**

Emotional intelligence is a transversal competence that, like a connective tissue, interconnects with nearly all other *skills for the future*. Its development reinforces and is reinforced by several key abilities across the WEF framework.

Within **self-management**, emotional regulation sustains *resilience, adaptability and intrinsic motivation*, providing the emotional stability needed to face challenges constructively. Awareness of one’s emotional state also supports *lifelong learning and curiosity*, as emotionally balanced individuals are more open to feedback and change.

In the sphere of **working with people**, empathy and social understanding form the foundation of *communication, collaboration and leadership*. Emotionally intelligent individuals are better equipped to manage group dynamics, foster inclusion and exercise positive influence — essential for civic engagement and teamwork.

At the **problem-solving** level, emotional awareness contributes to *critical and creative thinking*: recognising how emotions shape perception allows for more balanced decisions and innovative approaches. Managing frustration or uncertainty is also vital when tackling complex problems or implementing quality-oriented solutions.

Finally, in **technology use and development**, emotional intelligence enables *digital resilience*: the ability to remain centred amid constant change, to communicate

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**PART B****Methodologies to explore Emotional Intelligence, Management and Regulation of Emotions with young people****METHODOLOGY 8: The Emotion Toolbox – Recognising and regulating emotions in everyday life****Short description:**

This methodology helps participants recognise their emotions and develop strategies to regulate them, building together an “emotional toolbox”. Through moments of personal reflection and creative group work, participants learn to identify what they are feeling, normalise difficult emotions and find concrete tools to deal with them.

**Aim and objectives:**

- Promote emotional awareness and expand emotional vocabulary.
- Provide practical tools for regulating emotions in a healthy way, through the exchange of practices among participants.
- Develop empathy and understanding towards the emotions of others.
- Foster group cohesion and a safe and inclusive environment.
- Normalise emotional experiences as part of personal growth.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                      |
|--------------------------------------------------|--------------------------------------|
| ✓ Emotional intelligence, regulation of emotions | ✓ Mindfulness                        |
| ✓ Self-awareness (personal and social)           | ✓ Verbal and nonverbal communication |
| ✓ Interpersonal understanding                    | ✓ Active listening                   |
| ✓ Dependability and empathy                      |                                      |

**Materials, minimum requirements and preparation**

- 1 copy for each participant of the Wheel of Emotions and human silhouette (ANNEX A)
- Sticky notes
- A4 sheets of paper
- Markers or pencils
- 1 copy of the toolbox for each group (printed or drawn) - ANNEX B
- 1 flipchart with a drawing of the toolbox
- 1 flipchart with a reproduction of the Wheel of Emotions (optional)
- Relaxing music (optional), cushions or mats for the final grounding exercise

An indoor or outdoor space that is large enough for the participants and not easily accessible to outsiders. For group work, depending on the situation, you can decide whether to have participants sit at tables or allow them to arrange themselves.

**Duration:**

For a group of 16-24 people: approx. 90 - 100 minutes

**Step-by-step description:****1. Introduction (20 minutes)**

- Explain that the activity is designed to help us *recognise what we feel, understand what is good for us, and build tools to take care of our emotions.*

- Introduce the concept of emotional intelligence and the skills related to emotion regulation, as presented in Part A.
- Show the Emotion Wheel and explain that it is a visual tool designed to help people **recognise, name and understand their emotions**. The wheel is based on the work of Robert Plutchik and organizes emotions by **type and intensity**: basic emotions are located in the center, while more complex or nuanced emotions appear toward the outer edges. Emotions placed closer to the center are usually experienced with greater intensity.
- Invite participants to observe the wheel and explain that **all emotions are natural and valid**, even when they feel uncomfortable or difficult. Ask each participant to choose one emotion that best represents how they feel in that moment, either by pointing to it or naming it out loud. Emphasise that sharing is always optional and that the goal is to increase emotional awareness, not to judge or analyse others.
- For further exploration, you can recommend the interactive version developed by 6 Seconds, which allows users to explore individual emotions and their relationships in more depth: <https://www.6seconds.org/2025/02/06/plutchik-wheel-emotions/>
- It may be useful to test participants' vocabulary of emotions by asking them what emotions they know and clarifying at least the definition of primary emotions. It can be useful that the facilitator writes them on a flipchart, so that it will be easier to map them.

## 2. Individual mapping (15 minutes)

- Distribute the Emotion Wheel (ANNEX A) to each participant.
- Conduct a short relaxation exercise to help participants prepare for the activity, for example: *4–7–8 breathing (breathe in for 4 seconds, hold your breath for 7 seconds, breathe out for 8 seconds. Repeat the cycle a few times).*
- Ask participants to fill in the sheet as follows:
  - Which emotions do I feel most often? To what degree? - *Identify the emotions on the Wheel, exploring the different degrees.*
  - Which colour do I associate with these emotions? - *Colour the section of the wheel with the chosen colour.*
  - Where do I feel them in my body? (e.g. stomach, shoulders, throat...) First, suggest that participants think of a particular event when they felt such an emotion. If the emotion comes again, see where it feels in the body. Then colour the part of the body on the human silhouette, following the colour key.
  - Which ones are difficult for me to manage/regulate? - Create a mental hierarchy and, if necessary, write it down on the sheet.
  - What do I usually do to try to manage/regulate these emotions? - Write down the strategy you use on a post-it note.

## 3. Group work – Building the toolbox (15 minutes)

- Divide the participants into groups of 3 or 4 and give each group a toolbox (ANNEX B).
- Each person shares an emotion that they find difficult to regulate (e.g. anger, anxiety, boredom).
- For each emotion, group members suggest useful strategies to try, sharing those they have written on the sticky notes. *Some examples: Breathing or*

*relaxation, listening to music, writing in a journal, going for a walk, talking to someone, drawing or creating...*

- All strategies are collected on the Toolbox sheet provided to each group.

#### 4. Sharing (15 minutes)

In a plenary session, each group presents 2–3 chosen tools. The facilitator listens to the proposals and, especially with younger participants, actively supports the discussion by encouraging, clarifying, and—when helpful—adding concrete examples of effective regulation strategies (particularly for complex emotions such as anger or anxiety). The facilitator then collects on a collective flipchart the ideas that receive the most support from the group or that are most widely shared, together with any additional suggested tools. This process results in a shared “Group Toolbox” that can remain visible for the duration of the educational programme.

#### 5. Regulating together (10 minutes)

To conclude, propose a collective regulation exercise, for example:

- 4–7–8 breathing (breathe in for 4 seconds, hold your breath for 7 seconds, breathe out for 8 seconds. Repeat the cycle several times).
- Light stretching with music
- Grounding (feel your feet on the floor and your breath in your body)

#### 6. Final debriefing (15 minutes)

Possible questions:

- Which emotion did you understand best today?
- Was it easy for you to talk about emotions? Why/why not?
- Is there a tool you would like to try this week?
- How can you help someone else use these tools?
- Optional: *Write on a post-it note: “A tool I am taking with me today is...”* and stick them in an “emotional resource space”.

### Suggestion to the facilitators and debriefing:

#### BEFORE

- **Read Part A and explore Plutchik’s Wheel of Emotions.** You can find useful information and an interactive tool to deepen your understanding of emotions here: <https://www.6seconds.org/2025/02/06/plutchik-wheel-emotions/>
- **Adapt the activity to the age, context, and familiarity of the group with the topic of emotions.** In more vulnerable contexts, consider starting with a trust-building or lighter activity first.
- **Prepare a safe and welcoming space**, with cushions, soft lighting, or calm music, if possible. A supportive physical environment can significantly help emotional regulation.
- Assess whether the group needs a **short theoretical introduction about emotions**, for instance using Plutchik’s Wheel or brief examples drawn from participants’ daily lives.

#### DURING

- Clarify from the beginning that all emotions are valid, and that no one is obliged to share more than they feel comfortable with.

- Be mindful of your language: avoid labels such as “*negative emotions*” — instead, use “*emotions that are more difficult to manage*.”
- If strong emotions emerge, welcome them with empathy, without forcing or minimizing them. You can offer a short pause for breathing or movement.
- Encourage equal participation within the group: if someone speaks much and others less, gently help to balance.
- When needed, ask open-ended questions to stimulate reflection (e.g. “*Has this ever happened to you too?*”).
- The debriefing is essential to connect the practical experience with both personal and group awareness (see the *Debriefing* chapter). Possible questions include:
  - What was the easiest or most difficult part for you today?
  - What did you learn about how you experience or express emotions?
  - Did you discover any new tools that you could use in your daily life?
  - How can a group benefit from having a “shared emotional toolbox”?

#### **AFTER**

- If any signs of discomfort emerge, offer individual listening moments or indicate possible sources of support (for example, educational staff or psychological professionals, if present).
- Revisit the emotional toolbox in the following days, using it as a practical resource in situations of conflict, fatigue, or strong emotions.

#### **Evaluation of the impact for this methodology:**

*Indicators to be verified and some examples of how/when to verify them. E.g.: Tree of impact*

#### **Observable indicators:**

- Expansion of emotional vocabulary: participants use more precise and varied emotional terms over time instead of only generic words (e.g. *fine, bad, stressed*).
- Greater willingness to engage in discussions on the topic: participants show more openness in talking about emotions, sharing experiences and taking part in group reflections.
- Active participation in the creation of tools: young people contribute ideas and materials to co-create emotional tools (e.g. toolboxes, posters, personal strategies).
- Concrete adoption of at least one strategy: participants report using at least one emotional regulation strategy in their daily life.

#### **Evaluation tools:**

- Mood meter (before and after): used at the beginning and end of sessions or the programme to track changes in emotional awareness and mood.
- Feedback with emoji or traffic light system. For example: green - I have useful tools; yellow - I am still learning; red - I need help.
- Follow-up. Short prompts such as: “This week I used my emotional toolbox when...” to encourage reflection and real-life application.

#### **Attached material**

 [The Emotional Toolbox](#) (annexes A and B)

# FutureMe

Equipping youth workers and young people with skills for the future



Lifelong Learning,  
Openness & Curiosity

## MODULE 5

## MODULE 5

### Curiosity, openness towards new things and lifelong learning

#### PART A

#### Understanding Curiosity, openness towards new things and lifelong learning in Youth Work

#### Why are Curiosity, Openness towards new things and Lifelong learning important to be future-ready?

The world is changing fast. Young people today are growing up in a time of constant change, endless information, and many uncertainties. Technology develops quickly, careers are less predictable, and knowledge becomes outdated in just a few years, sometimes even in matters of months. This can make young people feel excited, but also overwhelmed and unsure about their future.

All of these aspects make it harder for young people to feel confident about their future. That's why three skills are especially important: lifelong learning, curiosity, and openness.

- Lifelong learning reminds us that education does not stop when school ends—it continues at every stage of life.
- Curiosity gives young people the drive to ask questions, explore, and keep learning.
- Openness helps them step outside their comfort zone and welcome new perspectives.

Together, these skills make it easier to grow, adapt, and build a positive future.

And this is why your role as a youth worker is so important: you can encourage these skills in young people, by showing them you are curious, open to new things, wanting to learn something new, trying to keep up with the newest developments around the globe.

#### Definitions in a Nutshell

Curiosity, openness towards new things and lifelong learning are three interrelated sets of skills:

- **Lifelong learning** means keeping the mindset: “I don’t know everything yet—and that’s exciting.” It’s about being open to learning new things throughout your life, not just in school. You can learn for yourself, for your community, or for your future job. The important part is intention. If you do something with the goal of learning new skills or new competences, it counts as lifelong learning. For example: kicking a ball around for fun is just playing, but if you play to practice teamwork or strategy, that’s lifelong learning. The world changes quickly, and lifelong learning helps you stay ready and confident for whatever comes next.

To understand how to learn the best way is important because school often teaches us what to think, but not how to think. Facts can be forgotten, and skills can quickly become outdated. What always stays useful is knowing how to pick up new knowledge, adapt to change, and find the learning style that works for you. This saves time, makes learning easier, and helps you stay confident in any situation.

- **Curiosity** means wanting to learn, explore, or understand something new. It’s the spark that makes you ask questions and look for answers.

Curiosity also means wanting to keep improving yourself—asking “What if I learn this?” because one day it might make a big difference. Curiosity connects you with people too. The more you learn, the more chances you have to share ideas, meet others, and discover new opportunities. That’s why curiosity can open doors and take you further than you ever imagined.

- **Openness towards new things** means being willing to try new things, listen to different opinions, and accept change - even when it feels uncomfortable. It doesn’t mean you have to agree with everything or like everything new, but it does mean being flexible and ready to explore. Openness helps young people connect with others, learn from diversity, and discover new paths for growth. It also makes you stronger, because when life changes, you can face it without fear but with confidence.

### Impact and practical application

#### ***Applying the Skills in Youth Work: Impact on Youth Workers***

As a youth worker, you’re not only sharing knowledge—you’re also guiding, mentoring, and modeling the skills that help young people grow. Young people need adults who show that learning never ends, and that curiosity and openness are strengths, not weaknesses.

By developing these skills yourself, you can:

- Make your activities and programs more engaging and inspiring.
- Support young people as they discover their passions and strengths.
- Show, through your example, the value of continuous growth and adaptability.

- Create safe spaces where young people feel free to explore, experiment, and learn without fear.

When you practice these skills, you don’t just talk about them—you *live* them, and that’s what inspires young people most.

#### ***Applying the Skills in the Lives of Young People***

The teenage and young adult years are full of big decisions—about school, career, friendships, health, and even who you want to become. These choices shape your future, but making them isn’t always easy in a world that feels uncertain and keeps changing. That’s why lifelong learning, curiosity, and openness matter. When you build these skills, you’re more likely to:

- Stay motivated to keep learning and exploring.
- Come up with creative ways to solve problems.
- Build strong, meaningful friendships and relationships.
- Handle stress and tough moments with resilience.
- Adapt to change and find opportunities where others only see challenges.

These skills don’t just prepare you for the future—they help you live better *today*.

#### ***How youth work activities support young people***

Youth work has the power to make curiosity and lifelong learning visible, accessible, and inspiring. Activities can take many forms:

- **Creating environments where questions are encouraged**, and “not knowing something yet” is seen as a starting point, not a failure.
- Using **playful challenges**—such as Learning Quests or Life Hacks—

to show that experimentation and mistakes are part of growth.

- Organising **reflection workshops** where participants explore their learning styles and share what helps them learn best.
- Running **peer-learning sessions** in which young people teach each other skills, building mutual trust and curiosity.
- Encouraging **exploration beyond the classroom** through photography walks, community visits, or creative projects that link personal interests with new discoveries.

Through these approaches, youth work not only supports learning but also awakens curiosity, nurtures openness to difference, and helps young people develop the motivation and confidence to keep learning throughout life.

### Approaching these skills with young people

#### *Ways of teaching Curiosity, Openness and Life-long learning*

Talking about curiosity and openness is easiest when it's connected to real experiences. Youth workers can explain that:

- **Curiosity** means wanting to explore, ask questions, and find out how things work.
- **Openness** means being ready to try new things, listen to other perspectives, and learn from them—even when it feels unfamiliar.
- **Lifelong learning** means continuing to grow and adapt beyond school, using every experience as an opportunity to learn something new.

These skills are not abstract ideas—they are part of everyday life. They appear when we try a new hobby, learn from a mistake, or ask for feedback. By linking these concepts to relatable

moments—like discovering a new app, learning a practical skill from a friend, or solving a real problem—young people begin to see that learning is not limited to classrooms, but happens everywhere, every day.

#### *Practical Tips for Training Curiosity, Openness and Life-long Learning in Real Life*

Developing curiosity and openness requires practice, reflection, and a supportive environment. Some useful strategies include:

- Starting sessions with **curiosity questions**—what would you like to understand better, try out, or change?
- Organising **Learning Quests** that invite participants to explore real-life challenges and share what they discover.
- Using **Life Hacks** to show how creativity and problem-solving build confidence and independence.
- Introducing the [Golden Rules of WakeUP!](#) to reflect on how each person learns best and how to make learning easier.
- Running **Photography Quests** or creative storytelling activities that connect exploration with self-expression.
- Encouraging young people to **take ownership of their learning**—by choosing topics, setting goals, and reflecting on their progress. Promoting **peer-to-peer learning**, where everyone can be both teacher and learner.

Above all, these skills should not be taught as “school subjects” but as **ways of living**—habits that help young people stay curious, open, and ready to grow in a fast-changing world.

## Connections with the other skills

Curiosity, openness, and lifelong learning are **foundation skills** that connect with and strengthen nearly all other competences for the future.

Within **analytical and critical thinking**, curiosity sparks questioning and deeper understanding. In **creative thinking and innovation**, openness enables experimentation, risk-taking, and the ability to turn ideas into action.

In **resilience and adaptability**, lifelong learning helps young people navigate uncertainty, face challenges with optimism, and see change as opportunity rather than threat. These same qualities sustain **self-management**, keeping motivation alive through reflection, goal-setting, and continuous improvement.

Curiosity also enhances **attention to detail, interpersonal understanding, and communication**, as it drives people to listen actively, observe closely, and appreciate multiple viewpoints. In teamwork and leadership, curiosity encourages empathy and collaboration, while openness builds trust and inclusion.

Finally, these skills link strongly to **initiative, decision-making, and tech-savvy resilience**—because those who stay curious and open can learn new tools quickly, adapt to new contexts, and guide others through change. Together, they form the mindset of lifelong explorers: people who see learning not as an obligation, but as a lifelong adventure.

## Conclusion

Lifelong learning, curiosity, and openness to new things are not optional skills – they are essential for every individual who wants to guide and inspire young people. And developing these skills is not about knowing everything – it is about staying open to

questions, experiences, and growth. The FutureMe training will help you to:

- Strengthen your own curiosity, openness, and lifelong learning mindset
- Apply these skills in your daily work with young people
- Use simple and active methods that make learning meaningful and fun
- Support young people in building confidence, motivation, and independence
- Equip youth to face changes with curiosity, openness, and a love for lifelong learning

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**PART B****Methodologies to explore Lifelong learning, Curiosity and Openness towards new things with young people**

There are many ways to “teach” “Lifelong learning, curiosity and openness towards new things” to young people. Just to name a few methods:

- **Life Hacks Quest:** provide youth with everyday problems and let them design, record, and share practical hacks, stimulating problem-solving, curiosity, and openness to peer solutions.
- **Photography Quest:** assign future-oriented or thematic topics and let participants capture photos or create collages that represent their vision, encouraging exploration, creativity, and openness to different perspectives.
- **Inquiry Wall & Curiosity Questions:** gather participants’ questions about the world, then guide them to research and share findings in creative formats, developing a continuous habit of inquiry and lifelong learning.
- **Peer Learning Circles:** organize sessions where youth teach and learn skills from one another, strengthening openness to diverse knowledge and embedding the value of learning together.
- **Exploration Walks:** take participants into real environments (streets, nature, workplaces, cultural spaces) with prompts to spot new or surprising elements, linking everyday experiences to discovery and learning.
- **Role-Play & Perspective Shifts:** let young people adopt unfamiliar roles or future selves to solve challenges, encouraging openness to different viewpoints, curiosity about other perspectives, and reflective lifelong learning.

In the section “**Sources and further reading**” you will find a lot of resources on these methods.

**How we implemented these pedagogical approaches in “FutureMe” training?**

In our “**FutureMe**” training, we explained the approaches by using the WakeUP! Rules, and then we explored the *Life Hacks* method — a playful and practical approach that helps young people tackle everyday challenges creatively.

We further developed this method into a new version called “**Life Hacks – Tech-Savvy Resilience**.”

This adaptation is designed to be **accessible for everyone**, regardless of their level of technical experience. It focuses on **creativity, problem-solving, and peer exchange**, while also encouraging participants to learn **new digital skills** such as photo and video editing or the mindful use of social media.

Alongside Life Hacks, we also use the **Photography Quest** — a method that empowers young people to make their **voices, insights, opinions, and concerns** visible and heard through visual storytelling.

In addition, we have developed **various Learning Quests** to strengthen key competences such as **Tech-Savvy Resilience, Lifelong Learning, Curiosity, Communication, and Collaboration Skills**.

**What is a Learning Quest?**

A **Learning Quest** is a creative challenge where young people learn by *doing*.

Instead of simply receiving information, they are given a concrete task — the *quest* — to explore, create, or solve something, and then share what they have learned with others.

**Why it works**

- **Active and fun:** learning happens through action and experimentation.
- **Curious:** there is no single right answer — everyone finds their own path.
- **Open-minded:** participants learn from each other's different ideas.
- **Lifelong:** shows that learning continues everywhere, not only in school.

**Life Hacks as Learning Quests**

**Life Hacks** are clever and practical tricks that make everyday life easier. They often start with a simple question like: *“How can I make this easier, faster, or cheaper?”* For example, instead of buying an expensive phone stand, you can fold a piece of cardboard to hold your phone while watching videos — quick, creative, and effective.

The outcome of a Life Hack Quest is a useful, shareable solution. This can be a short video tutorial, a photo series, a social media post, or a simple step-by-step guide showing how the hack works. What matters is that it's creative, easy to try, and helps others in everyday life.

A special version developed within *FutureMe* is called

**Life Hacks – Tech-Savvy Resilience:** This version connects Life Hacks with the theme of *resilience in a world full of technology and innovation*. It is designed to be inclusive and engaging for all young people, including those with little or no technical experience. The method is explained in more detail in the following section.

**Why do Life Hacks work to promote Lifelong Learning?**

Life Hacks can be applied to *any* topic — from school projects and personal organization to imagining future lifestyles, because they are flexible, playful, and accessible to everyone. They are relatable, as they address everyday challenges young people actually face. They promote creativity, as they invite the learners to test, tinker, and explore new ways of thinking. They are also empowered learners, as they show: everyone can find smart solutions, not only experts.

**Why Life Hacks fit the Learning Quest idea**

Life Hacks are a perfect example of a Learning Quest because they follow the same learning process:

1. **Start with a real problem:** for example, *“How can we organize our desk without spending money?”*
2. **Experiment and create:** young people test ideas, reuse materials, and invent their own solutions.
3. **Share the result:** they present their hack to others — through short videos, photos, or instructions — so everyone can learn from it.

**What is a Photography Quest?**

A **Photography Quest** is another form of Learning Quest. In this activity, young people use photos or collages to express their ideas around a chosen theme. For example, if the topic is *“the future of friendship,”* participants might take pictures that show connection or create a collage that visualizes how they imagine friendship in the future. They then share their creations with the group and discuss what each image expresses. More examples of Photography Quests can be found in the “Further Reading” section.

## METHODOLOGY 9: Golden Rules of WakeUP! - What makes learning easier?

### Short description:

This method encourages participants to reflect on their own learning experiences in order to better understand how learning works — and what makes it easier or more difficult. Through guided reflection and discussion, participants recognize that learning styles differ from person to person. The activity then introduces the Golden Rules of WakeUP!, a set of principles designed to make learning more engaging, effective, and sustainable.

### Aims and objectives:

- To raise awareness of individual learning preferences and experiences.
- To demonstrate that there is no single “right” way to learn — learning is personal and diverse.
- To identify factors that make learning easier, more enjoyable, and longer-lasting.
- To introduce the *Golden Rules of WakeUP!* as practical guidelines for effective and motivating learning.
- To create a positive and open mindset towards lifelong learning.

### Future skills it helps to develop/address (directly and indirectly):

|                                               |                                      |
|-----------------------------------------------|--------------------------------------|
| ✓ Creative thinking, innovation               | ✓ Verbal and nonverbal communication |
| ✓ Resilience, distress tolerance, flexibility | ✓ Active listening                   |
| ✓ Curiosity, openness and lifelong learning   | ✓ Tech-savvy resilience              |

### Materials, minimum requirements and preparation

**Space/ Room size:** A larger room, chairs in a circle

**Group size:** up to 40 people

**Materials:** Printed A4 with the “Golden WakeUP! Rules”, notes, pens

**Phones:** Off during design/testing. Only used to film demo videos.

### Duration:

30 minutes

### Description step by step:

#### Step 1: Reflect on Learning (8–12 minutes)

1. Begin by inviting participants to think back on their own learning experiences. Ask questions such as:
  - Which lessons did you particularly enjoy — and why?
  - Which teacher was good — and what made them good?
  - Where and how do you prefer to learn and retain information in the long term?

- Which lessons did you not enjoy at all — and why?
  - Which teaching method or learning style did you find unhelpful?
  - When do you find learning difficult?
2. Collect participants' responses:
    - Either write each answer on a card yourself or ask participants to do so.
    - Display and cluster similar responses on a board or wall.
    - Briefly summarize the findings with the group.
  3. Conclude the reflection with a key insight:
 

"There is no one perfect way to learn. Everyone learns differently — but we can identify principles that help make learning easier, more enjoyable, and more sustainable."

### Step 2: Introduce the Golden Rules of WakeUP! (20 minutes)

- Explain that you will now present several *Golden Rules* that help make learning more effective and attractive for all learners.
- Introduce each rule one by one — for example, using posters, cards, or a slide presentation.
- Link each rule to concrete examples from the previous reflection.
  - For instance: if participants said they learn best when they can *try things out*, connect that insight to the rule about *learning by doing*.
- 4. Encourage brief comments or examples from participants to make the rules come alive.

### Suggestion to the facilitators and debriefing:

- Use as many real life examples as possible.
- Share personal stories, how you have benefited from being open and curious, and how you personally manage to keep on learning.

### With Whom to Use:

- Youth workers and young people (16+)
- Especially useful in mixed-language groups, youth exchange

### Optional Debrief

- Ask: "Which of these rules speaks most to you personally?"
- Summarize that effective learning depends on curiosity, active participation, and reflection — key ingredients of *lifelong learning*.

### Attached Material

 [The Golden Rules of WakeUp](#)

## METHODOLOGY 10: Learning Quest

### Short description:

A **Learning Quest** is a hands-on, team-based challenge in which participants receive a clear mission (the “quest”), go out to explore, create or solve something, and then present their results. The activity promotes active learning, collaboration, problem-solving and reflection — all within a time-boxed, playful format.

### Aims and objectives:

- Practice curiosity: try → notice → improve.
- Find creative ways to solve real problems without tech (build tech-savvy resilience).
- Foster active, experiential learning and curiosity.
- Strengthen teamwork, communication and local observation skills.
- Practice planning, resourcefulness and independent decision-making.
- Experience new ways of learning
- Encourage reflection on process and outcomes (what worked, what didn't, why).
- If requested by the Quest-Maker: Produce tangible, shareable outcomes (photo reports, mini-presentations, prototypes, maps, short videos, filled out questionnaires).

### Future skills it helps to develop/address (directly and indirectly):

|                                               |                                         |
|-----------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking            | ✓ Verbal and nonverbal communication    |
| ✓ Creative thinking, innovation               | ✓ Active listening                      |
| ✓ Resilience, distress tolerance, flexibility | ✓ Leadership and social influence       |
| ✓ Curiosity, openness and lifelong learning   | ✓ Initiative taking and decision making |
| ✓ Self-management                             | ✓ Quality control and management skills |
| ✓ Attention to detail                         | ✓ Tech-savvy resilience                 |
| ✓ Interpersonal understanding                 |                                         |

### Materials, minimum requirements and preparation

**Space:** Outdoor if possible, otherwise a building with different rooms

**Group size:** 12–40 participants; team size 3–5 people

#### Materials:

Quest infopacks (one per team),  
 Printer/paper, pens, sticky notes, flipchart  
 Timer/stopwatch  
 Certificates/medals/prizes  
 Secure box or tray for smartphone collection (if used)  
 First aid kit, emergency contact list

**Phones:** Off during design/testing. Only used to film demo videos or take photos.

**Duration:** 2-4 hours

**Description step by step:**

**1. Prepare & introduce (10–15 min)**

- Explain the general approach, objectives, duration, meeting point and safety rules.
- Clarify expected deliverables (e.g., filled out questionnaire, 3 photos + 1 short slogan; a 3-minute presentation; a sketched map; a short explainer video, materials collected).
- If desired, implement the smartphone policy (see “Smart phone garage” below).

**2. Collect devices (optional, 2–3 min)**

- If you want participants focused on observation and teamwork, collect smartphones into a supervised “Smart phone garage” (locked box or supervised table).
- Explain clearly when/if phones will be returned (e.g., after the quest, during the presentation slot).

**3. Build teams (5–10 min)**

- Form balanced teams (by interest, randomly, or preselected).
- Assign roles if helpful (team lead, timekeeper, documentarian, presenter).

**4. Hand out Quest infopacks (5 min)**

- Give each team an infopack containing: the quest brief, scoring criteria, a short rules sheet, a map or boundaries, and safety contacts. Make sure teams understand the constraints (time limit, permitted areas, ethical rules).

**5. Send teams on their Quest (60+ min)**

- Start the timer and send teams out.
- Facilitators supervise from a distance; avoid micromanaging. Encourage autonomy and creative problem solving.
- Do not respond to routine “how do we do this?” questions — allow teams to manage and adapt (but intervene for safety/emergency).

**6. Joint session & presentations (20–40 min)**

- Teams reconvene and present their results (set strict time limits per team).
- Display photo/artefact evidence or play short videos if part of the deliverable.

**7. Debrief & judging (15–20 min)**

- Compare outcomes against the scoring rubric (creativity, relevance, completeness, teamwork, feasibility).
- Fill out judgment sheet

Suggested scoring criteria (*example*):

- Relevance to the brief (0–10)
- Creativity & originality (0–10)
- Quality of documentation (photos/notes/video) (0–10)
- Teamwork & role distribution (0–5)
- Presentation clarity (0–5)
- Identify winners team

- Facilitate a group debrief: what worked, what obstacles they faced, decisions taken, and what they learned.

### 8. Ceremony & closure (15 min)

- Announce the winning team and hold a brief “ceremony” (certificate, medal, symbolic prize).
- Summarize key learning points and next steps.

### Suggestion to the facilitators and debriefing:

**Smart phone garage:** use this if you want focus and to practise low-tech observation. Collect phones in a supervised, clearly labelled area. Return them only after the quest or at a predefined time. If phones are needed for documentation, allow one device per team.

### Safety & procedures:

- Define geographic boundaries and check any access restrictions.
- Share emergency contacts and a basic safety briefing.
- If participants go off-site (public spaces), require a check-in every X minutes or a quick call if phones are kept.
- Have first-aid and a designated facilitator responsible for emergencies.

### Facilitation stance:

- Encourage autonomy. Avoid answering every question — let teams problem-solve.
- Intervene only for safety, rule breaches, or serious conflicts.
- Observe silently where possible to gather material for the debrief.

**Handling online requests:** try not to react immediately to online requests from participants. Use such moments as learning opportunities: after the quest, discuss how teams handled uncertainty and digital temptations.

### Debriefing prompts (for facilitators)

- What strategy did your team choose and why?
- Which decision was most effective — and which would you change?
- How did you resolve disagreements or time pressure?
- What role did creativity play in reaching the goal?
- If an emergency had occurred, how would you have reacted? Was your plan sufficient?
- Which of the Golden Rules of WakeUP (*if introduced earlier*) did you apply?

### Variations & adaptations

- Short urban quest (45–75 min): photo-report on a local theme (e.g., “hidden community helpers”).
- Low-tech quest (no phones): teams produce hand-drawn maps, sketches and written reports.
- Deep research quest (multi-session): extend over days; include interviews with locals and mini-investigations.
- Accessibility adaptation: provide transport assistance, accessible routes or indoor alternatives for participants with mobility needs.

### Evaluation of the impact for this methodology:

- **Check results**
- **Oral feedback**
  - At least 80% of teams complete the quest and submit the required deliverables (e.g., questionnaire, photos, map, prototype, or presentation) within the time limit.
  - Each team provides at least 3 pieces of evidence from the quest (photos, collected materials, sketches, notes, or short video).
  - In each team, at least 3 different roles are visible during the activity (e.g., leader, timekeeper, documentarian, presenter), showing active collaboration.
  - Each team delivers a 2–3 minute presentation explaining their task, approach, and results, and connects them clearly to the quest brief.
  - During the debriefing, at least half of the participants can name one challenge they faced, one solution they tried, and one skill they used or developed during the quest.

***Attached Material***

 [Example of a Quest Bag](#)

**METHODOLOGY 11: Life Hacks – Tech-Savvy Resilience****Short description:**

Young people work in teams to create new life hacks (smart tricks that make life easier) that don't need technology. E.g. your battery is flat, you have no internet connection to use google maps: how to use a simple tourist map.

Each team writes down their idea in a sheet called the "Hack Card" (simple step-by-step guide). Then, they record a short one-take video (60–90 sec) showing how their hack works. After presenting their hack to everyone, teams swap and try out another team's hack. They give feedback using a sheet called the "Test Card" (what worked well + what can be improved).

**Aims and objectives:**

- Practice curiosity: try → notice → improve.
- Find creative ways to solve real problems without tech (build tech-savvy resilience).
- Write clear, step-by-step instructions anyone can follow.
- Learn from peers by testing and giving feedback.

**Future skills it helps to develop/address (directly and indirectly):**

|                                               |                                             |
|-----------------------------------------------|---------------------------------------------|
| ✓ Analytical and critical thinking            | ✓ Curiosity, openness and lifelong learning |
| ✓ Creative thinking, innovation               | ✓ Tech-savvy resilience                     |
| ✓ Resilience, distress tolerance, flexibility |                                             |

**Materials, minimum requirements and preparation**

**Space:** Medium indoor room with wall space + projector for showing videos.

**Room size:** Medium (enough space for small groups).

**Group size:** 12–30 people (teams of 3–5).

**Materials:** Guiding questions card, Test card, sticky notes, pens, paper.

**Phones:** Off during design/testing. Only used to film demo videos.

**Duration:** 120 minutes

**Description step by step:****1. Read & Q&A (10 minutes)**

- Explain what a life hack is.
- Connect it to this module: solving problems without tech.
- Set up rules: Phones only for filming + consent before filming others.
- Provide clear instructions from beginning to end.

**2. Teams & roles (5 minutes)**

- Group them in 3–5 per team.
- Explain possible roles (Builder, Writer, Tester, Presenter).
- Provide them with the Guiding question card handout.

- Explain that part of the task is for them to complete the handout.

### 3. Invent & write (20 minutes)

- Ask them to choose one of the following situations:
  - No translator and no one understands you in a foreign country
  - No Google Maps and you are lost in the city
  - No calculator, hard math problem
  - No camera and you want to keep the moment forever
  - No WiFi and no projector, but you must run a workshop for 20 people.
- Only if they ask for examples/ inspiration, you can provide the following:
  - Universal Life Hack: Look for a small “i” sign — it means *information desk*. Go there and ask the staff to write your destination in the local language and draw the route on a free map. Then you can show that paper to drivers or station staff if you need help finding your way.
  - Round to an easy number → Calculate the easy version → Correct the rounding difference.  $49 \times 18 \rightarrow 50 \times 18 = 900 \rightarrow -18 = 882$ .  $19\% \text{ of } 62 \rightarrow 20\% = 12.4 \rightarrow -0.62 = 11.78$ .
  - Walk into any hotel and ask staff to write in the local language: “I need a day ticket. Which line and direction go to [destination]?” Use the card to buy the right ticket and show it to drivers/staff (match line number + direction).
  - Look 10s → say **3** things you see, **2** sounds/smells, **1** feeling (one word). Grab a tiny token (ticket/leaf/receipt); write/scratch the word; hold it, say it  $\times 3$ , one slow breath.
  - Gallery Walk → Prepare large paper sheets before the session. Write or draw one key idea per sheet (like slides). Stick them on the wall in order. Walk participants from sheet to sheet to explain the content, then let them do a gallery walk to review, add notes, or ask questions.

### Record demo video (15 minutes)

- One take, 60–90 sec. Show:
  - The situation
  - Materials used
  - Steps 1–2–3
  - When it might fail
  - Why it works

### Present Hacks (20 minutes)

- Each group shows their video (3–5 min per team)

### Test Other Hacks (20 minutes)

- Swap hacks with another team.
- Try to follow the steps exactly as written.
- Fill the Test Card: Write what worked and what did not.

### Feedback & Group Reflection (20 minutes)

- Participants take turns to share their experiences
- Teams get feedback from testers.
- Teams take notes of what can be improved

### Close (10 minutes)

- Each team shares one offline habit they want to keep using in their daily life.

- Optional: Share example solutions after testing for inspiration.

### **Suggestion to the facilitators and debriefing:**

#### Potential Triggers:

- Language stress → Allow drawing/pointing instead of speaking.
- Camera discomfort → Film hands/objects only; no faces unless consent.
- Perfectionism → Remind them it's a one-take video, "good enough" is enough.

#### With Whom to Use:

- Youth workers and young people (16+)
- Especially useful in mixed-language groups, youth exchanges, and mobility prep.

#### How to Make It Inclusive or Safer:

- Use large-print cards, seated options, and non-speaking roles if needed.
- Get clear consent before filming.
- Use simple words and visual support.

### **Evaluation of the impact for this methodology:**

- In the pre/post check (0–5), most participants increase by at least +1 point on "I can solve practical tasks without tech" or "When I'm stuck, I try options and improve."
- Each team produces the required outputs, meaning one completed Hack Card, one 60–90 second one-take video, and their hack matches one of the given "no-tech" situations.
- During testing, another team can follow the Hack Card and make the hack work on the first or second try, showing the steps are clear and realistic.
- For every hack, testers complete a Test Card and give at least 1 specific improvement suggestion and 1 thing that worked well, so feedback is concrete and usable.
- In the final closing round, each team states one offline habit they will try in real life and explains when they would use it, showing transfer beyond the activity.

### **Attached Material**



[Life Hack – Guiding Questions](#)



[Life Hack – Test Cards](#)

**METHODOLOGY 12: Photography Quest (FutureMe Version)****Short description:**

Photography Quest – FutureMe is a participatory, creative methodology based on photography and visual storytelling. Participants use images to express their personal and collective visions of the future, connecting imagination, critical reflection, and civic engagement. Through photography, editing, reflection, and group dialogue, young people explore what kind of world they want to live in and how they can actively contribute to shaping it.

The methodology draws on experiential learning, visual literacy, and reflective dialogue (Photovoice & SHOWED framework), empowering participants to articulate complex ideas about sustainability, digital transformation, resilience, and global citizenship.

**Aims and objectives:**

- Encourage young people to imagine and articulate positive, values-based futures.
- Strengthen critical thinking and self-reflection through visual storytelling.
- Develop creative, digital, and communication skills.
- Foster civic engagement and a sense of agency in shaping the future.
- Support emotional expression, resilience, and peer learning.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                             |
|--------------------------------------------------|---------------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Curiosity, openness and lifelong learning |
| ✓ Creative thinking, innovation                  | ✓ Technological/ Digital literacy           |
| ✓ Emotional intelligence, regulation of emotions | ✓ Civic engagement                          |
| ✓ Self-awareness (personal and social)           | ✓ Initiative taking and decision making     |

**Materials, minimum requirements and preparation**Materials:

- Smartphones or cameras
- Photo editing app (e.g. Polish)
- Projector or screen (optional)
- Printed SHOWED reflection questions
- Sticky notes, pens, paper

Space:

- Indoor room for reflection and sharing
- Outdoor or flexible space for photography
- Optional: wall or digital space for exhibition

**Duration:** 70 - 90 minutes

**Description step by step:****1. Introduction & framing (15 minutes)**

- Introduce the FutureMe concept and the idea of photography as a tool for storytelling and social reflection.
- Explain that there are no “right” or “wrong” photos – the focus is on meaning and intention.

- Briefly introduce ethical guidelines: consent, respect, no photos of people without permission.

## 2. Choose a Topic (10 minutes)

- Group them in 3–5 per team.
- Each group picks one of the following 4 topics related to the FutureMe project:
  - **Green Policy – Show us the future of green policy in the world of FutureMe.** Capture your vision in a photo that represents how we will live sustainably, protect nature, and care for our planet.
  - **Digital Future – Show us the future of digital transformation in the world of FutureMe.** Use your creativity to express how people will connect, create, learn, and grow through digital tools — in a way that is inclusive, innovative, and empowering.
  - **Future Resilience – Show us the future of resilience and well-being in the world of FutureMe.** Capture your vision of a future where emotional strength, adaptability, and community support help us grow stronger.
  - **Global Citizenship – Show us the future of global connection and active citizenship in the world of FutureMe.** Through your photo, show how people from different cultures work together, support each other, and shape a better shared future.

## 3. Capture the Moment (15 minutes)

- Participants take photos that express their interpretation of the chosen theme. They should think about how their image can tell a story about the future, using composition, lighting, and perspective (see **upraise-photovoice** tips, including framing, contrast, storytelling, and emotional connection).

## 4. Polish the pictures (10 minutes)

- After capturing their photos, participants use Polish editing tools to enhance their images. This can include adjusting brightness, contrast, color balance, and adding creative filters to match the tone of their message.

## 5. Reflect and Share (20 minutes)

- Participants share their final images in a group, explaining the story behind their photo and how it relates to their chosen FutureMe theme. Use the **SHOWED framework** to guide this reflection:
  - What do you **See** here?
  - What is really **Happening** here?
  - How does this relate to **Our** lives?
  - **Why** does this situation **exist**?
  - What can we **do** about it?

## 6. Exhibit (20 minutes, optional)

- Optionally, create a virtual or physical gallery to showcase the images, inviting other groups, community members, or even policymakers to engage with the participants' visions of the future.

### Suggestion to the facilitators and debriefing:

- **Choose a Strong Focus:** Pick a subject that clearly represents your chosen theme (e.g., Green Policy, Digital Future, Resilience, or Global Connections). Think about what you want your photo to say about the future.
- **Tell a Story with Context:** Use objects, colors, and backgrounds that add meaning to your image. For example, a tree in an urban setting can symbolize the balance between nature and technology.
- **Play with Light and Shadows:** Use natural or artificial light creatively to highlight your subject or create contrast. Morning and evening light often add warmth and depth.
- **Capture Small Details:** Sometimes, a single small detail can capture the essence of a big idea. For example, a cracked phone screen might symbolize resilience through tough times.
- **Experiment with Angles and Perspectives:** Don't just take a photo from eye level. Try looking up, down, or from the side to create a more interesting and meaningful shot.
- **Keep it Authentic:** Capture real moments and avoid overly staged photos. Authenticity makes your message more impactful.
- **Use Polish for Final Touches:** Enhance your images with Polish, adjusting brightness, contrast, and colors to match the mood you want to convey.
- **Reflect and Share:** Think about what your photo represents and how it relates to the future you imagine. Use the SHOWeD method for deeper reflection
- **Award Points and Badges:** Gamify the experience by awarding points or badges for creativity, persistence, and impact, reinforcing the importance of lifelong learning:
  - Creativity: for your original and imaginative approach to the future.
  - Professional: for showcasing skill, craftsmanship, and attention to detail.
  - Inspirational: for creating a photo that motivates and sparks new ideas or action.

### Evaluation of the impact for this methodology:

- Short reflection questions (oral or written):
  - "I feel more capable of imagining my future."
  - "I can express complex ideas through images."
- Artifacts: one photo + reflection per participant.
- Group discussion insights and peer feedback.

### Attached material



[SHOWeD questions](#)

[Theme Cards](#)

[Badges for Gamification](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Reliability, attention  
to details & Self-  
Management

## MODULE 6

## MODULE 6

### Reliability, Self-Management, Self-Efficacy, and Attention to Detail

#### PART A

#### Understanding Reliability, Self-Management, Self-Efficacy, and Attention to Detail in Youth Work

#### Why are Reliability, Self-Management, Self-Efficacy, and Attention to Detail important to be future-ready?

Youth work is about building trust, creating safe spaces, and supporting young people to grow into confident, capable adults. To do this well, youth workers need more than knowledge and passion—they need strong personal skills. Four of the most important are Reliability, Self-Management, Self-Efficacy, and Attention to Detail. These are not just “work skills”, and much more than “working harder”. It’s about working smarter, staying consistent, and showing young people that small everyday actions—being reliable, managing yourself, believing in yourself, and paying attention—can add up to big life changes. They also influence how we build relationships, how we deal with challenges, and how we model behavior to young people. Together, they form a practical toolkit that makes your work more effective, smart, and sustainable. They will help you to stay resilient and succeed long-term.

#### Definitions in a Nutshell

Reliability, Self-Management, Self-Efficacy, and Attention to Detail are four interrelated sets of skills:

- **Reliability** means that people can count on you. You keep your promises, do what you say, show up on time, and deliver consistent quality. Reliability is about dependability, honesty, punctuality, and responsibility.
- **Self-Management** is the ability to control your time, energy, emotions, and behavior so that you can meet your goals, tasks, and responsibilities. It includes planning, organization, stress management, and adaptability.
- **Self-efficacy** is the belief in your own ability to act, solve problems, and make a difference. It helps you stay persistent, bounce back from setbacks, and take initiative.
- **Attention to Detail** is the discipline of being careful, accurate, and thorough. It means noticing small but important things, double-checking your work, and showing professionalism and care in everything you do.

#### Impact and practical application

##### *Applying these Skills in Youth Work: Impact on Youth Workers*

For youth workers, these competences are essential to stay consistent, balanced, and credible in their practice. By strengthening them in their own work, they can demonstrate that:

- Reliability builds trust with young people who may have been let down before. Consistency creates safety and makes relationships stronger.
- Self-Management keeps youth workers balanced, focused, and healthy. It prevents burnout and

helps us cope with demanding and emotional situations.

- Self-Efficacy gives youth workers the motivation to keep going even when progress is slow, and inspires young people to believe in themselves.
- Attention to Detail ensures safety, fairness, and quality. In youth work, small oversights can cause harm, while care and precision show respect and commitment.

As youth workers, we are role models. How we practice these skills in daily life often teaches more than what we say in workshops.

#### *Impact of skills on youth workers and organizations*

- Stronger trust and credibility with young people, families, and partners.
- Reduced risk of burnout thanks to better self-management.
- Higher program quality through reliable delivery and attention to safeguarding.
- More effective teamwork and collaboration, built on professionalism and accountability.
- Organizational culture that values consistency, resilience, and care.

#### ***Applying these Skills in the Lives of Young People***

For young people, these skills are the foundation of employability, resilience, and independence:

- Reliability prepares them to succeed in education, training, and jobs, where being dependable and consistent is highly valued.
- Self-Management helps them deal with deadlines, stress, and changing expectations.
- Self-Efficacy gives them confidence that their actions matter, encouraging them to set goals and keep going despite setbacks.

- Attention to Detail makes their work more professional and helps them avoid mistakes that can cost trust or opportunities.

#### *Impact of skills on young people*

- Greater confidence and resilience when facing challenges.
- Better academic and work performance through consistency and care.
- Stronger relationships with peers, family, and future colleagues.
- Improved employability and readiness for adult life.

In short, these skills equip young people to thrive in uncertain, complex, and fast-changing environments ([the so-called VUCA and BANI worlds](#)).

#### ***How youth work activities support young people***

Youth work can turn these four competences into daily practice by creating **structured, supportive environments** where consistency, ownership, and quality are visible and rewarded. Activities can take many forms:

- **Shared responsibility systems** (rotating roles like timekeeper, logistics lead, note-taker) that make reliability tangible and build trust.
- **Planning & review rituals** (opening check-ins, end-of-day retros, “what went well/what to improve”) that train self-management and self-efficacy.
- **Quality routines** (checklists, templates, double-checks, peer reviews) that normalize attention to detail and reduce avoidable errors.
- **Progress ladders** (break big goals into steps, celebrate micro-wins) that strengthen persistence and belief in one’s own abilities.
- **Low-risk practice spaces** (simulations, mini-projects) where youth can try, adjust, and try

again—building confidence and consistency.

Through these approaches, youth work doesn't just *teach* reliability, self-management, self-efficacy, and attention to detail—it **lets young people practice them**, see their impact on the group, and internalize them as habits.

### Approaching these skills with young people

#### ***Ways of teaching Reliability, Self-Management, Self-Efficacy, and Attention to Detail***

Talking about these skills works best when you tie them to everyday moments and simple, concrete examples. Youth workers can explain that:

- **Reliability** is about being someone others can count on — keeping promises, showing up on time, and delivering what you said you would.  
*Everyday example:* bringing the agreed materials to a session or submitting a task exactly when due.
- **Self-Management** means organising your time, energy, and emotions so you can meet your goals without burning out.  
*Everyday example:* planning a study week with breaks, using a checklist, and sticking to realistic time blocks.
- **Self-Efficacy** is believing “I can figure this out” — trusting that your actions influence outcomes and that effort leads to progress.  
*Everyday example:* breaking a tough assignment into steps and trying a different strategy when the first one doesn't work.
- **Attention to Detail** is caring about quality — checking the small things that protect the big things (safety, fairness, trust).  
*Everyday example:* reviewing a form before sending, proofreading a

message, or double-counting tickets on a trip.

Ground these explanations in real-life situations—like group projects that fail because tasks weren't clear, missing a deadline and losing an opportunity, or catching a small error that avoids a bigger problem—so the concepts feel relevant and doable.

### ***Practical tips and tricks for training these skills in real life***

Developing this competency set requires practice, visibility, and quick feedback. Useful strategies include:

- **Make standards visible:** Agree on a clear “Definition of Done” (deadline, format, quality checks). Post it and use it consistently.
- **Use micro-commitments:** Ask for small, time-stamped promises (“I'll share the draft by 16:00”). Track them on a simple board.
- **Plan in blocks:** Teach 25–45 minute focus blocks with short breaks; schedule start times, not just due dates.
- **Chunk big tasks:** Break goals into 5–7 steps; tick them off to build momentum and self-efficacy.
- **Two-step quality check:** Self-check with a checklist, then a 2-minute peer review before submitting.
- **Energy mapping:** Do demanding tasks at high-energy times; place admin in low-energy slots.
- **If-then coping plans:** “If I get stuck, then I will... (ask a peer / check the template / take a 5-minute reset).”
- **Process praise:** Acknowledge behaviours that build reliability (“You used the checklist and met the time you set”).
- **Public progress boards:** Use a wall board or shared doc to show tasks, owners, and statuses—accountability without blame.

- **Weekly reviews (15–20’):** What was delivered? What slipped and why? What safeguard will prevent repeat? What are the top 3 for next week?
- **Peer teaching moments:** Rotate roles (timekeeper, quality checker, note-taker) so everyone practices each skill.
- **Templates & checklists:** Provide meeting notes, packing lists, risk checks, submission formats to standardise quality.

Above all, don’t present these as rigid “rules.” Frame them as **tools for independence, trust, and opportunity**: small consistent actions → trust; trust → responsibility; responsibility → more chances to grow.

### Connections with the other skills

According to the Future Skills Framework, these are not just soft skills—they’re key leadership and transformation skills in every sector. Whatever environment you work or live in, inconsistency will be punished. People with these skills build trust - which plays a key role when volatility and ambiguity make coordination harder. And according to the VUCA-World and BANI models, reliable, detail-oriented people reduce execution risk, stress and cognitive overload. These 4 skills link closely with other FutureMe competencies:

- Reliability connects with integrity, accountability, and leadership.
- Self-Management supports time management, adaptability, and emotional regulation.
- Self-Efficacy connects with problem-solving, initiative, and growth mindset.
- Attention to Detail supports precision, accuracy, and follow-through.

### Sources and further reading

#### Articles, Books, and Frameworks

- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman. Summary on Wikipedia: [Self-Efficacy \(book\) - Wikipedia](#)
- Council of Europe Youth Work Portfolio (reliability, self-management, attention to detail in youth work) <https://www.coe.int/en/web/youth-portfolio>
- ExamplesWeb: Examples of Reliability Skills for Success, [Examples of Reliability Skills for Success](#)
- MegalInterview: *10 Reliability Skills and How to Develop Them* (2025) <https://megainterview.com/reliability-skills>
- Schwarzer, R. & Jerusalem, M. (1995). *Generalized Self-Efficacy Scale (GSE)*

**PART B****Methodologies to explore Reliability, Self-Management, Self-Efficacy, and Attention to Details with young people****How to develop and train these skills: General introduction and tips**

Developing this essential skillset isn't just about working harder—it's about working smarter, staying consistent, and building trust with yourself and others. The following practical strategies can help you strengthen key competencies like **reliability, self-management, self-efficacy, and attention to detail.**

**Cultivate the Right Mindset**

- **Self-reflection:** Regularly assess your habits and performance. Are you meeting deadlines? Do you follow through on commitments? Are you honest about your progress?
- **Embrace a growth mindset:** See challenges and change as opportunities to learn and improve.
- **Learn from mistakes:** Accept setbacks without self-judgment. Reflect on what happened and how you can do better next time.
- **Take accountability:** Own your responsibilities and outcomes. Admit errors, communicate challenges, and take corrective action when needed.
- **Be present:** Sometimes, you just have to be present and available to people, and listen to them, nothing else is needed in most circumstances. And especially be present, when people really need you.

**Set Clear Goals and Plan Effectively**

- **Define realistic goals and timelines:** Break tasks into smaller, manageable steps with clear deadlines.
- **Use organizational tools:** Utilize calendars, digital task managers, or project boards to keep track of commitments.
- **Prioritize wisely:** Focus on high-impact, time-sensitive tasks first.

**Monitor Progress and Ensure Quality**

- **Track your progress:** Use visual progress indicators or logs to stay motivated and accountable.
- **Check your work twice:** Build the habit of reviewing before submitting to catch errors and ensure clarity.
- **Use checklists and templates:** Standardize processes to avoid missed steps and ensure consistent results.
- **Pay attention to details:** Maintain focus on the finer points of each task, especially in work where accuracy is critical.

**Build Consistent Habits and Routines**

- **Establish daily and weekly routines:** Create structure in your workdays to support focus and reliability.
- **Incorporate time management techniques:** Use strategies like time blocking or the Pomodoro technique to stay productive.
- **Avoid distractions:** Minimize interruptions during focused work. Silence notifications or create a distraction-free workspace.
- **Say “no” when necessary:** Learn to decline non-essential tasks or delegate when appropriate to protect your time and energy.

**Improve Communication and Collaboration**

- **Be honest:** The more you are honest with other people, the more

they will trust you and the more they will feel comfortable relying on you.

- **Communicate clearly and promptly:** Use concise, professional language. Keep relevant parties updated.
- **Respond in time:** Acknowledge emails and messages promptly to maintain smooth workflow and respect others' time.
- **Listen actively:** Show genuine interest in others' input during meetings or discussions.
- **Ask for feedback:** Be open to input from others and use it to improve your performance and communication.

### **Strengthen Professional Conduct**

- Make only commitments and promises you can fulfil or keep, and then **follow through on commitments:** Whether small or large, do what you said you would—on time and to the best of your ability.
- **Be punctual:** Arrive on time for meetings and consistently start your workday on schedule. Set alarms and reminders if needed.
- **Maintain integrity:** Be honest, transparent, and ethical in your decisions and interactions - even when no one is watching.
- **Stay adaptable:** Adjust plans calmly when circumstances change. Seek solutions rather than getting stuck in the problem.
- **Be a role model:** Set the tone for reliability, professionalism, and accountability in your team or workplace.

### **Some exercises to train these skills**

Here are some ideas for exercises and activities to train these skills with young people:

#### **Reliability**

Trust Circle: Each participant makes a small promise to the group (e.g., bring an item tomorrow, share a positive quote) and follows through. Reflect afterwards on how it feels when promises are kept or broken.

#### **Self-Management**

Time Jar Exercise: Give participants “big rocks” (important goals), “pebbles” (smaller tasks), and “sand” (distractions). Let them fill a jar to see how prioritization works.

#### **Self-Efficacy**

Success Stories: Ask participants to recall a time when they overcame a challenge. Reflect on what strengths helped them and how they can use these again.

Challenge Ladder: Break a big goal into smaller steps. Celebrate each step achieved.

#### **Attention to Detail**

Spot the Difference: Use pictures, short texts, or roleplays where participants need to find small but important errors or changes. Reflect on why details matter.

Observation Game: After a short walk or group activity, ask youth to write down all the details they noticed. Discuss how paying attention affects awareness and care.

## METHODOLOGY 13: Walking the Talk: Practicing Reliability in Training

### Short description:

In this exercise, participants reflect on what makes a reliable person, define together what is needed for a successful training atmosphere, and then take responsibility for specific tasks that ensure the group's success. Each participant becomes accountable for their task throughout the training, experiencing firsthand what it means to be reliable—and unreliable—within a learning community.

### Aims and objectives:

- To raise awareness of reliability as a professional and personal skill.
- To allow youth workers to practice reliability themselves in a real and playful way during training.
- To highlight the role of youth workers as role models for young people.
- To show how reliability impacts trust, atmosphere, and group effectiveness.
- To explore consequences of unreliability in a safe environment.

### Future skills it helps to develop/address (directly and indirectly):

|                   |                                   |
|-------------------|-----------------------------------|
| ✓ Reliability     | ✓ Active listening                |
| ✓ Self-management | ✓ Leadership and social influence |

### Materials, minimum requirements and preparation

- **Materials:** Flipchart paper, markers, sticky notes, tape.
- **Room Requirements:**
  - Indoor or outdoor (depending on weather, but indoor recommended for flipchart use).
  - Enough space for group discussion in a circle and movement around flipcharts.
  - For virtual training: online whiteboard (Miro, MURAL, Jamboard, or shared document) + breakout rooms.
- **Group Size:** Works well with 8–25 participants. For smaller groups (<8), participants may take more than one task. For larger groups (>25), some tasks can be assigned in pairs.
- **Preparation:**
  - Prepare flipcharts with the following headers: *Criteria of a Reliable Person, What We Need for a Successful Training, Our Tasks & Responsibilities, Rules and Consequences.*
  - Think of 8–12 possible “training support tasks” (examples: timekeeper, energizer, tidy-up crew, tech support, feedback collector, note-taker, atmosphere keeper, coffee corner manager).

### Duration:

- Approx. 60–90 minutes (depending on group size).
- Ongoing responsibility: Tasks run **throughout the entire training course.**

**Description step by step:****1. Warm-up reflection (5–10 min)**

- Ask participants: *“What makes a person reliable?”*
- Collect keywords on a flipchart.

**2. Group brainstorm: Success criteria (10–15 min)**

- Ask: *“What do we need to have a great training atmosphere and environment?”*
- Write down contributions on a flipchart (e.g., time management, clean space, active participation, technical support).

**3. Define concrete tasks (10–15 min)**

- From the brainstorm, identify tasks that can be taken on by individuals.
- Example tasks: timekeeping, setting up the room, preparing energizers, documenting key points, supporting breaks, keeping track of group agreements.

**4. Assign tasks (10 min)**

- Each participant chooses or is assigned a task.
- Write names clearly next to each task on the flipchart.

**5. Agree on rules and consequences (15–20 min)**

- Discuss as a group: *“What should happen if someone does not fulfill their responsibility?”*
- Define “punishments” or consequences in a playful but meaningful way (e.g., singing a song, doing push-ups, sharing a story, buying coffee for the group).
- Make sure the consequences are light, inclusive, and non-shaming.

**6. Close the setup round (5 min)**

- Summarize: “From now on, we are not only learning about reliability—we are practicing it. Let’s see what happens.”

**Suggestion to the facilitators and debriefing:****• Facilitation tips:**

- Keep the tone playful but consistent: reliability matters, but punishments should never humiliate.
- Encourage everyone to take the exercise seriously—it only works if responsibilities are real.
- Be flexible: if tasks are forgotten, use it as a teaching moment rather than a failure.

**• Inclusivity:**

- Make sure tasks are accessible to all participants (e.g., don’t assign a physically demanding task to someone with mobility limitations).
- Allow participants to volunteer first before assigning tasks.

**• With whom to use / not use:**

- Use with groups open to experiential learning and playful interaction.
- Avoid groups where relationships are very fragile, as punishments might create tension.

### Debriefing (15–20 min, at the end of training block or course)

Key questions:

- How did it feel to have a responsibility for the group?
- Was it easy or hard to stay reliable throughout the training? Why?
- How did the group react when someone wasn't reliable?
- What does this teach us about being role models for young people?
- How can we use this experience in our everyday youth work?

☞ For more guidance, see the **Debriefing chapter** at the end of this handbook.

### Evaluation of the impact for this methodology:

Indicators:

- Participants fulfill their chosen tasks throughout the training.
- Participants reflect openly on their own reliability during the debriefing.
- The group atmosphere improves through shared responsibility.
- Increased awareness of the link between *talking about reliability* and *being reliable*.

### Examples of when/how to verify:

- Use a “Tree of Impact” at the end of the training: roots = what we learned, trunk = what we practiced, branches = how we will apply reliability in our work.
- Collect short written reflections: “*One insight about reliability I’m taking home...*”

### Attached Material

- 🔗 [Criteria of a Reliable Person](#)
- 🔗 [What we need of a Successful Training](#) (list)
- 🔗 [Our Tasks and Responsibilities](#) (columns: task – name of responsible person – name of substitute – check mark for each day)
- 🔗 [Rules and Consequences](#) (group-defined)

## METHODOLOGY 14: “My Bullet Journal: Organizing Life, Work, and Growth”

### Short description:

This method introduces participants to the use of a bullet journal as a practical tool for planning, reflection, and self-management. With the help of prepared templates (daily, weekly, monthly, yearly planners, vision boards, and reflection sheets), participants create their own personalized system. They practice documenting tasks, setting goals, and reflecting on habits, while also exploring the creative and mindful aspects of journaling.

### Aims and objectives:

- To introduce the bullet journal method as a flexible tool for self-organization and reflection.
- To help participants practice time management, self-management, and attention to detail in a hands-on way.
- To support creativity, self-expression, and visualization of goals.
- To encourage participants to develop a consistent personal practice that can be transferred into their work with young people.
- This exercise blends structure with creativity, gives participants a lifelong tool for self-organization, and allows them to immediately practice FutureMe skills like self-management, attention to detail, and self-efficacy.

### Future skills it helps to develop/address (directly and indirectly):

|                                        |                       |
|----------------------------------------|-----------------------|
| ✓ Creative thinking, innovation        | ✓ Self-management     |
| ✓ Self-awareness (personal and social) | ✓ Attention to detail |
| ✓ Reliability                          | ✓ Mindfulness         |

### Materials, minimum requirements and preparation

- **Materials per participant:**
  - Filling folder A4 (one per participant)
  - Pen (plus optional colored pens or markers).
  - Set of prepared templates (daily log, weekly log, monthly log, yearly planner, vision board, “things I like/need to avoid/like to copy,” and method description pages).
- **Room Requirements:**
  - Indoor space with tables and chairs.
  - Calm, creative atmosphere (light background music optional).
- **Group Size:** Works well with 6–25 participants. For smaller groups, allow more individual coaching; for larger groups, work with peer-to-peer sharing.
- **Preparation:**
  - Print templates or prepare them digitally for online participants.
  - Prepare flipcharts with examples of how each template works.
  - Optionally, prepare sample bullet journals to inspire participants.

### Duration:

*Approx. 90–120 minutes (depending on group size and depth of sharing).*

**Description step by step:****1. Introduction to the method (10–15 min)**

- Present the idea of a bullet journal: part planner, part diary, part toolbox.
- Show examples of what can be included.

**2. Explore the templates (15–20 min)**

- Distribute printed templates.
- Briefly explain each one: daily log, weekly log, monthly/yearly planners, vision board, reflection sheets.

**3. First practice: Daily & Weekly (20–25 min)**

- Participants set up their first daily and weekly pages in their notebooks using the templates.
- Encourage them to write down current tasks, appointments, or goals.

**4. Second practice: Reflection tools (20–25 min)**

- Introduce creative/reflective templates: *Things I like*, *Things to avoid*, *Things to copy/adopt*, vision board.
- Give time to fill in one or two.

**5. Personalization (15 min)**

- Allow participants to add colors, drawings, or creative elements.
- Emphasize: “This is your tool—make it yours.”

**6. Peer sharing (10–15 min)**

- In pairs or small groups, participants share one page they created.
- Exchange ideas for adapting it to their own practice.

**7. Wrap-up (5 min)**

- Highlight how the bullet journal connects to reliability, self-management, and self-efficacy.

**Suggestion to the facilitators and debriefing:**

- Facilitation tips:
  - Emphasize flexibility: there is no “wrong” way to keep a bullet journal.
  - Encourage both structured (planners) and creative (vision board, reflections) uses.
  - Keep materials simple—don’t overcomplicate with too many decorative elements unless participants want to.
- Inclusivity:
  - Stress that the method works for everyone, regardless of drawing/writing skills.
  - For participants with writing challenges, allow for symbols, colors, or stickers instead of words.
  - In virtual settings, suggest digital bullet journals (e.g., OneNote, Notion, GoodNotes).
- With whom to use / not to use:
  - Very suitable for youth workers, young people, or groups focusing on self-management.

- Less suitable if participants strongly resist reflective writing or have very limited literacy skills (adapt with more visuals).

### Debriefing (15–20 min)

Key questions:

- How did it feel to organize your thoughts and tasks this way?
- Which templates spoke to you most—and why?
- How can this tool help you in your personal and professional life?
- How could you adapt this method for use with young people you work with?

### Evaluation of the impact for this methodology:

#### Indicators:

- Participants set up at least one functional planning template and one reflective template.
- Participants report increased clarity about their tasks or goals.
- Participants express willingness to continue using the tool beyond the training.

#### Examples of when/how to verify:

- Collect feedback at the end: *“Which page of your bullet journal will you continue to use after this training?”*
- At the end of the course, revisit journals: *“What have you added or used since we started?”*
- Use “Tree of Impact”: roots = learned methods, trunk = what I’ve already applied, branches = where I’ll take it.

### Attached Material



[The Bullet Journal of the FutureMe](#)



[My Bullet Journal](#)

## METHODOLOGY 15: “Staying on Track Online: Using Digital Tools for Tasks and Self-Management”

### Short description:

In this method, participants learn how to use digital self-management and task-tracking tools such as Trello, Todoist, or Monday.com. They explore features like task creation, deadlines, reminders, and collaboration boards. The session is hands-on: participants create their own digital workspace, test basic functions, and reflect on how these tools can support reliability, self-management, and teamwork in youth work and everyday life.

### Aims and objectives:

- To introduce digital task-management tools and their potential for personal and professional use.
- To train participants in **basic functions** (creating tasks, setting deadlines, categorizing, collaborating).
- To link the tools to FutureMe skills: **reliability, self-management, self-efficacy, and attention to detail**.
- To encourage participants to identify the **tool that best fits their own style**.
- To reflect on how to transfer these tools to working with young people and youth work projects.
- Participants not only **practice self-management online** but also **experience reliability and collaboration in action**, while learning tools that can directly support their role as youth workers.

This exercise blends digital literacy with FutureMe skills.

### Future skills it helps to develop/address (directly and indirectly):

|                                        |                       |
|----------------------------------------|-----------------------|
| ✓ Self-awareness (personal and social) | ✓ Attention to detail |
| ✓ Technological/ Digital literacy      |                       |

### Materials, minimum requirements and preparation

#### Materials per participant:

- Smartphone, Laptop or tablet
- Internet access.
- Free accounts created in one of the chosen tools (Trello, Todoist, Monday.com, or Asana).

#### Trainer preparation:

- Choose one tool as a **main demonstration tool** (e.g., Trello for visual boards, or Todoist for simplicity).
- Prepare a **sample project board/list** (e.g., planning a youth event) to demonstrate functions.
- Create an overview sheet with digital options and a **cheat sheet** with screenshots of basic functions (adding tasks, deadlines, assigning responsibilities).

#### Room Requirements:

- Indoor space with tables, chairs, and reliable internet.
- Projector/screen to show a live demo.

- For online sessions: participants need to share screens, trainers should be able to present tool navigation.

**Group size:** 6–20 participants works best (enough for collaboration tasks).

**Duration:**

Approx. **90 minutes** (can be extended to 2 hours if collaboration tasks are included).

**Description step by step:**

**1. Introduction to Digital Tools (10 min)**

- Present why self-management tools matter in daily life and youth work.
- Show examples: Trello = boards & visual overview; Todoist = task lists; Monday.com = team projects.

**2. Live Demo by Facilitator (15–20 min)**

- Show main tool step by step (screen share or projector).
- Demonstrate: creating a project, adding tasks, setting deadlines, tagging tasks, marking them complete.
- Use a relatable example (planning a youth camp, organizing a training session).

**3. Individual Setup (15 min)**

- Participants create their own free account.
- They set up one personal project (e.g., “My Weekly Plan”) with at least 5 tasks.

**4. Hands-On Exercise: Collaborative Project (20–25 min)**

- In small groups, participants create a shared project board.
- Example task: “Organize a group trip” or “Plan a youth workshop.”
- Each person gets a role (responsible for a sub-task).
- Groups assign deadlines, comments, and track progress in real-time.

**5. Reflection & Transfer (15 min)**

- Discuss: Which tool feels intuitive? Which features are most useful for reliability and self-management?
- Explore: How can this be used with young people in youth work projects?

**6. Wrap-Up (5–10 min)**

- Summarize: digital tools support planning, communication, reliability, and attention to detail.
- Encourage continued use by committing to one tool for at least two weeks after training.

**Suggestion to the facilitators and debriefing:**

**Facilitation tips:**

- Keep it simple: don’t overwhelm with too many functions at once. Start with basics.
- Show practical examples that relate to participants’ real lives (e.g., youth events, weekly routines).
- Be prepared for technical issues (e.g., participants struggling with logins).

**Inclusivity:**

- Some participants may be less tech-savvy. Pair them with more experienced ones for peer support.
- Emphasize that not every tool fits everyone—encourage exploration.
- For participants with limited digital access, show offline alternatives (planners, bullet journals).

**With whom to use / not to use:**

- Very suitable for youth workers, young leaders, and young people in structured projects.
- Less suitable for groups without reliable internet access or who prefer low-tech approaches.

**Debriefing**

**Possible questions:**

- What did you enjoy most about using the tool?
- How does it compare to offline planning (notebooks, bullet journals)?
- How might these tools make you more reliable in your professional and personal life?
- Could you imagine introducing this tool to young people you work with? How?

**Evaluation of the impact for this methodology:**

**Indicators:**

- Participants can create and manage at least one project board/list.
- Participants actively use deadlines, categories, or collaboration features during the session.
- Participants express willingness to continue using one tool after training.

**Examples of verification:**

- At the end: ask each participant to share their screen and show their created project.
- Short survey: *“How likely are you to continue using this tool in the next 4 weeks?”*
- “Tree of Impact” follow-up: Roots = tools learned, trunk = personal practice, branches = sharing with youth/teams.

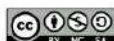
**Attached Material**

-  [Cheat Sheet with Basic Functions](#)
-  [Sample Project Template \(Trello\)](#)
-  [Sample Project Template \(Todoist\)](#)
-  [Reflection Sheet](#)

**Task Management Tools & Links**

| Tool             | URL                                                                             |
|------------------|---------------------------------------------------------------------------------|
| Trello           | <a href="https://trello.com/">https://trello.com/</a>                           |
| monday.com       | <a href="https://monday.com/">https://monday.com/</a>                           |
| ClickUp          | <a href="https://clickup.com/">https://clickup.com/</a>                         |
| Todoist          | <a href="https://todoist.com/">https://todoist.com/</a>                         |
| Google Tasks     | <a href="https://tasks.google.com/">https://tasks.google.com/</a>               |
| ProProfs Project | <a href="https://www.proprofsproject.com/">https://www.proprofsproject.com/</a> |
| Microsoft To Do  | <a href="https://todo.microsoft.com/">https://todo.microsoft.com/</a>           |
| Any.do           | <a href="https://www.any.do/">https://www.any.do/</a>                           |
| Sunsama          | <a href="https://sunsama.com/">https://sunsama.com/</a>                         |
| Drag App         | <a href="https://www.dragapp.com/">https://www.dragapp.com/</a>                 |
| WeekPlan         | <a href="https://weekplan.net/">https://weekplan.net/</a>                       |

## Equipping youth workers and young people with skills for the future

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## MODULE 7

### Tech-savvy resilience: mastering innovation while staying sharp with hands-on skills and effort-driven independence

#### PART A

#### Understanding Tech-savvy resilience in Youth Work

##### Why is Tech-savvy resilience important to be future-ready?

In a world where we rely on technology for nearly everything — from navigation and shopping to cooking and communication — one question is becoming increasingly urgent: *“What happens when technology fails?”*

Our growing digital dependence has made life easier and more connected, but it has also left individuals and communities vulnerable when systems break down. A power outage, a drained battery, or a network failure can make us feel helpless and lost.

This is where Tech-Savvy Resilience comes in — a future skill that combines traditional offline competencies with the confidence to remain independent of technology when needed.

##### Definition in a Nutshell

**Tech-Savvy Resilience** refers to the ability to navigate, solve problems, and manage challenges without relying entirely on technology. It's about **confidence, adaptability, and resourcefulness**. While it sounds like a modern concept, its roots are deeply traditional: the ability to **use your own**

**knowledge, creativity, and skills** to handle situations independently.

Some examples of tech-savvy resilience skills include:

- Navigating with a **map, compass, or city plan** instead of navigation app / online app;
- Cooking without **YouTube tutorials** or online recipes;
- Repairing clothing, furniture, or tools instead of replacing them;
- Giving good and interesting **presentations without PowerPoint or projectors**;
- Identifying **edible plants, berries, and mushrooms** and preparing them safely;
- Organizing **offline activities** and enjoying screen-free leisure time;

These abilities might seem simple — even old-fashioned — but they are becoming **essential future skills**. In an era of high connectivity, we assume we'll always have access to technology. But this assumption is risky. Whether caused by climate-related disasters, cyberattacks, energy shortages, or social disruptions, unexpected crises can limit or eliminate access to digital tools.

- What if your phone battery runs out while traveling?
- What if a power outage takes down the internet?
- What if a natural disaster cuts off access to supply chains and online deliveries?

In such situations, offline problem-solving skills are no longer a luxury — they are a necessity. **Tech-Savvy Resilience** empowers people to **stay functional, confident, and independent**, even when systems fail. Global trends make this competence increasingly relevant:

- **Climate change** → Natural disasters can disrupt power and communication systems.
- **Cybersecurity threats** → Digital infrastructure is vulnerable to attacks.

- **Energy crises & blackouts** → Power shortages make devices unreliable.
- **Supply chain disruptions** → We may need to rely on **local resources**.

In these contexts, individuals with **Tech-Savvy Resilience** are better prepared — not only for personal challenges but also to **support their communities** when collective action is needed.

From a psychological perspective, **Tech-Savvy Resilience** builds **self-efficacy** — the belief in your own ability to handle challenges independently. According to psychologist Albert Bandura, self-efficacy is one of the strongest predictors of resilience and mental well-being. (Connection to module 3, 4, and 9, The OECD, UNESCO, and World Economic Forum all highlight adaptability, critical thinking, and resilience as essential 21st-century skills. Tech-Savvy Resilience brings these dimensions together in a practical, empowering way.)

Key psychological benefits include:

- **Greater confidence** in one's abilities;
- **Lower stress levels** in crises
- **Higher adaptability** to uncertainty
- **Increased creativity** when solving problems without defaulting to digital solutions

When people know they have the tools and skills to act even without technology, they feel less dependent, less anxious, and more empowered.

Tech-Savvy Resilience is not about rejecting technology — it's a hybrid competence, where you can balance digital skills with analog independence. The future requires hybrid competencies, where you are able to use technology effectively and responsibly, but also without technology (e.g. navigating with GPS and reading a paper map). You are able to switch between both worlds confidently, and

choose the best approach based on the situation.

On a collective level, Tech-Savvy Resilience builds **community resilience**:

- People with practical offline skills can support neighbors during disruptions.
- Shared knowledge fosters social cohesion and mutual trust.
- Offline competencies reduce overdependence on fragile systems.

In this sense, teaching Tech-Savvy Resilience is not only about personal independence but also about social responsibility.

The future will be defined by uncertainty, interconnectedness, and rapid change. While technology will remain central to our lives, our overreliance on it creates risks.

Tech-Savvy Resilience helps us stay prepared, confident, and adaptable — empowering individuals and communities to thrive, even when technology fails.

## Impact and practical application

### *Applying this Skill in Youth Work: Impact on Youth Workers*

For youth workers, Tech-Savvy Resilience is a vital competence in a world where technology shapes most learning, communication, and administration. By strengthening this skill, they can:

- **Stay reliable and resourceful in unexpected situations**, continuing programmes even when digital tools or connections fail.
- **Model adaptability and calmness** for young people, showing that independence and creativity matter as much as technical skill.
- **Blend online and offline learning approaches**, ensuring that youth

work remains inclusive even for those with limited digital access.

- **Foster critical awareness** of over-reliance on technology, helping participants recognise when it supports learning and when it becomes a barrier.
- **Rebuild connection with hands-on experiences**, encouraging reflection, teamwork, and mindful presence in an increasingly digital world.

For youth workers themselves, Tech-Savvy Resilience also supports **professional well-being**: reducing stress when systems fail, improving problem-solving confidence, and reinforcing the belief that effective work is not limited to screens or apps.

### *Applying these Skills in the Lives of Young People*

For young people, Tech-Savvy Resilience is about **balance, self-efficacy, and adaptability** in an unpredictable world. These skills help them to:

- **Stay confident when technology fails**, knowing alternative ways to navigate, communicate, or solve problems.
- **Develop emotional resilience**, managing frustration, boredom, or anxiety during disconnection or digital breaks.
- **Build practical independence**, learning everyday offline skills such as cooking, repairing, navigating, or creating by hand.
- **Strengthen focus and attention**, by engaging in activities that don't rely on constant notifications or multitasking.
- **Increase employability and creativity**, as employers increasingly value flexibility, initiative, and the ability to “make things work” beyond digital tools.

In a fast-changing world, these young people are not just users of

technology—they are **balanced, grounded innovators** who can act effectively both online and offline.

### *How youth work activities support young people*

Youth work can bring Tech-Savvy Resilience to life by offering **practical, experiential learning** where young people experiment with both technology and independence from it. Activities can include:

- **Offline challenges** such as city quests or nature hikes where participants navigate using maps and teamwork instead of phones.
- **DIY or repair workshops**, teaching basic crafting, sewing, or fixing skills to promote sustainability and self-reliance.
- **Cooking and creative sessions**, exploring how to prepare meals, make yogurt, or craft by hand without digital guidance.
- **Digital detox experiments**, where participants spend a day without screens and reflect on their emotional reactions and insights.
- **Emergency preparedness activities**, like assembling personal survival kits or simulating power-outage scenarios.
- **Blended learning designs**, combining digital research with offline execution—such as designing an app prototype, then building a physical mock-up.

Through these experiences, youth work helps young people **regain confidence in their abilities**, appreciate the value of effort and manual skills, and recognise that innovation also happens offline.

## Approaching these skills with young people

### Ways of teaching Tech-savvy resilience

Talking about Tech-Savvy Resilience becomes engaging when it connects to real experiences. Youth workers can explain that:

- **Tech-Savvy** means understanding and using technology smartly and efficiently—but not depending entirely on it.
- **Resilience** means being able to cope, adapt, and stay calm when things don't go as planned.
- Together, **Tech-Savvy Resilience** means *staying capable and confident even when technology fails*.

It's not about rejecting technology, but about **balancing both worlds**—the digital and the analogue. By turning these “what-if” questions into discussions or simulations, young people quickly grasp why this skill matters and begin to see independence as a strength.

### Practical tips and tricks for training this skill in real life

Building Tech-Savvy Resilience requires **hands-on experiences** that test both adaptability and confidence. Some effective strategies include:

- **Offline Days:** Schedule a “Digital Detox Day” where participants complete all tasks without phones or computers. Reflect afterward on emotions, difficulties, and discoveries.
- **Map & Compass Challenges:** Organise hikes or city tours using only printed maps. Teach orientation basics and problem-solving on the go.
- **DIY & Repair Labs:** Create spaces for learning simple skills—sewing, fixing tools, gardening, or basic

carpentry—to rebuild manual confidence.

- **Cooking Without Screens:** Host cooking sessions using only printed or oral instructions. Discuss teamwork, patience, and creativity.
- **Emergency Readiness Exercises:** Ask participants to prepare a “tech-free survival kit” or plan communication strategies for power outages.
- **Offline Creativity Time:** Explore arts, journaling, board games, or storytelling as mindful alternatives to digital entertainment.
- **Reflection Rituals:** After each offline session, guide participants to reflect: *How did I feel without tech? What did I learn about myself?*
- **Balanced Integration:** Encourage young people to pair online and offline methods—using digital tools for research but executing projects hands-on.

Above all, present Tech-Savvy Resilience not as a rejection of progress, but as a **superpower**—the ability to stay functional, creative, and calm in any circumstance.

## Connections with the other skills

Tech-Savvy Resilience acts as a **bridge between digital competence and personal resilience**. It strengthens multiple FutureMe skills:

- **Reliability and Self-Management:** managing routines and commitments even without digital reminders.
- **Self-Efficacy:** building confidence through real problem-solving and manual achievements.
- **Critical Thinking and Problem Solving:** analysing challenges, testing strategies, and making decisions with limited resources.
- **Adaptability and Flexibility:** shifting smoothly between online and offline contexts.

- **Emotional Regulation and Mindfulness:** staying calm and focused when systems fail or distractions arise.
- **Collaboration and Leadership:** fostering teamwork and shared responsibility in low-tech environments.

Ultimately, Tech-Savvy Resilience supports a **balanced, human-centred future**, where technology empowers people—but people remain capable, independent, and ready for whatever comes next.

## **PART B**

### **Methodologies to explore Tech-savvy resilience with young people**

#### **Some examples of activities to train Tech-savvy resilience**

There are many ways to train Tech Savvy Resilience. Here are some ideas:

- Try a **24-hour digital detox** to test your emotional resilience.
- Organise a city tour or hike, where participants are just allowed to use a paper map (and compass)
- Build a **personal emergency toolkit** with essentials like maps, power banks, and offline resources.
- Do a survival camp
- Learn and play card and board games for fun activities
- learn how to play sudoku/worträtsel (on a magazine, not on the phone!) Handcraft or creativity sessions
- Organise guided tours to identify plants, mushrooms
- learn the art of lettering
- learn how to plant and pot plants/gardening
- learn how to make butter/yogurt/sourdough starter
- learn how to make homemade pasta
- Organise cooking session, e.g. on how to preserve food, cooking over an open fire, how to make

homemade pasta, how to make butter/yogurt/sourdough starter

- Share your results with friends or colleagues to exchange tips on staying independent and prepared.
- Learn one new offline skill each month: Here are some tips, what you can learn
  - reading a map and learning how to use a compass
  - sewing on a button or a zipper
  - getting familiar about easy “offline” group, board or card games
  - how to make a “leftovers-meal”
  - knitting or crocheting, knit a sweater or crochet a scarf
  - playing sudoku/worträtsel (on a magazine, not on the phone!)
  - the art of hand lettering
  - about eatable plants, berries, and mushrooms
  - how to plant and pot plants/gardening
  - how to make butter/yogurt/sourdough starter
  - how to make homemade pasta
  - how to preserve food or make jam or sirup
  - how to start a campfire
  - how to find drinkable water
  - how to build a shelter
  - first aid

In the following pages you will find instructions for:

- a City Quest
- a Kitchen Quest
- an Emergency Kit
- an Edible Plants Quest

## METHODOLOGY 16: Emergency Kit Quest

### Short description:

A practical and reflective activity where young people explore what is essential in emergency situations and assemble their own analogue emergency kit using the FutureMe emergency checklist. The exercise helps participants understand how to prepare for crises without relying on technology, strengthening their capacity to act confidently when digital systems fail.

### Aim and objectives:

- To make young people aware of essential emergency supplies and analogue tools.
- To develop the ability to function and make decisions in situations where technology is unavailable.
- To increase preparedness, adaptability and self-reliance.
- To highlight the importance of safety, planning, and calm problem-solving under pressure.
- To strengthen future readiness by recognising the limitations of digital dependence.

### Future skills it helps to develop/address (directly and indirectly):

|                                    |                         |
|------------------------------------|-------------------------|
| ✓ Analytical and critical thinking | ✓ Tech-savvy resilience |
| ✓ Creative thinking, innovation    |                         |

### Materials, minimum requirements and preparation

- Basic Resources (drinks, groceries)
- Home Pharmacy
- Hygiene Products
- Fire Safety Tools
- Power Outage Supplies
- Radio (battery/crank)
- Document Security
- Emergency Luggage
- Important Phone Numbers

Real items or images of items (optional but helpful).

Flipcharts or printed category sheets.

Pens, markers, scissors, tape.

### Space:

- Indoor room, with 5–7 workstations for small groups.
- Tables for item sorting and analogue kit-building.
- Ideal group size: **10–25 participants**.

**Duration:** 60–90 minutes (adjust according to group size).

### Description step by step:

#### 1. Introduction: What is an emergency? (10 minutes)

- Facilitator shows the Emergency Checklist (pp. 2–9)
- Short group brainstorm: “What happens when technology stops working?”

**2. Form groups and assign categories (10 minutes)**

- Create 5–7 stations (Basic Resources, Fire Safety, Power Outage, Document Security etc.).
- Each group gets one category to analyse.

**3. Station work: Analyse, prioritise and discuss (15 minutes)**

Participants examine the items listed in their assigned section (e.g., Fire Safety on page 4). Groups answer:

- Which items are essential and why?
- Which items help us survive **without technology**?
- What could be added for young people today?

**4. Build a “Mini Emergency Kit” (10–15 minutes)**

Each group constructs an analogue emergency kit using the provided items/pictures.

Focus: *surviving with no smartphone, no GPS, no internet, no electricity.*

**5. Group presentations (10 minutes)**

Each group presents their kit and explains:

- Their priorities
- How their kit supports independence from technology
- Any surprising discoveries

**6. Final briefing: How to communicate in emergencies (5 minutes)**

Show page 9 with reporting questions: “Where is the emergency? What happened? Who is calling?”

Explain why knowing this by heart matters if technology is unavailable.

**Suggestion to the facilitators and debriefing:****Potential triggers:**

- Participants with traumatic experiences (war, disasters, displacement).
- Anxiety about safety or the idea of surviving without technology.

**With whom to use / not to use:**

- **Use with:** youth groups, schools, volunteers, mixed ability groups.
- **Be mindful with:** recently traumatised participants; offer opt-out or supportive role.

**How to make it inclusive and safer:**

- Provide visual supports and simple-language explanations.
- Offer alternative roles for participants uneasy with “survival” topics.
- Use a calm, reassuring tone throughout.
- Encourage teamwork rather than competition.

**Debriefing suggestions:**

(Refer to the Handbook’s Debriefing chapter for extended guidance).

Ask questions such as:

- “How did it feel to think about a world without technology?”
- “Which analogue skills do you think young people are losing today?”

- “What does it mean to you to be future-ready?”
- “What did you learn about your own ability to manage crises?”

**Evaluation of the impact for this methodology:**

**Indicators:**

- Participants can name at least 5 essential analogue tools (e.g., batteries, documents, crank radio).
- Participants explain why technology cannot always be trusted in emergencies.
- Increased confidence in decision-making during tech-free scenarios.
- Engagement in discussions about risk and preparedness.
- Awareness of emergency reporting procedures (page 9).

**How/when to verify:**

- Use a **Tree of Impact**:
  - **Roots**: what I believed about emergencies before
  - **Trunk**: what I learned today
  - **Branches**: what I will now do to prepare
- Quick exit cards: “One thing I will add to my personal emergency kit...”

**Attached material:**



[Guidelines for Emergencies - Checklist](#)

**METHODOLOGY 17: Kitchen Quest****Short description:**

Kitchen Quest is a hands-on, analogue cooking activity where young people learn to prepare basic and traditional foods such as homemade sauerkraut, yogurt rolls, bush bread, and butter. Using simple tools and natural ingredients, participants experience how essential food processes work without technology, reinforcing independence, creativity, and practical resilience.

**Aim and objectives:**

- To introduce participants to basic food-making techniques that rely on simple tools and natural processes.
- To cultivate appreciation for slow, manual, and analogue forms of food preparation.
- To strengthen practical independence and confidence in producing essential food from scratch.
- To emphasise sustainability, self-reliance, and future-readiness beyond technological systems.
- To promote teamwork and sensory learning through hands-on experiences.

**Future skills it helps to develop/address (directly and indirectly):**

|                                    |                         |
|------------------------------------|-------------------------|
| ✓ Analytical and critical thinking | ✓ Tech-savvy resilience |
| ✓ Creative thinking, innovation    |                         |

**Materials, minimum requirements and preparation**

- For Sauerkraut: cabbage, salt, spices, preserving jar.
- For Yogurt rolls: flour, salt, baking powder, oil, yogurt, milk, seeds.
- For Shacky Butter: cream, clean jar.
- For Stick/Bush Bread: flour, yeast/baking powder, sugar, salt, milk.

**Equipment:**

- Clean jars
- Bowls, spoons, knives
- Cutting boards
- Oven OR fire pit (if making bush bread)
- Baking trays and paper
- Access to warm space for dough rising

**Space:**

- Indoor kitchen, workshop room, or outdoor cooking area.
- Fire-safe outdoor space for stick/bush bread (optional).
- Tables for group preparation.

**Group size:** ideal 8–20 participants, divided into recipe teams.

**Duration:** 60–120 minutes, depending on the number of recipes selected.

**Description step by step:****1. Introduction to analogue cooking (10 minutes)**

- Explain the concept: making food from scratch without machines or digital support.
- Show the recipe visuals from pages 2–5

## 2. Divide groups by recipe (5 minutes)

Teams choose or are assigned:

- Sauerkraut (fermentation)
- Yogurt rolls (baking basics)
- Shacky butter (manual shaking)
- Stick/Bush bread (campfire cooking)

## 3. Guided preparation following recipes (30–60 minutes)

### Sauerkraut Station

- Participants slice cabbage, massage it with salt, pack it into jars, and learn about fermentation (p.2).
- Focus on: natural preservation **without a fridge**.

### Yogurt Roll Station

- Mix, knead, shape rolls, top with seeds, bake at 180°C (p.3).
- Focus on: baking with simple ingredients.

### Shacky Butter Station

- Shake cream for ~10 minutes until butter and whey separate (p.4).
- Focus on: transformation through physical movement.

### Bush Bread Station

- Prepare dough, let it rise, bake over fire or oven (p.5).
- Focus on: food-making in outdoor conditions.

## 4. Observing and reflecting during the process (10–15 minutes)

Participants discuss:

- What skills are needed?
- How does it feel to cook without machines?
- How would people manage without modern technology?

## 5. Tasting and sharing (10–20 minutes)

Teams present their results, share flavours, and compare experiences.

### **Suggestion to the facilitators and debriefing:**

#### **Potential triggers:**

- Food allergies (check beforehand).
- Participants anxious about cooking or using knives/fire.
- Cultural sensitivity around food habits.

#### **With whom to use / not to use:**

- Use with: youth groups, families, mixed-ability groups, outdoor camps.
- Be cautious: with participants uncomfortable with food handling or fire; offer alternative tasks.

#### **How to make it inclusive and safe:**

- Assign roles based on comfort (mixing, cutting, shaping, observing).
- Provide gloves, clear instructions, and demonstrations.
- Supervise knife use and fire closely.

- Offer vegetarian and allergy-safe options.

**Debriefing questions:**

- “What did you discover about food you normally buy already made?”
- “How did it feel to rely only on your hands and simple tools?”
- “What analogue skills would help you in the future?”
- “How is this connected to being future-ready without depending on technology?”

**Evaluation of the impact for this methodology:**

**Indicators:**

- Participants successfully produce at least one analogue food item.
- They explain one technological process (fermentation, dough rising, butter-making) **without referencing digital tools**.
- Increased confidence in handling ingredients manually.
- Demonstrated teamwork, patience, and problem-solving during the recipe.
- Ability to articulate how analogue cooking strengthens future readiness.

**How/when to verify:**

- Tree of Impact exercise:
  - Roots: What I knew about making food from scratch.
  - Trunk: What I learned in the Kitchen Quest.
  - Branches: How I can use these skills in everyday life.
- Short reflection cards: “One skill I learned today that doesn’t need technology.”

**Attached Material:**



[Kitchen Quest](#)



[Safety Instructions sheet for the Kitchen Quest](#)

**METHODOLOGY 18: Edible Plants Quest****Short description:**

A nature-based analogue learning activity where young people identify, collect, and understand edible wild plants using only pictures and a booklet—without phones or internet. Participants learn to recognise safe plants, understand their properties and traditional uses, and connect with the environment through observation, intuition, and hands-on experience.

**Aim and objectives:**

- To build awareness of edible wild plants and their medicinal/nutritional properties.
- To strengthen participants' ability to explore, identify, and decide without technological support.
- To foster ecological literacy, curiosity, and confidence in outdoor settings.
- To highlight survival skills and analogue learning methods aligned with FutureMe's mission.
- To cultivate mindfulness, attention to detail, and respect for nature.

**Future skills it helps to develop/address (directly and indirectly):**

|                                    |                         |
|------------------------------------|-------------------------|
| ✓ Analytical and critical thinking | ✓ Tech-savvy resilience |
| ✓ Creative thinking, innovation    |                         |

**Materials, minimum requirements and preparation**

- Printed pictures/booklet showing the edible plants (pp. 4–11):
- A basket or bag for collecting leaves/flowers.
- Paper and pens for notes or sketches.

**Space:**

- Outdoor natural environment (parks, forests, meadows).
- Safe accessible terrain with visible plant diversity.
- Group size: **5–20 participants**.

**Safety notes:**

- State clearly: *Participants must only collect plants shown in the booklet.*
- Highlight toxicity warning for Comfrey (p.11): *external use only, not edible.*

**Duration:** 60–120 minutes, depending on group size and distance of plant locations.

**Description step by step:****1. Introduction & Tech-Free Rule (10 minutes)**

Read aloud the instructions on page 2:

Participants are NOT allowed to use phones, internet, or electronic devices. They must rely on:

- The booklet/pictures
- Observation
- Sensory attention

- Group discussion  
This is central to developing tech-savvy resilience — acting effectively without digital tools.

## 2. Explanation of the task (5 minutes)

Introduce the Survival Quest instructions from page 3:

Participants must:

- Find 5 edible plants in nature.
- Use the booklet to identify them.
- Collect a sample (leaf/flower).
- Learn how each plant is traditionally used.

## 3. Exploration phase (20–40 minutes)

Participants spread out in small groups. They use only the booklet to identify plants such as:

- Mugwort (p.4) – digestion aid
- Nettle (p.5) – nutrient-rich, iron, vitamin C
- Daisy (p.6) – anti-inflammatory
- Dandelion (p.7) – liver support
- Ground Elder (p.8) – nutrient-rich, anti-inflammatory
- Red Clover (p.9) – hormonal balance
- Lady's Mantle (p.10) – women's health
- Comfrey (p.11) – external use only (poisonous internally)

Participants compare leaf shapes, textures, smells, and growth patterns.

## 4. Identification & verification (10–20 minutes)

Back in the group, participants compare their findings with the booklet images.

They discuss:

- Which characteristics helped identify the plant?
- What confusions or mistakes happened?
- How confident they feel in identifying plants without technology.

## 5. Preparation / usage discussion (10–20 minutes)

Using the “Use” sections from each plant page (pp.4–11), participants explain how each plant can be used:

- Tea, seasoning
- Raw in salads
- Cooked like spinach
- Infused oils
- Poultices (Comfrey)

Optional: Prepare a simple tea or herb mixture (where safe).

## 6. Reflection circle (10 minutes)

Ask participants how it felt to learn independently from nature and books.

## Suggestion to the facilitators and debriefing:

### Potential triggers:

- Fear of nature, insects, or unknown environments.
- Anxiety from not having a phone.
- Worries about picking the “wrong” plant.

**With whom to use / not to use:**

**Use with:** youth groups, outdoor workshops, sustainability education.

**Be cautious with:**

- Very young children
- Participants with allergies or sensitive skin
- People with trauma related to wilderness or survival contexts

**How to make it inclusive and safe:**

- Supervise plant handling.
- Offer gloves for those hesitant to touch plants (e.g., nettles).
- Ensure no participant tastes anything unless the facilitator confirms safety.
- Use buddy teams for emotional comfort.

**Debriefing questions:**

- “How did you manage without your mobile phone?”
- “Which plant surprised you the most?”
- “What did you learn about your ability to observe and decide independently?”
- “How does knowing these plants make you feel about the future?”

**Evaluation of the impact for this methodology:**

**Indicators:**

- Participants identify 5 edible plants correctly using analogue materials.
- They explain at least 1 medicinal/nutritional property per plant
- Increased self-confidence in outdoor settings.
- Reduced anxiety about functioning without technology.
- Evidence of improved attention to detail and decision-making.

**How/when to verify:**

- Tree of Impact reflection:
  - Roots: what I believed about survival and nature
  - Trunk: what I learned during the quest
  - Branches: how I can use this knowledge in the future
- Short written or verbal reflections after the walk.

**Attached Material**



[Edible Plants – Learning Quest](#)



[Edible Plants - Checklist](#)

## METHODOLOGY 19: City Quest – Urban Exploration Without Technology

### Short description:

A low-tech urban learning adventure where young people explore a city (any city) without using phones or digital tools. Through navigating with maps, reading signs, asking locals for help, and completing observation-based tasks, participants develop analogue navigation skills, curiosity, cultural awareness, and independence from technology. This activity can be adapted to **any city**, with the Peschiera del Garda version given as an example.

### Aim and objectives:

- To learn how to navigate in an unfamiliar city using analogue resources.
- To build confidence in asking locals for information and interacting socially.
- To develop cultural literacy by exploring local history, traditions, cuisine, and geography.
- To strengthen observation skills and situational awareness.
- To demonstrate that young people can function effectively without digital tools, reinforcing tech-savvy resilience.

### Future skills it helps to develop/address (directly and indirectly):

|                                    |                         |
|------------------------------------|-------------------------|
| ✓ Analytical and critical thinking | ✓ Tech-savvy resilience |
| ✓ Creative thinking, innovation    |                         |

### Materials, minimum requirements and preparation

- Printed instructions (pp.2–5) from the file
- A simple printed map of the city (no GPS).
- Notebook + pen for answers or sketches.
- Optional: disposable camera or permission to use phone only for taking photos only (as allowed in instructions).

### Space:

- Any city, district, town center, or culturally rich settlement.
  - Must include historically relevant sites, local cuisine options, and safe public walkable areas.
- Group size: **5–25 participants**, in small teams of 2–4.

**Duration:** 90–180 minutes, depending on the size of the city exploration area.

### Description step by step:

#### 1. Introduction to the quest & tech-free rule (10 minutes)

Explain the instructions on page 2:

Participants are **NOT allowed** to use phones, internet, or electronic devices (except for taking pictures). They must rely on:

- Printed maps
- Asking locals
- Reading signs
- Observation
- Storytelling and history plaques

This moment sets the expectation that **tech-savvy resilience** is the core skill.

### **Quest 1 – Discover History**

*(Based on the example of Peschiera del Garda, p. 3 of the attached document)*

#### **2. Navigate to historical sites (20–40 minutes)**

Teams must locate:

- Old fortifications
- Historical bridges
- Churches, monuments
- Archaeological or ancient settlement signs

*Peschiera example:*

- Find out the **Roman-era name** of the settlement.
- At the **Minicio Bridge**, identify what made the location special in ancient times.
- Investigate the **pentagonal Venetian fortress**:
  - Names of the bastions
  - Their functions
  - Identify which bastion is the highest
- Explore the **Ponte dei Voltoni** (1556) and find:
  - What is special about its architecture
  - Its purpose
  - How it was built
- Visit the **Santuario Madonna del Frassino**:
  - Identify materials of the walls, staircase, and roof
  - Discover the **legend** that attracts millions of pilgrims

**In any city:**

The facilitator can adapt this by choosing:

- Old town squares
- Marketplaces
- Religious buildings
- Bridges
- Defensive structures
- Museums

Participants investigate origins, materials, dates, functions, and stories.

### **Quest 2 – Cuisine & Local Culture**

*(Based on page 4, in the attached document)*

#### **3. Find a local person & learn a recipe (20–30 minutes)**

Participants must:

- Approach local residents
- Ask for traditional dishes
- Learn how they are prepared
- Identify where the best version can be found

This develops social courage, communication, and cultural literacy.

*Peschiera examples:*

Possible dishes include:

1. Bigoli con le sarde

2. Risotto al tartufo
3. Crostata al limone
4. Tortellini di Valeggio
5. Pike in sauce with polenta

**In any city:**

The facilitator selects typical local dishes:

- Soups, breads, pastries
- Street foods
- Seasonal regional specialties

Participants document recipes, preparation methods, and recommended restaurants.

**Quest 3 – Nature & Survival**

*(Based on page 5 of the attached document)*

**4. Find 5 edible plants in or around the city (20–40 minutes)**

Using ONLY a printed plant booklet (or the Edible Plants booklet from the other quest), participants locate:

- Leaves
- Flowers
- Roots
- Trees
- Herbs growing naturally

They collect samples safely and match them with the booklet.

**Peschiera example**

Same 5-plant challenge as in the Edible Plants Quest.

**In any city**

Adapt the plant list depending on local flora (dandelion, clover, wild herbs, etc.).

**Suggestion to the facilitators and debriefing:****Potential triggers:**

- Anxiety speaking with strangers
- Fear of getting lost
- Sensory overload in crowded urban areas
- Cultural sensitivity issues in diverse environments

**With whom to use / not to use:**

**Use with:** youth groups, urban workshops, travel groups, cultural exchanges. Be cautious with:

- Very shy or socially anxious participants
- People with mobility challenges (choose accessible routes)
- Groups with limited safety awareness in traffic

**How to make it inclusive and safe:**

- Use buddy teams.
- Establish clear meeting points and time limits.
- Work with printed accessible maps.
- Explain safety rules for traffic and public interactions.

- Provide a “communication sheet” for participants with limited language skills.

**Debriefing (refer to Handbook for techniques):**

Reflection prompts:

- "How did it feel to navigate without your mobile phone?"
- "What surprised you about the history or culture of this city?"
- "How did you overcome challenges such as getting lost or asking strangers?"
- "What did today teach you about being future-ready without digital tools?"

**Evaluation of the impact for this methodology:**

**Indicators:**

- Participants successfully navigate the city using analogue tools.
- They identify historical facts, building materials, architectural features, or legends.
- They collect one local recipe through interaction with residents.
- They find and identify 5 plants using only a booklet.
- Participants report increased confidence operating without digital navigation.

**How/when to verify:**

- Use Tree of Impact:
  - Roots: what I believed about navigating cities
  - Trunk: what I learned today
  - Branches: how I can use these skills in the future
- Encourage photo documentation (allowed by instructions).
- Group presentations at the end of the quest.

**Attached Material**



[Learning Quest in Peschiera del Garda](#)



[Local Dish Interview Sheet](#)



[Urban Navigation Without Technology - Safety Cards](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Tech-, IT and Digital Skills, Media and AI Competence

## MODULE 8

## MODULE 8

# Digital, Technological and AI Literacy, for a Greater Adoption of Technology

### PART A

## Understanding Digital, Technological and AI Literacy in Youth Work

### Why are Digital, Technological and AI Literacy important to be future-ready?

We live in a world where digital transformation is shaping every aspect of our lives. From the way we communicate and study, to how we access healthcare or search for a job, technology is everywhere. To take part in society in an active and conscious way, people need more than just access to devices—they need the skills to use them effectively, critically and responsibly.

Artificial intelligence (AI) is accelerating this transformation. It changes how we work, how we consume information, and even how we make decisions. While it brings opportunities, it also poses challenges such as misinformation, bias and the risk of exclusion for those who cannot keep up. For young people, digital and AI literacy is a passport to inclusion, employability and responsible citizenship. For youth workers, it is an essential competence to bridge the digital gap and ensure that no one is left behind.

### Definitions in a Nutshell

Digital, technological and AI literacy are three interrelated sets of skills:

- **Digital literacy** means being able to use digital tools—computers, smartphones, apps and the internet—in a safe and smart way. It includes searching and checking information, protecting privacy, communicating online, creating content, and spotting fake news.
- **Technological literacy** goes a step further. It is about understanding how technologies work, learning new tools quickly, solving technical problems, and thinking critically about the impact of technology on society.
- **AI literacy** is the newest and perhaps the most urgent dimension. It involves knowing what AI is, how it works, how to use AI tools effectively, and how to critically evaluate AI-generated content such as deepfakes or automated texts. It also requires awareness of ethical concerns, like bias and social impact.

In short, digital literacy is about **using tools**, technological literacy is about **understanding systems**, and AI literacy is about **dealing critically with intelligent machines**.

### Impact and practical application

#### *Applying the Skills in Youth Work: Impact on Youth Workers*

For youth workers, these competences are essential to stay relevant and effective. By strengthening their own literacy, they can:

- Communicate with young people in their digital spaces, bridging generational gaps and creating trust.
- Innovate their practices through digital storytelling or online

collaboration, making activities more engaging and meaningful.

- Guide young people safely in their online journeys, helping them navigate risks such as cyberbullying, misinformation or privacy violations.
- Reflect critically on how technology and AI shape society, enabling them to act not just as facilitators but also as role models of responsible use.
- Build their own professional confidence, reducing feelings of insecurity when facing new digital tools or AI-driven systems

### ***Applying the Skills in the Lives of Young People***

For young people, digital and AI literacy is not an “extra”, but a fundamental part of their daily reality. These skills support them in many ways:

- **Daily participation:** young people communicate, play, learn and organise their lives online. Without digital skills, they risk exclusion from social, educational and civic life.
- **Critical thinking:** spotting misinformation, fake news or manipulated content is crucial in a world where AI-generated texts, images and videos can look real but be misleading.
- **Creativity and self-expression:** digital tools allow them to create videos, games, apps or social media campaigns that amplify their voices.
- **Resilience and adaptability:** in a labour market transformed by automation and remote work, digital and technological skills make them more flexible and employable.
- **Ethical awareness:** understanding the risks of bias or discrimination in algorithms helps them make conscious decisions as citizens and professionals.

### ***How youth work activities support young people***

Youth work has the power to make digital and AI literacy accessible, practical and engaging. Activities can take many forms:

- Using social media and online platforms to promote participation and civic engagement.
- Organising workshops on digital safety and rights, helping young people to protect themselves online.
- Running coding clubs, robotics or digital design labs where technology becomes a space for exploration and innovation.
- Involving young people in participatory projects such as designing apps, websites or online campaigns, so that they become creators rather than passive consumers.
- Exploring AI together—through chatbots, virtual assistants or ethical debates—to raise awareness of both opportunities and challenges.

Through these approaches, youth work not only teaches skills but also empowers young people to use technology with confidence, creativity and responsibility.

### ***Approaching these skills with young people***

#### ***Ways of teaching digital, technological and AI literacy***

Talking about these skills with young people is not particularly difficult, because they are already immersed in the digital world. What makes the difference is finding the right language and examples. Youth workers can explain that:

- **Digital literacy** is about knowing how to use the internet, apps and social media well—how to search for information, communicate,

protect privacy and recognise fake news.

- **Technological literacy** means going deeper, by learning how things work, how to code, and how to adapt quickly when new tools appear.
- **AI literacy** is about understanding the “brains behind the machine”, from the algorithms that recommend content online to the risks of deepfakes or bias.

By grounding these explanations in real-life situations—such as being tricked by fake news, struggling with online privacy, or seeing AI-generated images go viral—the concepts become concrete and easy to relate to.

### ***Practical Tips for training Digital, Technological and AI Literacy in Real Life***

Developing literacy in this field requires practice and creativity. Some useful strategies include:

- Incorporating **digital storytelling** and content creation into youth projects, so that young people learn by doing.
- Setting up **hands-on workshops** on coding, gaming, robotics or digital design to make technology less abstract and more fun.
- Encouraging **critical reflection exercises** where young people analyse online content, compare sources, or discuss viral AI-generated materials.
- Teaching **digital safety routines** such as setting strong passwords, adjusting privacy settings, or reporting harmful content.
- Using **peer-to-peer education**, letting young people share their skills and insights with each other, and involving them as co-trainers.
- **Exploring AI together** by testing chatbots or virtual assistants and then reflecting on their strengths, limits and ethical implications.

Above all, these skills should not be presented as a list of “rules to follow” but as tools to gain independence, creativity and empowerment in the digital age.

### **Connections with other skills**

Digital, technological and AI literacy are deeply interconnected with all other *skills for the future*. They act both as **enablers** and **accelerators** of learning, creativity and social participation.

Within **problem-solving skills**, technological literacy supports *critical and analytical thinking*, helping individuals find solutions, manage data and apply structured reasoning. Digital tools enhance *creativity and innovation*, allowing ideas to be transformed into real projects through design, prototyping and digital storytelling.

In **self-management**, digital competence fosters *adaptability, resilience and continuous learning*. The ability to update skills in response to new technologies is directly linked to *curiosity and intrinsic motivation*. At the same time, managing one’s digital presence requires *self-awareness, responsibility and emotional regulation*, especially in online environments.

For **working with people**, technology becomes a bridge. *Communication, empathy and leadership* increasingly rely on digital platforms. Knowing how to collaborate online, respect digital etiquette and understand emotional signals in virtual spaces strengthens *teamwork, trust and inclusion*.

Finally, technological and AI literacy connect closely to *tech-savvy resilience*—the ability to stay confident and proactive in the face of constant innovation. Together, these skills promote not only digital competence but also a conscious, ethical and human-centred use of technology, ensuring that progress serves both individuals and communities.

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**PART B****Methodologies to explore Digital, Technological and AI literacy with young people****METHODOLOGY 20: From Consumer to Creator of content****Short description:**

This methodology encourages young people to move from **passive digital consumption to active, creative and conscious content production**. Participants work in small teams to **analyse successful online content** from their own cultural context—exploring what makes it engaging for young audiences in terms of *storyboard structure, tone of voice, emotions, length, titles, lettering, editing and colouring*. Based on this analysis, each group co-creates a **digital product**—such as a short video, podcast, social media post, blog entry, meme or photo-story—that reinterprets these elements with a **constructive and value-based purpose**. The process strengthens both **technical and transversal competences**: teamwork, critical thinking, creativity, digital communication, and emotional awareness. It also reinforces a more **intentional and responsible relationship with technology**, empowering participants to become not just consumers but conscious creators of digital culture.

**Aim and objectives:**

- To strengthen **digital and technological literacy** through hands-on, responsible and creative content creation.
- To foster **self-reflection** on the mobility experience and transform it into a meaningful, shareable digital story.
- To develop **collaboration, planning and communication skills** within digital and intercultural environments.
- To raise awareness of the **active role of young people as digital creators**, not just consumers of online content.
- To promote **responsible sharing**, critical attention to **digital identity** and awareness of **online safety**.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Self-management                       |
| ✓ Creative thinking, innovation                  | ✓ Attention to detail                   |
| ✓ Emotional intelligence, regulation of emotions | ✓ Verbal and nonverbal communication    |
| ✓ Self-awareness (personal and social)           | ✓ Civic engagement                      |
| ✓ Technological/ Digital literacy                | ✓ Quality control and management skills |

**Materials, minimum requirements and preparation**

- Indoor or outdoor space with tables and internet access
- Smartphones/tablets/laptops (1 per group ideally)
- Free editing tools or apps (e.g. Canva, CapCut, InShot, Anchor, ChatGPT, etc.)

- *Optional: microphones or audio equipment*
- Flipcharts summarising the elements to be analysed in trends during the first part of the activity (*storyboard structure, tone of voice, emotions, length, titles, lettering, editing and colouring*).
- A copy of Annex A (Group Work instruction sheet) in the shape of a flipchart or a copy of the document for each group.
- Flipchart with the instructions of Annex B (Group planning template) for each group.
- White papers and sticky notes
- Pens, pencils, markers
- A projector or a screen (TV or laptop) to present the results.
- Consent forms for content sharing (*if needed*)

**Duration:**

For a group of 15-25 people, approximately 180 minutes.

**Description step by step:**

- 1. Introduction (20 minutes):** before starting the activity, briefly introduce the key concepts of **Digital, Technological and AI Literacy** as presented in *Part A* of the handbook, adapting the language to the age and background of the participants. Keep the introduction concise and practical, focusing on how these forms of literacy relate to everyday digital experiences. Clearly explain the aim of the activity: **to transform lived experiences into digital stories**, highlighting that participants will use their own emotions, memories, and perspectives as meaningful content.  
It can be helpful to provide one simple example of a digital story to make the task more concrete. Encourage participants to see the activity as a space for expression rather than as a technical exercise. Reassure younger participants that there are no “right” or “wrong” stories and that support will be provided throughout the process. If needed, revisit key theoretical concepts during the activity to reinforce learning through practice.  
Brief discussion about: *What content do you consume every day? What would it mean to create something instead?*
- 2. Group division (10 minutes):** Form groups of 4–5 people, ensuring diversity in terms of background and interests. You can divide the group:
  - a. randomly (counting off or merging);
  - b. according to their level of experience (lining them up according to the level of competence and then counting off)
  - c. according to the type of content they prefer;
  - d. according to themes that you have prepared before (e.g. “What I didn’t expect about the mobility/workshop,” “One moment I’ll take home,” “What I learned about myself,” etc.).
- 3. Observation and analysis of online content (30 minutes):** the facilitator introduces the task: in each group they share examples of trendy content from social media, focussing on the ones that work better among young people (short videos, reels, TikToks, or posts).  
They observe and take notes focusing on:
  - **Structure of the storyboard** – how the sequence of actions builds attention or emotion.

- **Tone of voice and language** – the type of communication (humorous, emotional, informative, etc.).
- **Emotions** – which emotions are evoked, and how they are conveyed (facial expressions, music, timing).
- **Length** – how duration impacts engagement.
- **Titles and lettering** – what makes them stand out.
- **Editing and colouring** – rhythm, filters, visual style, transitions.

Facilitators circulate among groups, supporting observation and helping them identify what makes content engaging or meaningful for young audiences.

- 4. Group sharing and reflection (15 minutes):** groups briefly present their findings. The facilitator summarises the common features that emerge, highlighting patterns related to emotional appeal, simplicity, timing, and authenticity.
- 5. Application: developing their own content (60 minutes):** each group now creates a short storyboard or prototype for a video they will produce, inspired by the effective elements identified earlier.  
They should maintain a **constructive or awareness-raising purpose** (e.g., promoting empathy, inclusion, or digital responsibility).  
Encourage the use of smartphones or simple editing apps to keep the activity accessible.
- 5. Presentation (30 minutes):** each group has 6-7 minutes to present the result and to reply to comments and questions.
- 6. Debriefing (15 minutes):** Key reflection questions:
  - a. How did it feel to create rather than just scroll?*
  - b. What did you learn about yourself and the group?*
  - c. How can we use digital tools more consciously in our daily life?*Optional: written reflection or emoji feedback on a flipchart.

#### **Suggestion to the facilitators and debriefing:**

- Provide support with tools but encourage creativity over perfection.
- The facilitator can introduce the individual step, by using the Annex B.
- Include a basic introduction to copyright and consent.
- Make sure no one feels forced to appear on camera or be recorded.
- Use multilingual groups or provide translation where necessary.
- Keep the focus on expression, not just technical quality.

#### **Evaluation of the impact for this methodology:**

*Indicators to be verified and some examples of how/when to verify them. E.g.: Tree of impact*

#### **Indicators to monitor:**

- Level of group collaboration and creativity
- Awareness of digital identity and critical thinking in content creation
- Clarity of storytelling and connection to real experiences

#### **Ways to measure:**

- Observation during group work

- Group self-assessment after presentation (during debriefing or during the reflection groups)
- Reuse of content in project dissemination or social media campaigns

***Attached Material***



[From Consumer to Creator – Template and Instruction sheet](#)



[Features of trends](#) (example of flipchart)

# FutureMe

Equipping youth workers and young people with skills for the future



Analytical &  
Critical thinking

## MODULE 9

## MODULE 9

### Analytical and critical thinking

#### PART A

#### Understanding Analytical and critical thinking in Youth Work

#### Why are Analytical and critical thinking important to be future-ready?

We live in a time of rapid change. Just think about how different life looked before the pandemic—or go back ten, fifteen, even twenty years. Many things we now take for granted didn't even exist. Technology has become part of every aspect of our lives, influencing how we live, learn, work, and interact with one another. This fast pace of change can feel overwhelming. It's no surprise that our brains often rely on shortcuts, choosing what feels familiar over what is correct or true.

At the same time, technology gives us access to vast amounts of information. We can connect with people around the world, explore diverse opinions, and learn almost anything. But there's a challenge: **not everything we read or hear is true**. Misinformation and disinformation spread easily and can negatively shape how people think, feel, and act.

When interacting with information, our minds rely on several **cognitive and emotional mechanisms** to process and judge its credibility:

- **Mental models** built from past experiences, culture, education, and social norms help us quickly interpret new information based on what we already know.

- **Mental shortcuts** lead us to judge something as true or relevant if it feels familiar, comes from a perceived expert, or is supported by others—even if it isn't accurate.

Beyond cognitive processes, **psychological factors** also influence our judgment:

- **Cognitive biases**: We seek out and favor information that aligns with our existing beliefs.
- **Emotions**: Strong emotions like fear, anger, or excitement can make us more vulnerable to manipulation.
- **Social identity**: We tend to trust information that aligns with the views of the groups we belong to.

This is where **analytical and critical thinking** come in. These skills help us question what we see, check our sources, and understand things more deeply. They help us ask better questions, compare ideas, and make thoughtful, informed choices.

#### Definitions in a Nutshell

**Analytical thinking** is about breaking things down into smaller parts to better understand how they work and connect.

It helps us:

- Organize information logically,
- Spot patterns or inconsistencies,
- Compare different pieces of data,
- Explore options and potential solutions.

**Critical thinking** takes it one step further. It's about evaluating what we know, challenging assumptions, and making reasoned judgments. It allows us to:

- Evaluate whether something is true or false,
- Trace the origin and reliability of information,
- Recognize bias or unfair reasoning in arguments,
- Assess whether evidence supports conclusions,

- Compare viewpoints and consider alternative explanations,
- Reflect on our own thinking and question our assumptions.

### Impact and practical application

#### *Applying the Skills in Youth Work: Impact on Youth Workers*

The world is becoming more complex every day, and developing strong analytical and critical thinking skills is essential—regardless of age or profession. For **youth workers**, who help shape how young people think, act, and relate to the world, these skills are especially vital.

Youth workers have a responsibility not only to foster these abilities in others but also to **develop them personally**. When youth workers strengthen their thinking skills, they become more confident in navigating uncertainty, questioning assumptions, and making thoughtful, ethical decisions. They also model the kind of mindset they want to inspire in young people.

On a personal level, these skills foster **self-awareness and reflection**. They help youth workers examine their own values, beliefs, and blind spots—leading to more intentional decisions and ongoing personal growth.

Professionally, they are useful for **evaluating projects, programs, and practices**:

- What worked and what didn't?
- What assumptions guided this approach?
- What can we improve or do differently next time?

Youth organizations can embed critical thinking into daily practice—through team debriefs, evaluations, or review meetings. This helps build a culture of learning, adaptation, and accountability, resulting in stronger proposals, more effective monitoring and evaluation, and more adaptive, thoughtful responses to

the changing needs of young people and society.

#### *Applying the Skills in the Lives of Young People*

In today's fast-paced digital world, where misinformation is common and opinions are easily amplified, analytical and critical thinking skills help young people **pause, question, and choose carefully**. They are **life skills**, helping young people navigate relationships, education, employment, and civic life with confidence and clarity. These skills enable youth to:

- Spot false or misleading information,
- Resist manipulation and peer pressure,
- Understand complex issues from different perspectives,
- Make responsible decisions based on facts and values,
- Participate as active, informed citizens in democratic society.

#### *How youth work activities support young people*

Youth work can actively promote these skills by creating **safe, inclusive spaces** where young people feel free to explore questions, share opinions, and test ideas without judgment.

**Interactive methods**—such as role plays, simulations, case studies, ethical dilemmas, or structured debates—give participants hands-on opportunities to think critically. These activities:

- Encourage asking questions rather than memorizing answers,
- Help young people understand different perspectives,
- Offer space to reflect on their own reasoning and values.

Youth work also plays a key role in **facilitating difficult conversations** (e.g. about social justice, discrimination, or hate speech) with sensitivity, curiosity, and respect. These moments

become valuable learning experiences when supported by a culture of critical dialogue and evidence-based thinking.

### Approaching these skills with young people

#### *Ways of teaching analytical and critical thinking*

Analytical and critical thinking can sound abstract, so it helps to bring them to life through **examples young people understand**. Instead of defining the terms, connect them to situations they've experienced—like:

- Choosing which social media post to believe,
- Deciding what side to take in a friendship conflict,
- Figuring out which sources to trust when doing research,
- Wondering why some opinions are louder than others online.

Rather than trying to change opinions, the goal is to **encourage young people to slow down, gather information, and see the full picture** before making a decision. Some topics may trigger strong emotions or even conflict—but these are often the moments where real learning happens. Youth workers should approach them with sensitivity, encouraging open expression while gently challenging assumptions and biases.

#### *Practical tips and tricks for training analytical and critical thinking in real life*

Helping young people think critically doesn't require formal lessons. It can be built into daily conversations and activities. Here are some tips you can share with them—or use as part of a session:

- **Check the source:** Who's sharing this, and why? Is it trustworthy?

- **Look for evidence:** Is there data, examples, or expert opinion to back it up?
- **Ask questions:** Does the story seem one-sided or emotionally charged?
- **Compare sources:** What do other reliable sources say about the same topic?
- **Pause before sharing:** If something sounds too good (or bad) to be true, stop and think before reacting.
- **Use fact-checking tools:** Show them how to use platforms like Snopes, FactCheck.org, or local equivalents.

### Connections with the other skills

Analytical and critical thinking are **transversal skills**, essential across all areas of life and work. They help us use other important skills more effectively—both when we're working on our own and when we're with others.

**On a personal level**, critical reflection is central to self-awareness. It helps individuals reflect on their own values, biases, and thought processes, leading to more intentional actions and continuous personal growth. At the same time, these thinking skills fuel creativity—a curious, analytical mind asks questions, seeks evidence, and remains open to exploring new perspectives.

**When working with others**, thinking critically about one's own and others' views fosters empathy, interpersonal understanding, and mindful communication. It supports a more thoughtful, non-reactive approach to group dynamics and conflict, allowing space for deeper analysis and more conscious decision-making. It also enhances verbal and nonverbal communication by helping people better structure arguments, and evaluate when and how to express ideas.

In **problem-solving**, analytical and critical thinking enable individuals to weigh options, anticipate consequences, and choose responsibly. These skills also strengthen leadership and initiative, helping youth—and youth workers—analyze challenges, and act with confidence. Moreover, they promote civic engagement by encouraging young people to question norms, analyze social issues, and participate actively and responsibly in democratic life. When applied to creativity and innovation, critical thinking helps evaluate the feasibility and impact of ideas, supporting the development of meaningful, relevant solutions.

Finally, in the context of **technology use**, these skills are vital. They help individuals assess the credibility of online content, identify manipulation or bias, and avoid falling into the traps of misinformation and disinformation. In a world where digital influence shapes opinions and behavior, each person who can think critically and act responsibly online contributes to building what we call a “**human firewall**”—a society that’s more informed, resilient, and protected.

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**PART B****Methodologies to explore Analytical and critical thinking with young people****METHODOLOGY 21: Information Maze****Short description:**

Information Maze is a method that simulates social media in an offline setting, showcasing how information can be used—intentionally or not—to manipulate public perception on a certain topic. In this activity, the participants will come to understand the threats of disinformation in today's society and learn to think critically when evaluating information.

**Aim:** To foster analytical and critical thinking skills to help the participants navigate the multitude of information they interact with and identify potential risks effectively.

**Objectives:**

1. To help participants learn about the threats related to use of information (e.g. fake news, disinformation, misinformation) and their impact.
2. To equip participants with the knowledge, skills, and attitudes needed to recognize evidence of manipulation, bias, or distortion in information sources.
3. To improve the participants' reasoning and argumentation skills.

**Future skills it helps to develop/address (directly and indirectly):**

|                                        |                                      |
|----------------------------------------|--------------------------------------|
| ✓ Analytical and critical thinking     | ✓ Attention to detail                |
| ✓ Self-awareness (personal and social) | ✓ Verbal and nonverbal communication |

**Materials, minimum requirements and preparation**

**Space:** Ideally, it should be held indoors, but it can also be organized outdoors if participants' comfort is taken into consideration. Participants will need to sit down on chairs that can be easily moved around.

**Materials:** Flipchart papers, markers, handouts (news articles and role play stories)

**Preparation:** Choose a topic of interest for the group - you can select one from the available resources developed, or create materials on a topic of your own. Place the news articles around the training room - you can group them as you wish.

**Duration:** 120 minutes

**Description step by step:****1. Introduction (10 minutes)**

- Welcome the participants and briefly introduce the topic of the session.
- Ask the participants what is their understanding of analytical and critical thinking and why these skills are important.
- Write down keywords and come up with a definition together with the group.

**2. Information Maze (25 minutes)**

- Introduce the topic of the activity based on the instructions in the example chosen.
- Split the participants in 4 teams. Invite each team to navigate through the information maze—stations featuring news and content related to the chosen topic. Make sure that each team starts from a different station.
- At each station, teams should read the available material and, as a group, decide on their stance regarding the topic explored.

**3. Group Discussion (20 minutes)**

- Invite the group to gather back together and present their position on the chosen topic. Note any potential differences in the responses given by each team.
- Facilitate a group discussion to foster critical thinking. Use the guiding questions provided in the instructions for each topic.

**4. Role Play (50 minutes)**

- In the same teams or new ones, give participants 15 minutes to prepare a story that includes false or truncated information. Their task is to present the story as truthful to the other teams by using persuasive tactics—such as emotional manipulation or selectively using convenient data.
- Each team will have 2–3 minutes to present, while the other teams may ask questions to uncover potential evidence of misinformation or disinformation.
- Suggested topics (you can write them down on small pieces of paper and hand one to each team):
  - A miraculous diet that keeps you in shape,
  - Conspiracies related to government activities,
  - Theories questioning the veracity of climate change,
  - End-of-the-world theories,
  - A false charity campaign,
  - Side effects of a vaccine approved at the European level,
  - Expats not adapting to local cultural norms.

**5. Debriefing and Closing (15 minutes)**

- For the role play, explore the persuasive tactics they used:
  - *What approaches did you take to convince the other group(s)?*
  - *Were those tactics effective? Why or why not?*
  - *How did you come up with them? Could they be applied in real life, and for what purpose?*
  - *How can you protect yourselves from manipulation?*
  - *What can you do to not propagate further any potential fake news?*

**Suggestion to the facilitators and debriefing:**

1. Make sure to adapt the content of the training to your audience—consider their age, background, interests, and values when selecting topics for the Information Maze and role-play activities.
2. Be attentive to any visible stereotypes or biases that may emerge during group discussions. If you notice confusion, discomfort, or signs of frustration in how participants react to sensitive topics, address the situation calmly and respectfully. Create space for clarification or reflection rather than confrontation.

3. Make sure that, throughout the discussions, you clearly state the potential risks related to manipulation, and, together with the participants, identify how critical thinking can be used to stay vigilant. Highlight specific actions that individuals can take to protect themselves from disinformation and fake news.

### **Evaluation of the impact for this methodology:**

During the activity, you should observe the following:

- *Were participants able to assess the validity of the information they encountered?* This activity exposes them to content that challenges their critical thinking. Observe how effectively they analyze the information and form their own conclusions.
- *What mechanisms and tools did they use during the activities? Did they consider accessing the internet?* If so, what kinds of sources did they reference to differentiate between accurate and misleading information? The internet is often the most accessible tool for fact-checking, but it's important to rely on credible and multiple sources.
- *Were participants able to identify strategies to help them mitigate the risks associated with manipulation?* If they struggled with this, be sure to include those observations in your own conclusions.

### **Attached Material**

 [Young People and Stereotypes](#) — Appropriate for Young Adults or Youth Workers

 [Climate Change Myths](#) — Appropriate for Teenagers and Young Adults

# FutureMe

Equipping youth workers and young people with skills for the future



Creativity, Innovation  
& Ideation

## MODULE 10

## MODULE 10

### Creative thinking, innovation, ideation and reasoning

#### PART A

#### Understanding Creative thinking in Youth Work

#### Why are Creative thinking, Innovation, Ideation and Reasoning important to be future- ready?

In today's world, change is constant and challenges come fast. That's why young people need more than just knowledge—they need skills that help them make sense of the world, solve problems, and build the future they want. Among these, creative thinking, innovation, ideation, and reasoning are essential.

The World Economic Forum's Skills Outlook highlights these abilities as key for future jobs and lifelong learning. The world is changing fast. Technology, new jobs, and big global problems make life more complicated than ever. Just knowing facts isn't enough anymore. People today need to be able to think clearly, ask smart questions, and solve problems they haven't seen before.

Creative and critical thinkers are better prepared for challenges. They adapt faster, solve problems more effectively, and contribute fresh ideas in every area of life. For young people, learning these skills is about more than future jobs. They are life skills. And the good news? They can be learned, practiced, and strengthened—especially through youth work.

#### Definitions in a Nutshell

- **Creativity** is the ability to overcome traditional ways of thinking or acting by coming up with new and original ideas. Creativity helps people stay curious, playful, and open to change.
- **Innovation** means turning creative ideas into real-life solutions. It involves problem-solving, adapting to change, and choosing practical actions. Innovative thinking helps individuals take ideas from dream to reality.
- **Ideation** is the process of generating, sharing, and exploring new ideas. It encourages imagination without judgment. This is how people learn to see that there's always more than one solution—and that their ideas matter.
- **Reasoning** helps us make sense of the world. It's about analyzing, connecting dots, and drawing conclusions based on logic and evidence. People use it to make informed choices and understand the "why" behind things.

#### Impact and practical application

##### *Applying the Skills in Youth Work: Impact on Youth Workers*

As a youth worker, you have a unique role. You don't just deliver information—you create space for exploration. When you bring in creative thinking, innovation, and ideation, your sessions become more engaging, empowering, and transformative.

You shift from "instructor" to facilitator, helping young people lead their own learning. You support risk-taking in a safe environment, spark curiosity, and show that mistakes are part of the process. Youth work is already perfectly placed to nurture these skills—especially through methods that are

hands-on, inclusive, playful, and participant-led. Being creative as a youth worker is essential. Youth work takes place in dynamic, ever-changing environments where no two situations are the same. Some challenges are unexpected, and others don't have ready-made solutions. This is where analytical, critical, and creative thinking come together to help youth workers adapt, respond thoughtfully, and find new ways forward.

Creativity supports youth workers in designing engaging and meaningful learning experiences. The more creative your approach to facilitation, the more likely you are to spark curiosity, keep young people involved, and make learning stick. Whether it's turning a heavy topic into a hands-on game, using storytelling to explain complex ideas, or rethinking a session on the spot, creative thinking—guided by critical awareness—is a powerful tool.

These skills also empower youth workers to reflect on their methods, experiment with new formats, and learn from what works and what doesn't. In the long run, this mindset leads to stronger relationships with young people, more inclusive group dynamics, and a learning environment where everyone feels safe to explore ideas, question, and grow.

### ***Applying the Skills in the Lives of Young People***

When young people are encouraged to think differently, ask questions, and explore their own ideas, the effects go far beyond the activity itself. It shapes the way they see themselves and their potential.

- **They feel more hopeful and motivated** – because they realize that they can think independently and handle complex situations. This gives them more confidence and a clearer sense of purpose.

- **They begin to believe their ideas can lead to change** – both in their personal lives and in the world around them. When critical and creative thinking are supported, young people feel empowered to take initiative and be part of the solution.
- **They develop tools to manage challenges** – by analyzing situations, considering alternatives, and reflecting on what went wrong, they build resilience and problem-solving confidence.
- **They become more engaged, independent learners** – curiosity drives them to explore topics more deeply, connect the dots, and learn beyond what's required. They're not just absorbing information—they're questioning and applying it.

Beyond learning outcomes, the impact can be seen in both emotional and cognitive development. Regular practice of creativity and reasoning supports:

- **Brain development**, by strengthening neural pathways related to logic, memory, attention, and flexible thinking.
- **Emotional resilience**, by helping youth reflect on emotions, regulate reactions, and approach challenges more calmly and constructively.

### ***How youth work activities support young people***

As youth workers, you have a powerful opportunity to guide young people in developing creative thinking, innovation, ideation, and reasoning. Helping young people build these skills is not just good for them. It's good for society. Young people with creative and analytical mindsets are more likely to:

- Take initiative in their communities,
- Tackle social or environmental challenges,
- Think entrepreneurially and act collaboratively,

- Navigate uncertainty with clarity and courage,
- They stop seeing problems as obstacles and start seeing them as opportunities.

In the long term, these skills contribute to shaping **active, responsible citizens** who can adapt, collaborate, and contribute meaningfully to a changing world.

### Approaching these skills with young people

#### *Ways of teaching creative thinking and innovation*

Creativity shows up in different ways for different people. While some express it deliberately through forms like art or writing, others find more practical or subtle ways to be creative—like solving problems or improving everyday processes. As a youth worker, it's important to recognize and support these different expressions of creativity, especially among young people who may be quiet, spontaneous, or unconventional in how they think.

Creative thinking and innovation can be encouraged through problem-solving activities that require thinking outside the box. With a bit of guidance and just enough structure to keep things inclusive and focused, every young person can develop these skills. What matters most is not the format of the final outcome, but the process behind it—exploring ideas, experimenting, and finding new ways to approach challenges.

To make the experience meaningful, it helps to choose topics that are relevant and relatable to the participants. When young people can connect with the theme, they are more likely to be engaged and invested in finding real, creative solutions

#### ***Practical tips and tricks for training creative thinking and innovation in real life***

Creating opportunities for young people to express themselves freely, explore meaningful challenges, brainstorm ideas, and develop solutions to real-world issues is key to building their creativity and innovation skills.

It's important to keep the process **structured and goal-oriented**. This gives young people a sense of direction and purpose, while also making sure that everyone has the chance to participate actively. Structure does not mean limiting creativity—it means offering just enough guidance (e.g. time limits, themes, constraints) to help participants focus, collaborate, and achieve something together.

Make sure that you **keep the process inclusive**. Not everyone expresses creativity in the same way. Some participants may enjoy generating new ideas and debating them in groups, while others might prefer working behind the scenes to design or refine the final solution. As a youth worker, **recognizing these differences** and creating a safe, flexible space for everyone to contribute is essential. Moreover, make sure to encourage **team diversity**—mix different personalities, backgrounds, and strengths to enrich collaboration.

Finally, the more **relevant the topic** is to the participants' lives, the more invested they will be. When young people work on something they care about, they are naturally more creative, motivated, and likely to come up with **solutions that are both meaningful and impactful**.

## Connections with the other skills

Creative thinking and innovation are becoming increasingly important. When individuals are equipped not only with these skills but also with strong problem-solving and social-emotional competencies, they are better prepared to co-create effectively and find innovative solutions to real-world challenges. These abilities support success not just in personal and professional contexts, but also contribute to the greater good of society.

**On a personal level**, creative thinking starts with being curious, self-aware, and open to new ideas. When young people understand their own strengths and emotions, they're more confident in expressing themselves and coming up with new ideas. Motivation and emotional control also help them keep going when things get challenging.

**When working with others**, creativity is even stronger. Good communication, empathy, and listening skills help people share ideas, understand different opinions, and work together. Creativity in groups also supports leadership—when someone brings people together to build on each other's ideas and make something new.

**In problem-solving**, creativity helps people come up with different ways to fix or improve something. But to turn ideas into action, they also need to think critically, make decisions, and adapt when things don't go as planned. Being flexible and learning from mistakes are important parts of the creative process.

**When it comes to technology**, creativity is key for using digital tools in smart and original ways. Whether it's designing something online, using new apps, or creating content, digital skills and creative thinking go hand in hand. People who are both tech-savvy and creative can better handle change and find new solutions in a fast-paced digital world.

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- Video Materials**
- TED, Sir Ken Robinson, Do schools kill creativity?, available at: <https://www.youtube.com/watch?v=iG9CE55wbtY&t=1s>

**PART B****Methodologies to explore Creative thinking, innovation, ideation and reasoning with young people****METHODOLOGY 22: Six Thinking Hats****Short description:**

The Six Thinking Hats method, created by Edward de Bono, is a classic group technique for examining a problem from multiple perspectives in an organized, conflict-free manner. It is especially useful to foster both creative and critical thinking in tandem. In this approach, participants “wear” six different colored metaphorical hats, each representing a distinct mode of thinking: factual, emotional, positive, negative, creative, and managerial. Preferably, use this method when working with young adults, and not with children or teenagers.

**Aim:** To enhance participants’ creative thinking, innovation, ideation, and reasoning skills through a structured, participatory group dialogue that promotes diverse perspectives and collaborative problem-solving.

**Objectives:**

1. To help participants explore a real-life or social issue from different points of view and come up with creative solutions using the Six Thinking Hats method.
2. To promote an inclusive and respectful group environment where all participants feel confident contributing and can better understand the thoughts, emotions, and viewpoints of others.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Interpersonal understanding           |
| ✓ Creative thinking, innovation                  | ✓ Active listening                      |
| ✓ Emotional intelligence, regulation of emotions | ✓ Initiative taking and decision making |
| ✓ Curiosity, openness and lifelong learning      |                                         |

**Materials, minimum requirements and preparation**

**Space:** Ideally, it should be held indoors, but it can also be organized outdoors if participants’ comfort is taken into consideration. Participants will need to sit down on chairs that can be easily moved around.

**Materials:** Flipchart papers, markers, timer, paper hats of different colours (optional)

**Preparation:** Prepare a flipchart (or slides) to summarize the instructions.

**Duration:** 120 minutes

The method is appropriate for small groups (5 to 10 people). If your group has more participants, split them into teams. You can choose to have all teams work on

the same problem and then evaluate the results, or assign different problems that come up during the brainstorming phase. Make sure to allocate additional time for the teams to present their work at the end.

### **Description step by step:**

*(for each step, indicate an approximative duration. It can also be a range, e.g.: 5-10')*

#### **1. Introduction (5 minutes)**

- Welcome the participants and briefly introduce the topic of the session.
- Invite the participants to take part in a quick activity to share their views. Ask them to use their hand to show how much they agree with a certain sentence. The lower their hand, the more they disagree. The higher their hand, the more they agree. Anywhere in between is fine too!
  - *“I believe I am a creative person – I can easily come up with new, innovative ideas if given the opportunity.”*
  - *“I consider creative thinking will be essential in the future, highly in demand for all types of jobs.”*
- After the hand activity, highlight why this matters. Emphasize that creative thinking it's a core skill for solving real-world problems and is becoming more important in all kinds of jobs and situations. Reinforce that it's something everyone can learn and build with practice.

#### **2. Improvisation Game (5 minutes)**

- To create an open and supportive atmosphere where participants feel confident to express themselves, you can use this group exercise to spark spontaneity and flexible thinking.
- Invite the group to co-create a story by building on each other's ideas. You can start (or ask a volunteer to begin) by setting the scene – for example: *“Once upon a time, there was a young person wanting to change the world”*.
- The person sitting to the right continues the story, and then it moves around the circle until everyone has contributed. The last person is responsible for ending the story.
- The core rule is that each contribution must begin with “Yes, and...”, meaning the participant accepts what was said before and adds to it.
- Before moving on to the next exercise, take a moment to thank the group for their contribution and creativity. Encourage them to keep using their creative skills and energy in the upcoming activities.

#### **3. Problem Identification (10 minutes)**

- Depending on the group size, divide participants into teams of four or five people.
- Ask each team to brainstorm a problem related to their profession/community that they feel is within their power to address. *If participants come from different backgrounds, you can suggest they choose a societal issue instead—something they care about and believe they could help improve.*
- Each team should nominate one representative. After about five minutes of team discussion, these representatives will gather in a separate group to agree on one final issue together.
- Once the final topic is decided, invite the representatives to present it back to the whole group, together with the reasons for choosing that particular problem.

- As they present, you can briefly write the chosen problem on a flipchart so it's visible to everyone for the next part of the session.

#### 4. Method Explanation (5 minutes)

- Once the group has chosen the problem they want to work on, it's time to look at it from multiple perspectives. Participants will go through six rounds, each one focused on a different way of thinking.
- One round lasts for 10 minutes, and the group will use different traits to guide how they think and share ideas.
- Each trait is linked to a colored hat, which shows participants how they should approach the problem in that round. Only the type of thinking linked to the hat in play should be used during that round.
- To support the activity you can prepare a flipchart or slides with a quick summary of what each hat means. Or, for a more hands-on and fun version, you can also prepare paper hats in different colors that participants wear or hold when they speak.

#### 5. Six Thinking Hats Session (60 minutes)

- **White Hat = Information:** Use facts, objectivity, and logic. When the White Hat is in use, participants are encouraged to present existing data, including statistics, reports, and tangible evidence relevant to the topic being addressed.
- **Red Hat = Emotions:** Gut feelings and intuitions, without needing to justify them. The Red Hat's primary value lies in its ability to bring forth underlying emotional responses that might otherwise go unspoken or be considered irrelevant in more traditional, data-driven discussions.
- **Black Hat = Caution/Critical Judgment:** What are the risks, downsides, or logical concerns? The primary purpose of the Black Hat is to encourage a critical evaluation of ideas, strategies, and proposals, focusing on identifying potential flaws, risks, and obstacles.
- **Yellow Hat = Optimism/Benefits:** What are the positive aspects or benefits? Why might this idea succeed? This hat encourages participants to explore the positive aspects of a situation, focusing on opportunities, benefits, and value.
- **Green Hat = Creativity:** New ideas, alternatives, wild possibilities. The Green Hat is specifically designed to foster out-of-the-box thinking, encouraging participants to explore new ideas, alternative solutions, and unconventional approaches.
- **Blue Hat = Process Control:** This is the "conductor" hat. Usually worn by the facilitator or group leader, it helps guide the structure, keep the discussion on track, and summarize key points. This hat focuses on the big picture, planning next steps, and making sure the process is clear and productive. The Blue Hat might conclude the meeting with a summary of decisions made, actions to be taken, and responsibilities assigned, ensuring clarity and commitment from the group.

#### 6. Action Plan Development (15 minutes)

- Invite the participants to wrap up their discussion into an action plan that includes the problem tackled, the solution, the actions required, the needed resources, and the key potential risks. You can invite them to write notes on flipchart paper, or create a drawing or visual map.

**7. Presentation of the results (10 minutes)**

- Allow the participants to present their work. Make sure to show appreciation, celebrate their effort, and recognize the thought and creativity they put into it. Acknowledge unique ideas and teamwork to help build a positive, encouraging atmosphere.

**8. Debriefing and Closing (10 minutes)****Suggestion to the facilitators and debriefing:**

Based on the goals of your training, you can adapt the topics addressed. There are a few important aspects you should consider:

1. Communicate the purpose of each hat clearly so participants understand what their characteristics are. Use visual support (flipchart or slides) that participants can refer to for clarity.
2. Make sure the activity stays on track - it is easy for participants to spend more time than allocated for a task or to mix the traits between the hats.
3. Create a safe environment and get everybody to contribute actively. Encourage all participants to share their views. If the group is too large, you can split them into smaller teams.

During the debriefing, assess how participants reacted to the different characteristics of the hats while in use. Try to understand how they would usually approach such a task if there were no instructions. Highlight how important it is to involve as many different views as possible in order to obtain the best solutions for a given problem - having diverse people engaged in the process and giving a voice to everyone allows the group to come up with more innovative solutions.

**Evaluation of the impact for this methodology:**

During the activity, you should observe the following:

- *Were most of the participants interested in getting involved? Did they feel comfortable contributing?* This activity aims to engage as many participants as possible and create a safe space for everyone to share their views and opinions.
- *How creative were the participants throughout the exercise? Were their proposed solutions innovative?* The methods selected for the activity aimed to foster creative problem-solving and create the prerequisites for participants to think outside the box while maintaining structured thinking.
- *Were the participants able to distinguish the characteristics of the hats and use them effectively? Were they able to understand the importance of the different traits?* The added value of this method lies in its ability to give equal importance to competing traits (e.g., logic and emotions, optimism and pessimism, etc.).
- *By the end of the activity, were the participants able to see the added value of collaboration and diversity in creating more innovative solutions to a problem?* If we are able to create a safe environment that allows everyone to participate actively, the participants may come up with more innovative approaches to the problem.

**Attached Material**

[The Six Thinking Hats](#)

## METHODOLOGY 23: Walt Disney Method

### Short description:

The Disney Method, developed by Robert Dilts in 1994, is a complex creativity strategy in which a group uses three specific thinking styles in turn. It involves parallel thinking to analyse a problem, generate ideas, evaluate ideas, construct and critique a plan of action. Walt Disney was talented in discovering creative ideas and converting them into reality. Based on a close associate, he used to say “There were actually three different Walt: the dreamer, the realist, and the spoiler. You never knew which one was coming to the meeting.” Although the method was not fully developed by Walt Disney, it bridges the gap between imagination and reality. The three thinking styles are – Dreamers, Realistics and Critics.

The method is comparable to Six Thinking Hats, but easier to use when working with children or teenagers. The difference is, that in the Disney method the sequence is constant, whereas the Six Thinking Hats can be used in any appropriate order.

**Aim:** To enhance participants’ creative thinking, innovation, ideation, and reasoning by moving systematically from bold ideas to realistic plans, and then refining them through constructive feedback.

### Objectives:

1. To help participants generate imaginative solutions (Dreamer), design feasible plans (Realist), and strengthen them through risk analysis (Critic).
2. To promote an inclusive and respectful group environment where all participants feel confident contributing and can better understand the thoughts, emotions, and viewpoints of others.

### Future skills it helps to develop/address (directly and indirectly):

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Interpersonal understanding           |
| ✓ Creative thinking, innovation                  | ✓ Active listening                      |
| ✓ Emotional intelligence, regulation of emotions | ✓ Initiative taking and decision making |
| ✓ Curiosity, openness and lifelong learning      |                                         |

### Materials, minimum requirements and preparation

**Space:** Indoors preferred; movable chairs/tables. For each individual role, a separate room should be created. However, it does not necessarily have to be individual rooms; three chairs, which are placed in different corners of a room, are sufficient.

**Materials:** Flipchart paper, markers, timer, sticky notes, printed role cards or table tents for Dreamer/Realist/Critic

**Preparation:** Prepare a flipchart (or slides) to summarize the instructions.

**Duration:** 120 minutes

The method is appropriate for small groups (8 to 11 people). If your group has more participants, split them into teams. Make sure to allocate additional time for the teams to present their work at the end.

### **Description step by step:**

*(for each step, indicate an approximative duration. It can also be a range, e.g.: 5-10')*

#### **1. Introduction (5 minutes)**

- Welcome the participants and briefly introduce the topic of the session.
- Invite the participants to take part in a quick activity to share their views. Ask them to use their hand to show how much they agree with a certain sentence. The lower their hand, the more they disagree. The higher their hand, the more they agree. Anywhere in between is fine too!
  - *“I believe I am a creative person – I can easily come up with new, innovative ideas if given the opportunity.”*
  - *“I consider creative thinking will be essential in the future, highly in demand for all types of jobs.”*
- After the hand activity, highlight why this matters. Emphasize that creative thinking it's a core skill for solving real-world problems and is becoming more important in all kinds of jobs and situations. Reinforce that it's something everyone can learn and build with practice.

#### **2. Improvisation Game (5 minutes)**

- To create an open and supportive atmosphere where participants feel confident to express themselves, you can use this group exercise to spark spontaneity and flexible thinking.
- Invite the group to co-create a story by building on each other's ideas. You can start (or ask a volunteer to begin) by setting the scene – for example: *“Once upon a time, there was a young person wanting to change the world”*.
- The person sitting to the right continues the story, and then it moves around the circle until everyone has contributed. The last person is responsible for ending the story.
- The core rule is that each contribution must begin with “Yes, and...”, meaning the participant accepts what was said before and adds to it.
- Before moving on to the next exercise, take a moment to thank the group for their contribution and creativity. Encourage them to keep using their creative skills and energy in the upcoming activities.

#### **3. Problem Identification (10 minutes)**

- Depending on the group size, divide participants into teams of four or five people.
- Ask each team to brainstorm a problem related to their profession/community that they feel is within their power to address. *If participants come from different backgrounds, you can suggest they choose a societal issue instead—something they care about and believe they could help improve.*
- Each team should nominate one representative. After about five minutes of team discussion, these representatives will gather in a separate group to agree on one final issue together.

- Once the final topic is decided, invite the representatives to present it back to the whole group, together with the reasons for choosing that particular problem.
- As they present, you can briefly write the chosen problem on a flipchart so it's visible to everyone for the next part of the session.

#### 4. Method Explanation (5 minutes)

- Explain the Disney Method simply so everyone understands what each way of thinking means and how the steps connect.
- Present the three roles clearly and make the participants understand that each of them represents a different stage of the creative process and that keeping them separate helps avoid judging ideas too early or missing good ones.
- One round lasts for 15 minutes. Record all ideas on sticky notes. No judgment or limitations allowed.
- To support the activity you can prepare a flipchart or slides with a quick summary of what each role means.

#### 5. Walt Disney Method (45 minutes)

- **Dreamer:** The visionary role. Participants focus on creativity, imagination, and unlimited possibilities. Encourage them to think freely and propose even seemingly *unrealistic ideas*. Key questions: *What do we want to achieve? What would be ideal? If I had infinite money or a magic wand, what would I do? What excites us about this idea?* Important: There are no wrong ideas! Everything is written down, nothing is evaluated.
- **Realist:** The planner role. Participants bring structure to ideas by discussing how to turn them into practical steps. Key questions: *How could this work in real life? What resources, people, and time would we need? What would be the first step?*
- **Critic:** The evaluator role. Participants analyze the plan critically, identifying possible risks and weak points while suggesting improvements. Key questions: *What could go wrong? What might be missing? How can we make it stronger or safer?*

#### 6. Action Plan Development (20 minutes)

- Invite the participants to wrap up their discussion into an action plan that includes the problem tackled, the solution, the actions required, the needed resources, and the key potential risks. You can invite them to write notes on flipchart paper, or create a drawing or visual map.

#### 7. Presentation of the results (15 minutes)

- Allow the participants to present their work. Make sure to show appreciation, celebrate their effort, and recognize the thought and creativity they put into it. Acknowledge unique ideas and teamwork to help build a positive, encouraging atmosphere.

#### 8. Debriefing and Closing (15 minutes)

##### Suggestion to the facilitators and debriefing:

Based on the goals of your training, you can adapt the topics addressed. There are a few important aspects you should consider:

1. Communicate the purpose of each role clearly so participants understand what their characteristics are. Use visual support (flipchart or slides) that participants can refer to for clarity.
2. Make sure the activity stays on track - it is easy for participants to spend more time than allocated for a task or to mix the traits between the roles.
3. Create a safe environment and get everybody to contribute actively. Encourage all participants to share their views. If the group is too large, you can split them into smaller teams.

During the debriefing, assess how participants reacted to the different characteristics of the roles. Try to understand how they would usually approach such a task if there were no instructions. Highlight how important it is to involve as many different views as possible in order to obtain the best solutions for a given problem - having diverse people engaged in the process and giving a voice to everyone allows the group to come up with more innovative solutions.

#### **Evaluation of the impact for this methodology:**

During the activity, you should observe the following:

- *Were most of the participants interested in getting involved? Did they feel comfortable contributing?* This activity aims to engage as many participants as possible and create a safe space for everyone to share their views and opinions.
- *How creative were the participants throughout the exercise? Were their proposed solutions innovative?* The methods selected for the activity aimed to foster creative problem-solving and create the prerequisites for participants to think outside the box while maintaining structured thinking.
- *Were the participants able to distinguish the characteristics of the roles and use them effectively? Were they able to understand the importance of the different traits?*
- *By the end of the activity, were the participants able to see the added value of collaboration and diversity in creating more innovative solutions to a problem?* If we are able to create a safe environment that allows everyone to participate actively, the participants may come up with more innovative approaches to the problem.

#### **Attached Material**



[Guidelines for the Disney Method](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Quality control & management skills

## MODULE 11

## MODULE 11

### Quality Control and Management Skills

#### PART A

#### Understanding Quality Control and Management Skills in Youth Work

#### Why are Quality Control and Management skills important to be future-ready?

Quality is a key aspect of any activity or organisation, even if it may seem less urgent than other skills. In youth work, where the value lies as much in the **process** as in the **results**, quality ensures that activities are inclusive, meaningful and capable of evolving over time. Having a quality-oriented mindset means preparing in advance, monitoring progress, and reflecting afterwards on what worked and what can be improved.

For youth workers, these competences provide tools to plan better, adapt to challenges, and avoid mistakes that could undermine trust and participation. For young people, they create a fairer and more engaging environment, where their voices are heard and their feedback matters. In this sense, quality control, quality assurance and management skills are not about bureaucracy, but about creating reliable and empowering educational experiences.

#### Definitions in a Nutshell

**Quality Control (QC)** can be defined as the systematic process of checking whether a product, service or activity meets pre-established standards. It is about evaluating the **results** and making sure objectives were achieved.

**Quality Assurance (QA)**, closely connected to Quality Control, focuses instead on the **processes** that lead to those results. It is preventive: it means planning carefully, setting rules and standards together with participants, and monitoring while the activity is still in progress.

**Management skills** are the set of abilities that make quality work possible: analysing needs, planning and coordinating, leading and motivating people, monitoring outcomes, and adapting flexibly when things change.

In short: **Quality Assurance prepares the ground, Quality Control checks the harvest, and management skills keep the whole system working and improving.**

#### Impact and practical application

#### *Applying the Skills in Youth Work: Impact on Youth Workers*

In youth work, quality assurance and control help workers create environments where young people feel involved and respected. By applying these skills, youth workers can:

- Plan activities that respond to real needs, through needs assessments and participatory design.
- Monitor processes during implementation, so that issues are addressed immediately instead of only afterwards.
- Evaluate results with clear tools such as questionnaires, reflection circles or indicators, in order to measure impact.
- Share responsibility for quality with participants and colleagues, which improves teamwork and prevents burnout.

These practices strengthen the professionalism of youth workers and enhance the credibility of youth work as a whole.

### ***Applying the Skills in the Lives of Young People***

For young people, quality becomes visible in everyday situations. When group rules are co-created, they experience fairness and responsibility. When their feedback after an activity leads to concrete improvements, they feel heard and empowered. When evaluations are done together, they learn how to reflect critically on experiences.

For example:

- A group might create its own rules at the beginning of a project (QA), and later review together if the rules worked well (QC).
- After a workshop, young people might fill out a short survey and then discuss the results with facilitators, turning evaluation into a dialogue.
- A project might start with a needs analysis where young people express what they expect, ensuring that activities are relevant and motivating.

In these ways, young people learn not only to participate, but to co-manage and co-evaluate.

### ***How youth work activities support young people***

Youth work activities can directly train quality and management skills by involving young people in:

- **Quality Circles**, where participants and educators meet regularly to reflect on progress and suggest improvements.
- **Participatory evaluation tools**, such as visual boards, voting, or group reflections, which make evaluation accessible and collaborative.
- **Design sessions**, where young people, with the support of a youth worker, share and analyse needs and expectations before activities start.

- **Shared monitoring**, for example by creating youth-friendly indicators of success (participation, collaboration, respect).

The impact of these practices is clear: young people gain confidence, learn responsibility, and develop skills like leadership, problem-solving and critical thinking—competences that prepare them for both life and work.

### ***Approaching these skills with young people***

#### ***Ways of teaching Quality Control and Management Skills***

Quality may sound abstract, but it can be explained through simple and familiar images. Youth workers can say that:

- **Quality Assurance** is like preparing for a trip: packing what you need, agreeing on the route and setting rules before leaving.
- **Quality Control** is like checking, after the end of the trip, how it went: what was good, what was missing, and how to do better next time.
- **Management skills** are what keep the group organised along the way: sharing tasks, solving problems, and adapting if something unexpected happens.

Using metaphors from sports, travel or games makes these concepts easier to grasp and closer to everyday experience.

#### ***Practical tips and tricks on how to train the skill set in real life***

- Involve young people in setting the rules of the group, so they learn the value of preparation and shared responsibility.
- After each activity, dedicate time to collective reflection, using short and creative methods such as mood meters, success boards or simple questionnaires.

- Rotate responsibilities within the group (timekeeper, facilitator, evaluator) so that everyone practices leadership and monitoring.
- Use simple indicators created with young people (e.g., “Did everyone have a chance to speak?”) to make evaluation concrete.
- Close the feedback loop by showing visibly what has been changed thanks to their input, building trust and accountability.

Through these practices, quality control and management skills stop being abstract notions and become concrete life skills, fostering empowerment, participation and resilience.

### Connections with the other skills

Quality control and management skills are deeply interlinked with all other *skills for the future*, as they provide the structure and mindset that allow learning and innovation to happen effectively.

Within **problem-solving**, quality management ensures that *critical and analytical thinking* are applied consistently to both planning and evaluation. It transforms creativity into concrete results, bridging *innovation* and *organisation*. Attention to detail and reliability are also integral to this process, supporting accuracy and trust. In the area of **self-management**, these skills nurture *resilience, adaptability and self-discipline*. Managing quality means staying focused, monitoring one’s own progress and maintaining motivation even when results are not immediate. It also reinforces a sense of *responsibility and ownership* over personal and collective work.

When it comes to **working with people**, management skills foster *communication, leadership and collaboration*. Shared planning, participatory evaluation and co-created standards build mutual trust and

transparency within teams, enhancing empathy and inclusion.

Finally, within **technology use and development**, quality assurance connects to *digital literacy* and *tech-savvy resilience*: using tools for monitoring, data collection and process improvement requires both technical competence and a reflective mindset.

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**PART B****Methodologies to explore Quality Control and Management Skills with young people****METHODOLOGY 24: Recipe of Safety****Short description:**

This is a simple and creative methodology designed to help participants identify and share their individual needs, expectations and personal boundaries regarding safety and safeguarding, using the metaphor of creating a "recipe." It is especially recommended as one of the first activities in a workshop, particularly for residential or multi-day events, as it fosters the creation of shared group rules and helps to build a safe environment. After an introduction and explanation of key concepts (and workshop/mobility goals, if needed), participants are divided into small groups of 4–5 people to design their own "safety recipe." In the second part of the activity, each group presents its recipe, and the session concludes with a single, shared group recipe, then signed by each member of the group.

**DISCLAIMER:** *This methodology can be seen as an approach to sharing and analysing needs. You are therefore encouraged to adapt the proposed structure to the specific context and to the needs of the young people you work with, while keeping the individual steps unchanged. For example, instead of focusing on personal space, you could place greater emphasis on behaviour in group situations.*

**Aim and objectives:**

- To support the identification and communication of individual needs, expectations, and boundaries within a group setting.
- To co-create shared group rules that promote a safe and inclusive environment for all participants.
- To deepen group cohesion, following previous ice-breaking or team-building activities.
- To raise awareness on key concepts such as safeguarding, responsibility, inclusion and emotional safety.
- To encourage empathy and mutual understanding through creative and participatory methods.

**Future skills it helps to develop/address (directly and indirectly):**

|                                        |                                         |
|----------------------------------------|-----------------------------------------|
| ✓ Self-awareness (personal and social) | ✓ Dependability and empathy             |
| ✓ Self-management                      | ✓ Active listening                      |
| ✓ Interpersonal understanding          | ✓ Quality control and management skills |

**Materials, minimum requirements and preparation**

- 1 printed copy of the "Recipe of Safety" template per group;

- A large version of the “Recipe of Safety” template, approx. 50x70 cm. It can easily be hand-drawn.
- Sticky notes.
- Pens or pencils.
- Markers.

An indoor space with tables and chairs for group work, adapted to the number of participants.

**Duration:**

For a group of 16-20 people

- Approx. 90 minutes for **Version A**
- Approx. 120 minutes for **Version B**

**Description step by step:**

**1. Introduction (20 min):** Facilitator explains the activity, contextualising it within *Skills for the Future* and briefly introducing key concepts: **Quality Assurance**, **Quality Control** and **Management Skills** (from Part A).

**2. Group division:**

- a. **VERSION A (5’):** Participants are divided into groups of 4–5 people.  
Suggested ways to form the groups:
  - Numbering off (1–2–3–4, depending on the number of groups);
  - Grouping participants who are sitting close to each other;
  - Giving each participant a post-it with the name of an animal (each animal name is repeated 4 or 5 times), then asking them to imitate the animal when the facilitator gives a signal. Participants with the same animal form a group.
- b. **VERSION B (15’):** Suggested activity with a stronger focus on *getting to know each other*. Participants are asked to form a line (from highest to lowest) based on certain characteristics (age, shoe size, number of projects participated in, etc.). The activity can be repeated as desired (recommended maximum: 3 or 4 rounds).  
During the final round, the group division is made either by grouping those who are close in the line or by counting.  
→ *Bonus tip:* If the last question relates to experience level in a specific field, this method allows for either mixed-level groups (by counting) or groups with similar experience (by grouping those standing near each other).

In any case, depending on the context, the facilitator may choose to use a different group activity or even an energiser.

**For both options**, in international contexts, when strong language barriers exist, it is recommended to either work in national groups or organise the groups in such a way that participants who need language support are paired with someone who can assist them.

**3. Work in small groups (25’):**

- a. **Sharing of Needs (15’):** participants share their personal needs and expectations, both in relation to the workshop itself and to group living and teamwork. If relevant, they can also define their personal boundaries. Each group

can begin with a short moment of individual reflection (5'), during which participants write their needs on post-its.

During the group discussion, one person is responsible for noting down the shared elements in the “Ingredients” section, aiming to summarise similar needs.

**b. Proposing Solutions (10')**: for each identified need, the group proposes possible solutions. These are written in the “Instructions” section, or, if the input is not a specific instruction, in the “Remarks and other suggestion” section.

- Although presented here as two separate phases, in practice groups may choose to suggest solutions immediately as each need is expressed.
- Each group appoints one or more spokespersons.
- During this phase, one or more facilitators should move between the groups to check that instructions are clear, the activity is proceeding as planned, and to give time reminders.

**Variation:** If time is limited, or if more time needs to be allocated to the following phases, each group can be asked to identify the 3–5 most relevant or pressing needs to work on.

#### 4. Plenary Sharing and Definition of a Common Recipe

**a. VERSION A (30')**: one spokesperson from each group takes turns to present **1 group rule**, taken from their “Instructions” section. If other groups have similar rules addressing similar needs, the facilitator invites them to contribute or merge ideas, in order to create a shared version of each rule. The facilitator writes these rules down in the “Instructions” section or, where more appropriate, in “Suggestions and Other Remarks.”

Each group's original sheets are displayed in the activity space so that participants can later review all the needs that emerged.

Once all rules have been finalised, participants are invited to sign the flipchart as a symbolic commitment to the agreed rules.

**b. VERSION B (50')**: each group, in turn, shares the needs identified during their small group work. The facilitator records these in the “Ingredients” section. If similar needs are mentioned by other groups, they can be integrated at this stage.

From this point onwards, the activity continues as described in **OPTION A**.

**5. Debriefing (10 min):** brief group discussion reflecting on the experience, focusing on:

- What did I learn about myself and others?
- How did it feel to share and define rules together?
- What surprised or challenged me?

#### Suggestion to the facilitators and debriefing:

**When to use:** Ideal for early phases of group work, especially in multi-day or residential settings.

**Whom with:** Suitable for youth and mixed groups; adaptable for different ages and backgrounds.

**Watch out for:** Emotional triggers when discussing safety or personal boundaries. Offer space to opt out or express discomfort privately.

**Make it inclusive:** Use simple language; ensure everyone can contribute, using interpreters or mixed-language groups if needed.

**Debriefing tips:** Focus on emotional responses, group dynamics, and connections to wider workshop themes.

**Evaluation of the impact for this methodology:**

*Indicators to be verified and some examples of how/when to verify them. E.g.: Tree of impact*

**Possible indicators to assess:**

- Level of participation and openness in sharing needs and expectations.
- Clarity and inclusivity of group-generated rules.
- Group cohesion and trust at the end of the session.
- Reference to the shared recipe in later stages of the workshop.

**How to assess:**

- Reflections during daily reflection groups, debriefing or in final evaluation sessions.
- Invite participants to self-assess their sense of safety and inclusion, both in the daily evaluations and during the final evaluation of the workshop/mobility.
- Observations from facilitators or group leaders.

**Attached Material**

 [Recipe for a Nicer Space](#)

## METHODOLOGY 25: From Vision to Action: A NFE Methodology for Project Management

### Short description:

This methodology supports young people in understanding **project management concepts** through experiential learning and self-reflection. Participants work individually and in small groups to explore the **differences between visionary, strategic and tactical, and operational objectives**, and to practise setting **SMART objectives** connected to real-life contexts such as youth organisations, projects or volunteer experiences. Through guided exercises and peer discussion, participants analyse the difference between role, tasks, motivation and competences, and explore the concept of the “**triangle of role finding**”. The methodology enables participants to identify, describe and communicate their role within a project or group, strengthening ownership, responsibility and alignment between personal contribution and collective goals.

### Aim:

- To develop a practical and reflective understanding of project management, enabling young people to define meaningful objectives and consciously position themselves within a project or organisational context.

### Objectives:

- Understand the importance of differentiating visionary, strategic & tactical, and operational objectives
- Be able to define SMART objectives aligned with their organisation, project or volunteer work
- Understand the difference between role, tasks, motivation and competences
- Understand the concept of the “triangle of role finding”
- Be able to identify and clearly describe one’s role within a project or team

### Future skills it helps to develop/address (directly and indirectly):

|                                        |                                         |
|----------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking     | ✓ Leadership and social influence       |
| ✓ Creative thinking, innovation        | ✓ Initiative taking and decision making |
| ✓ (Intrinsic) Motivation               | ✓ Quality control and management skills |
| ✓ Self-awareness (personal and social) |                                         |

### Materials, minimum requirements and preparation

- Indoor space with movable furniture
- flipcharts
- markers
- sticky notes
- worksheets (Annex A, B, C)
- pens
- projector or flipchart board
- timer.

### Duration:

Approximately 180 minutes for 15–25 participants.

**Description step by step:****1. Introduction and framing the topic (20 minutes)**

- The facilitator opens the session by asking participants: *“When you hear the word project management, what comes to your mind?”*
- Participants respond freely and the facilitator collects words, ideas, and feelings on a flipchart (e.g. planning, deadlines, confusion, teamwork, responsibility, stress).

*This opening makes visible participants’ existing perceptions. Many young people associate project management only with technical tools or bureaucracy. By collecting these ideas, the facilitator acknowledges their experience and prepares the ground to redefine project management in a more accessible way.*

- The facilitator then explains that the session will focus on objectives and roles, 2 elements that strongly influence how people experience a project on a daily basis.

**Useful summary for the facilitator:**

- An objective is not an activity and not simply something we do.
- An objective describes a desired change or result that we want to achieve.
- Activities answer the question: “What are we doing?”
- Objectives answer the question: “What do we want to change, improve, or achieve by doing this?”

**Example:**

- *Activity: “Organising weekly meetings”*
- *Objective: “Improving coordination and communication within the team”*
- The facilitator reassures participants that:
  - No previous knowledge of project management is needed
  - The session will be participatory and practical
  - Learning comes from discussion and shared reflection

**2. Group division (10 minutes)**

- Participants are divided into small groups of 4–5 people. Groups should be as diverse as possible. The facilitator can ensure diversity by:
  - Mixing participants with different levels of experience
  - Mixing people who usually take different roles
  - Using a random method if needed
- Each group receives: Flipchart paper, Markers, Sticky notes

*Working only in groups reinforces the idea that projects are collective processes. Objectives and roles are never purely individual; they always exist in relation to others.*

**3. Understanding different levels of objectives (30 minutes)**

- Each group receives Annex A – Objectives Ladder.
- The facilitator introduces the three levels of objectives in a clear and simple way:
  - Visionary objectives: these describe the long-term change the project wants to contribute to. They answer the question: *“Why does this project exist?”*. They are usually broad and not immediately measurable.

- Strategic and tactical objectives: these describe the main directions, choices, and approaches of the project. They answer the question: *“How do we want to work to move towards the vision?”*
- Operational objectives: these describe concrete objectives close to action. They answer the question: *“What will actually be done in practice?”*

Useful summary for the facilitator:

Why do projects need different levels of objectives?

Projects need different levels of objectives because:

- Visionary objectives give meaning and direction
- Strategic objectives give focus and coherence
- Operational objectives make work concrete and manageable
  - If a project has only operational objectives, people may work a lot but feel lost or demotivated.
  - If a project has only visionary objectives, people may feel inspired but not know what to do.
  - Each level supports the others.
- Each group is given a common project scenario (e.g. organising a youth event, running a volunteer initiative). They are asked to:
  - Define one visionary objective
  - Define 2–3 strategic/tactical objectives
  - Define 4–5 operational objectives
- Groups place their objectives on the ladder and discuss together whether each objective really fits the chosen level.
- The facilitator supports groups by asking questions such as:
  - *“Is this a change or an action?”*
  - *“Is this long-term or short-term?”*
  - *“Would this still make sense in two or three years?”*

#### 4. Group sharing and reflection (15 minutes)

- Each group briefly presents its objective ladder.
- The facilitator highlights:
  - Differences between the three levels
  - Typical difficulties (especially confusing tasks with objectives)
  - The importance of coherence between levels

*This reflection helps participants realise that unclear objectives often lead to unclear expectations, which later affect roles and responsibilities.*

#### 5. Setting SMART objectives (30 minutes)

- The facilitator introduces the **SMART criteria** (see Annex B as an idea for flipchart), explaining each element with practical examples:
  - **Specific** – clearly defined
  - **Measurable** – possible to check
  - **Achievable** – realistic
  - **Relevant** – meaningful for the project
  - **Time-bound** – linked to a timeframe
- The facilitator explains that SMART objectives help teams to: share the same expectations, distribute responsibilities more fairly, understand when an objective has been achieved.

- Each group selects one or two operational objectives from their ladder and rewrites them together to make them SMART.
- Groups then exchange their SMART objectives with another group and receive feedback in the form of clarifying questions only (no judgement).

#### 6. Understanding roles, tasks, motivation and competences (1530 minutes)

- In plenary, the facilitator introduces 4 key concepts:
  - **Role:** the function and responsibility a person has within a project
  - **Tasks:** concrete actions carried out as part of a role
  - **Competences:** skills, knowledge, and attitudes needed
  - **Motivation:** personal reasons for being involved

##### Useful summary for the facilitator

Why do unclear roles create confusion or conflict?

When roles are unclear:

- Tasks are duplicated or forgotten
- People have different expectations of each other
- Responsibility is avoided or unfairly concentrated
- Conflicts arise not because of people, but because of unclear agreements
- Clear roles do not limit people; they protect cooperation.
- Each group receives short role scenarios (see attachments) and is asked to identify together:
  - What is the role?
  - What are the tasks?
  - What competences are needed?
  - What could motivate someone to take this role?

#### 7. The triangle of role finding (30 minutes)

- The facilitator presents the triangle of role finding (see annex C), composed of:
  - Needs of the project or group
  - Competences available in the group
  - Motivation of group members
- The facilitator explains that a sustainable role exists where these three elements meet.
- Each group collaboratively identifies at least 2–3 roles for their project and analyses using the triangle:
  - Why does the project need these roles?
  - What competences are required or available?
  - What could motivate someone to take it?
- Groups discuss whether the role is well balanced or needs adjustment.
- For each role they write a description, including:
  - Role name
  - Main responsibilities
  - Typical tasks
  - Needed competences
  - Possible motivations
- Groups are encouraged to think about: boundaries between roles, possible overlaps or gaps

#### 8. Debriefing and closing reflection (15 minutes)

- The facilitator leads a final reflection in plenary:

- What did you discover about objectives and roles?
- Where do misunderstandings usually start in projects?
- How can working more clearly with objectives and roles improve teamwork?
- What will you apply in your next group experience?
- Participants can add final thoughts on sticky notes.
- The facilitator closes by reinforcing the key message: *Clear objectives and clear roles are essential conditions for effective teamwork and meaningful participation.*

**Suggestion to the facilitators and debriefing:**

- Provide clear visual tools (objective ladder, SMART checklist, role triangle, role cards), but encourage participants to focus on clarity and shared understanding, rather than on writing “perfect” objectives or role descriptions.
- Emphasise throughout the activity that confusion is part of the learning process. If groups struggle to distinguish between objectives and tasks, or between roles and tasks, reassure them that this difficulty reflects common real-life project challenges.
- When introducing objectives, avoid technical language. Use concrete examples from everyday group experiences (school projects, volunteering, informal initiatives) to make abstract concepts more accessible.
- Support groups with guiding questions rather than answers, especially when they work on the objectives ladder and SMART objectives. The aim is not correctness, but awareness of how wording influences understanding and expectations.
- During role-related activities, pay attention to group dynamics. If one participant dominates the discussion, gently intervene to ensure that all voices are heard, reinforcing the idea that roles are collective agreements, not individual labels.
- When discussing roles, stress that roles can change over time and that defining a role does not mean fixing people permanently in one position. This helps reduce resistance and anxiety.
- Be attentive to participants who may feel uncomfortable discussing motivation or competences. Encourage groups to speak in general or hypothetical terms if needed, rather than pushing for personal disclosure.
- Use the debriefing to reconnect objectives and roles explicitly. Help participants see that unclear objectives often lead to unclear roles, and that many conflicts in projects are structural rather than personal.
- If working in multilingual or culturally diverse groups, allow participants to use different languages within their group when useful, and focus on meaning rather than precise terminology.
- Keep the overall focus on learning and reflection, not on performance. The success of the activity lies in participants leaving with clearer questions and tools they can apply in future projects, not in producing flawless outputs.

**Evaluation of the impact for this methodology:**

The impact of this methodology, after the activity, can be evaluated through a combination of observation, group reflection, and follow-up use of the outputs. Evaluation should focus on learning processes and awareness, rather than on technical accuracy.

**Indicators:**

- **Application of objective hierarchies in real contexts:** participants refer to different levels of objectives (visionary, strategic, operational) when planning, reviewing, or discussing projects.
- **Use of SMART logic beyond the training:** operational objectives used in meetings, documents, or planning sessions show clearer timeframes, responsibilities, and indicators.
- **Improved role clarity within teams:** roles are described more explicitly, with clearer boundaries between responsibilities and tasks.
- **Reduction of recurring conflicts linked to roles or expectations:** groups report fewer tensions caused by “who should do what” or “who is responsible”, or are better able to address them constructively.
- **Reuse of tools introduced during the activity:** objective ladders, role descriptions, or the role finding triangle are reused or adapted in ongoing or new projects.

**How to assess:**

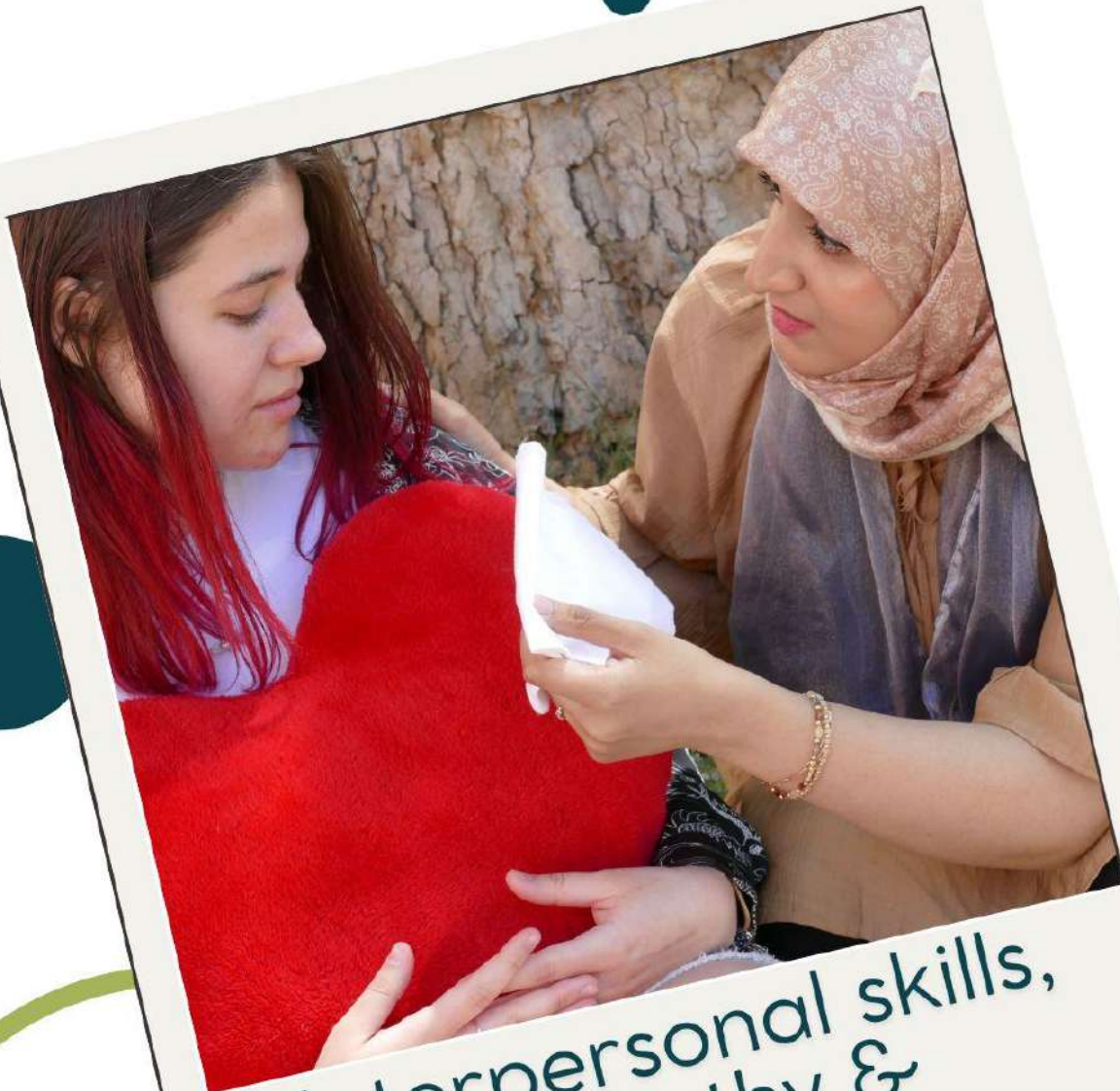
- **Follow-up group reflection sessions:** in later meetings or activities, participants are invited to reflect together on questions such as:
  - How did we use what we learned about objectives?
  - Did we clarify or redefine any roles?
  - What changed in the way we work together?
- **Self-reported changes by participants:** through short group check-ins, written feedback, or informal conversations, participants can report:
  - What tools they reused
  - What helped them most
  - What still remains challenging
- **Before–after comparison:** facilitators can compare how objectives and roles were described before the activity and how they are described afterwards.

**Attached Material**

-  [Objectives' Ladder](#)
-  [SMART Objectives - Handout](#)
-  [Triangle of Role finding](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Interpersonal skills,  
Empathy &  
Communication

## MODULE 12

## MODULE 12

### Interpersonal understanding and effectiveness, dependability, empathy, mindfulness, verbal and nonverbal communication

#### PART A

#### Exploring Empathy, Communication and Interpersonal Understanding in Youth Work

#### Why are Interpersonal understanding, Empathy and Communication important to be future-ready?

Interpersonal skills are at the heart of youth work. They are what make group processes safe, inclusive, and effective. While technical skills may open doors, it is empathy, communication, and the ability to understand others that keep collaboration alive.

For you as a youth worker, these competences are essential to create trust and connection in your groups. Without them, even the best-designed activities risk failure because participants may feel unheard or disconnected.

For young people, interpersonal skills are critical for education, work, and everyday life. They influence how they build friendships, how they deal with conflict, and how they participate in communities. Developing these competences means developing the ability to relate, cooperate, and lead with respect.

Interpersonal skills depend strongly on communication that is clear, adaptable and respectful. Communication challenges are common for people of all ages and tend to appear in fast-paced environments or in diverse groups where misunderstandings can easily arise. These challenges are not a sign of inexperience but a normal part of human interaction, especially when emotions, expectations or communication styles differ. When communication lacks clarity, problems can escalate and cooperation becomes harder.

When communication works well, participation becomes easier, conflict reduces and the group feels safer. Communicating well means expressing ideas clearly, listening with attention and checking mutual understanding. These are not isolated abilities but part of a wider set of competences identified in the LifeComp framework (2020), where empathy, communication and collaboration are essential for lifelong learning. By developing these skills, young people strengthen their capacity to engage with others, navigate complex situations and contribute meaningfully to group and community life.

#### Definitions in a Nutshell

These competences can be grouped into six core concepts:

- **Interpersonal understanding:** the ability to recognise and consider the perspectives, emotions, and intentions of others.
- **Interpersonal effectiveness:** the ability to use that understanding to interact constructively—expressing needs, solving conflicts, and collaborating successfully.
- **Dependability:** being someone others can count on in relationships and teamwork, by keeping promises and acting consistently.

- **Empathy:** recognising and sharing another person's feelings, and showing care in response. It can be cognitive (understanding thoughts), emotional (feeling with others), or active (taking supportive action).
- **Mindfulness:** paying full attention to the present moment, being aware of one's own thoughts, emotions, and surroundings.
- **Communication:** the clear exchange of information and ideas through both words and non-verbal signals such as tone, expression, and body language.
- **Active listening:** fully concentrating on what someone is saying, understanding their message, and responding in a way that shows they have been heard.

Empathy and interpersonal understanding are often linked, but they are not the same. Empathy is about recognising and sharing another person's feelings, while interpersonal understanding goes further: it means considering their perspective, reasons, and intentions. One is more emotional, the other more cognitive. Together, they strengthen each other and form the basis for deeper, more constructive relationships.

Communication also includes abilities that support clarity and mutual understanding, such as asking questions to clarify meaning, adapting the message to the listener and giving and receiving respectful feedback. Communication and active listening work together as a two-way process. Expressing ideas clearly is only effective when someone listens with attention, and listening well is only possible when the speaker communicates in a way that can be understood. Misunderstandings often happen not because the content is unclear, but because tone, emotions or intentions are interpreted differently. Helping young people notice both sides of this exchange makes communication

easier and reduces unnecessary conflict.

In other words: *these skills help young people connect, be trusted, and build meaningful relationships.*

## Impact and practical application

### **Applying the Skills in Youth Work: Impact on Youth Workers**

For you as a youth worker, strong interpersonal skills are a foundation for effective practice. They allow you to:

- Build trust and inclusion in groups.
- Notice when participants feel excluded or misunderstood.
- Communicate expectations clearly and adapt your facilitation to the needs of the group.
- Model empathy and reliability, showing young people what respectful relationships look like.

Communication supports all these competences because it is the way they become visible in practice. When youth workers express expectations clearly, listen with attention and create space for participants to speak, they make it easier for young people to engage. Clear and respectful communication reduces confusion and supports inclusion, helping the group feel more centred and safe.

### **Applying the Skills in the Lives of Young People**

For young people, these competences influence almost every aspect of daily life:

- **At school:** listening actively and communicating clearly supports teamwork and learning.
- **In friendships:** empathy and reliability build trust and closeness.
- **In conflict:** mindfulness and active listening help to pause, reflect, and avoid escalation.
- **In community or work:** dependability and effective

communication opportunities and increase strengthen collaboration.

Young people who practise empathy, communication, and listening not only feel more connected, they also make others feel valued, and this multiplies the positive impact.

### ***How youth work activities support young people***

In Part B of this chapter you will find activities such as *Empathy Circles* and *Blindfold Minefield*, designed to help young people practise these skills in real time.

- **Empathy Circles** focus on listening without interruption and reflecting back what was heard, showing participants how empathy changes group dynamics.
- **Blindfold Minefield** develops trust and dependability, as participants must guide each other safely using only clear communication.

These activities move beyond explanation: they let young people experience what it feels like to listen deeply, to feel listened to, and to depend on others through clear communication.

The direct impact is that participants:

- Recognise the importance of listening and feeling listened to.
- Practise empathy in structured and safe ways.
- Experience how trust and reliability grow when communication is clear.

### **Approaching these skills with young people**

#### ***Ways of teaching Interpersonal Understanding to young people***

When introducing these competences, use simple examples and contrasts that young people can relate to:

- **Interpersonal understanding:** ask them to think about a time when

they tried to see something from another person's perspective. Show how it changes the way we respond.

- **Interpersonal effectiveness:** use examples of teamwork—"When you explain your needs clearly and listen to others, the group works better."
- **Dependability:** highlight everyday commitments like showing up when you said you would, or finishing a task others depend on. Explain how trust grows when actions match words.
- **Empathy:** use contrasts - "Think of when someone noticed you needed help and offered it, versus when people saw but ignored it. How did you feel?"
- **Mindfulness:** invite them to notice small details in the room for one minute, or pay attention to their breathing—illustrating what it means to "be present."
- **Communication:** explain that it includes both what we say (verbal) and how we say it (non-verbal). Invite them to compare examples: the same words with different tone or body language can carry very different meanings. Show how posture, facial expression and gestures support or contradict words, and why being aware of this makes communication clearer and more respectful.,
- **Active listening:** explain the five levels of listening and invite them to try short examples in pairs to notice the difference. The levels are: ignoring (not listening at all), pretending (appearing attentive without following), selective (hearing only what interests them), attentive (listening to the words but missing emotions) and empathic (listening to both the message and the feelings behind it).

These explanations help young people see each skill in practice and understand why they matter in daily life.

### ***Practical tips and tricks on how to train the skill set in real life***

Young people can practise these competences through simple, everyday actions. These small habits help them integrate the skills into real situations and understand how they support relationships, group work and emotional wellbeing.

#### **General interpersonal tips**

- Practice stepping into other people's shoes by asking questions like "If I were in their place/ if I were another person, how would I see this?"
- Practise listening without interrupting for two minutes in conversations.
- Reflect with simple statements: *"Something I wish more people knew about me is..."*
- Notice body language from both the speaker and listeners in interactions.
- Keep agreements, even small ones, to build dependability.
- Try daily "mindfulness pauses": taking a minute to observe feelings and surroundings before reacting.
- Ask them to check whether their message was understood by inviting the other person to summarise what they heard. This helps them realise that clarity is a two-way process.

#### **Specific tips to improve communication and active listening**

##### *Communication basics:*

- Announce when you want to speak so others know you wish to contribute.
- Maintain eye contact when it feels appropriate, keeping in mind that comfort with eye contact can vary across cultures and individuals.

- Speak calmly and clearly.
- Keep your message brief and focused.
- Avoid generalisations and refer to specific situations.
- Use "I" statements instead of "you" to express your point of view.
- Accept that others may have different opinions.

##### *Active listening:*

- Show genuine interest when the other person is speaking.
- Do not interrupt or finish the other person's sentences.
- Listen fully before responding.
- Ask simple clarifying questions if something is unclear.
- Reflect back what you understood in a short and calm way.

##### *Feedback:*

- Give feedback only if it is welcome.
- Describe what you observed rather than judging.
- Use "I" statements to express your perception.
- Be concrete and timely.
- Focus on behaviours instead of personality traits.

##### *Receiving feedback:*

- Do not interrupt while the other person is speaking.
- Avoid defending yourself immediately; listen fully first.
- Consider whether the feedback points to something useful.
- Note down key ideas to reflect on them later.

##### *Non-verbal communication:*

- Be aware of your facial expression and tone.
- Use gestures naturally to support your message.
- Maintain a stable, open and relaxed posture.

These small practices help them carry the skills into everyday life, beyond the training setting.

## Connections with the other skills

Developing interpersonal skills and communication means going beyond oneself and focusing on others. These competences help create stronger and more lasting connections by stepping into another person's perspective, communicating clearly, and being present to capture both verbal and non-verbal signals.

**Empathy is deeply linked with emotional intelligence and control.**

Recognising emotions in others is only meaningful when young people also understand and manage their own feelings. This balance between inner regulation and outward sensitivity makes relationships safer, more supportive, and more constructive.

**Interpersonal understanding** goes one step further: it is not only about recognising emotions but also about interpreting the wider context of another person's reactions, intentions, and needs. This broader view connects directly with **leadership**, since leaders must both listen and understand the people they work with and communicate clearly so their ideas can be transformed into action with initiative and courage.

**Motivation and self-awareness** also play an important role. Being conscious of one's strengths, weaknesses, and drivers allows young people to improve in relation to others and sustain dependability. When motivation is clear and self-awareness is strong, commitments are easier to keep and trust is reinforced.

**Communication** is the thread that runs through all these links. Without clear and respectful communication, empathy cannot be expressed, leadership cannot mobilise others, and dependability cannot be demonstrated.

## Sources and further reading

### *Policy frameworks and institutional references*

- OECD – Learning Compass 2030: A framework to guide students towards well-being and sustainable development.  
<https://www.oecd.org/en/data/tools/oecd-learning-compass-2030.html>
- World Economic Forum – Future of Jobs Report 2025: Leadership and social influence among top human skills for the future.  
[https://reports.weforum.org/docs/WF\\_Future\\_of\\_Jobs\\_Report\\_2025.pdf](https://reports.weforum.org/docs/WF_Future_of_Jobs_Report_2025.pdf)

### *Books and academic articles*

- Daniel Goleman – *Emotional Intelligence* (1995)  
<https://donainfo.wordpress.com/wp-content/uploads/2017/09/emotional-intelligence-daniel-goleman.pdf>

### *Toolkits*

- GENQuest – Webquests as a tool for collaborative and inquiry-based learning.  
<https://genquest.eu/webquest/>

### *Short reads (blogs/articles)*

- The Bridgeway – The benefits of mindfulness for teens.  
<https://thebridgeway.com/blog/the-benefits-of-mindfulness-for-teens/>
- MEQ Academy – Fostering empathy and connection: Empathy circle activity for teams.  
<https://meqacademy.com/bl ogs-1/f/fostering-empathy-connection-empathy-circle-activity-for-teams>
- Mind & Life Institute – How mindfulness helps us to build meaningful social connections.  
<https://www.mindandlife.org/media/>

[how-mindfulness-helps-us-to-build-meaningful-social-connections](#)

- Oak Innovation – Blindfolded activity: Building trust and collaboration in teams. <https://www.oakinnovation.com/blog/free-activities/blindfolded>
- Psychologists – Emojis as nonverbal cues in digital communication: A psychological perspective. <https://www.psychologists.com/emojis-as-nonverbal-cues-in-digital-communication-a-psychological-perspective>
- Revolution Learning - *The 5 Levels of Listening*. <https://www.revolutionlearning.co.uk/article/the-5-levels-of-listening/>
- Verywell Mind – Types of nonverbal communication: Body language,

facial expressions, and tone. <https://www.verywellmind.com/types-of-nonverbal-communication-2795397>

**Multimedia sources**

- Amy Cuddy – *Your body language may shape who you are* (TED Talk). <https://www.youtube.com/watch?v=Ks-Mh1QhMc>
- Brené Brown – *The Power of Vulnerability* (TED Talk). [https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability)
- Professor Chuck – *PB&J = Better communication?* <https://youtu.be/KFPIFOECHfU?feature=shared>

**PART B****Methodologies to explore Interpersonal Understanding with young people****METHODOLOGY 26: Empathy circle****Short description:**

An active listening activity where participants take turns to speak, listen and reflect on what the other has said. The aim is to build a deeper mutual understanding and create a space of respect and emotional connection within the group.

**Aims and objectives:**

- Strengthen empathy and active listening.
- Promote inclusive communication.
- Encourage emotional expression and understanding among peers.
- Create a space of mutual trust and group cohesion.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                      |
|--------------------------------------------------|--------------------------------------|
| ✓ Emotional intelligence, regulation of emotions | ✓ Mindfulness                        |
| ✓ Attention to detail                            | ✓ Verbal and nonverbal communication |
| ✓ Interpersonal understanding                    | ✓ Active listening                   |
| ✓ Dependability and empathy                      |                                      |

**Materials, minimum requirements and preparation**

- Quiet space,
- Chairs or pillows for all participants
- A printed sheet with prompts (optional).
- Timer

**Group size:** better to work in not-so-big groups (max 8 participants). In case the group is bigger, it can be split into smaller groups.

**Duration:**

*45-50 minutes (calibrated for a group of 20 people divided into 3 teams)*

**Description step by step:****1. Set-up and introduction (5 minutes)**

Arrange chairs or pillows in a circle. Welcome participants and explain the goal of the activity: practise listening with full attention, speaking from the heart, and connecting more deeply with others. It's not about fixing, judging, or solving—just understanding and being present for each other.

**2. Explain the structure and ground rules (5 minutes)**

By turns, each participant will share their thoughts and feelings while another person listens closely and reflects back what they heard. There will be three roles:

- **Speaker:** shares their thoughts and feelings for 2–3 minutes.
- **Listener:** reflects back what they heard, without judging or giving advice.
- **Observers:** listen in silence.

Participants should follow just a few simple rules:

- One person speaks at a time.
- No interrupting, commenting or giving advice.
- Stay present and listen with full attention.
- It's okay to "pass" if you don't feel like speaking.
- What is shared in the circle stays in the circle.

**3. Warm-up practice (5–7 minutes)**

Use a light prompt like:

*"What made you smile this week?"*

Choose a volunteer to speak and another to listen, and demonstrate the dynamic: repeat the speaker's message back clearly and with empathy.

**4. Main empathy rounds (20–25 minutes)**

Use deeper prompts (you can choose 2–3):

- *"A time I felt really understood was..."*
- *"Something I wish people knew about me is..."*
- *"I feel most connected to others when..."*

Go around the circle. Each participant gets a turn as speaker and listener. The listener reflects after each turn. Encourage participants to take their time and really listen.

**5. Debrief and reflection (10 minutes)**

Back in a full group, invite them to share openly about the experience.

- What was it like to be really listened to?
- "How did it feel to be listened to without interruption?"
- "What did you notice when you were the listener?"
- "Was it easy or hard to reflect back what someone else said?"
- "Did you learn something new—about yourself or someone else?"
- As an observer, how did you notice there was active listening?

Let participants share freely or stay quiet—both are valid.

**Suggestion to the facilitators and debriefing:**

- Before starting this activity, be sure to create a safe space where everyone feels listened to and free to express themselves without judgement.
- Select the prompts according to the group's emotional maturity. In the Annex you can find a bank of prompts categorised by the level of confidence needed.
- Avoid pressuring anyone to share deeply personal things.
- Remind that it's okay to pass.
- Encourage non-judgment and openness.
- It's okay if, after one person shares their testimony and the listener reflects back, observers also want to interact. This can happen naturally as part of active listening, so allow space for this exchange.

- After a couple of rounds of questions, ask participants to return to the larger group for a first round of reflection. You can then share some useful tips for active listening, or ask them what they need in order to truly feel listened to. Following this reflection, you can do another round of the Circle of Empathy and then guide a reflection with questions such as:
  - *Did you notice the tips for active listening being applied? How?*
  - *Did you feel truly listened to this time? Why?*

#### **Alternative Methodology: UNESCO Story Circles**

UNESCO Story Circles can be used as a complementary deep listening technique, especially in multicultural settings, as it emphasise intercultural understanding through personal storytelling and structured silence. See more [here](#) and consult the full manual [here](#).

Main steps:

1. Each person, by turns, briefly introduces themselves with three words that reflect their background. No one interrupts, just listen.
2. Each person, by turns, shares a short story about a meaningful experience with someone different from them, while others listen without interrupting.
3. After everyone shared their personal story, the group does a quick “flashback” round, where listeners share one memorable detail from each story.
4. Close with a short group reflection using simple questions about themes, surprises and personal learning.

#### **Evaluation of the impact for this methodology:**

##### ***Impact indicators:***

- Participants are able to describe what empathy means in their own words.
- Participants are able to name key elements that make them feel understood.
- They can reflect on how they listen to others and what makes listening difficult or meaningful.
- Participants demonstrate respectful, non-judgmental listening and turn-taking.
- Increased emotional openness and willingness to share personal thoughts.
- They show increased awareness of their emotional response when being heard.

#### **How to verify impact - Empathy Map Wall**

Use a large visual board or flipchart divided into four sections:

1. *“What I realised about myself”*
2. *“What I learned about listening”*
3. *“What I felt when I was heard”*
4. *“How empathy can grow in a group”*

Participants write short thoughts or keywords on post-its and place them in the relevant sections. They can also draw or use symbols if they prefer.

Examples might include:

*“I speak more when I feel safe”, “I interrupt a lot without noticing”, “It felt good to be heard”, “Empathy needs silence”, “This helps build trust”*

Optionally, facilitators can take a photo of the map for later reference or group tracking over time.

#### **Attached Material**

 [Prompt Bank for Empathy Circles](#)

## METHODOLOGY 27: Blindfold Minefield

### Short description:

A teamwork activity where participants, blindfolded, are guided verbally by teammates through an obstacle course, fostering trust, effective communication, and leadership.

### Aims and objectives:

- Strengthen verbal communication and nonverbal cues.
- Build trust among peers.
- Practice leadership and cooperation.
- Learn to give and receive clear instructions.
- Reflect on dependability and team dynamics.

### Future skills it helps to develop/address (directly and indirectly):

|                                               |                                      |
|-----------------------------------------------|--------------------------------------|
| ✓ Resilience, distress tolerance, flexibility | ✓ Mindfulness                        |
| ✓ Curiosity, openness and lifelong learning   | ✓ Verbal and nonverbal communication |
| ✓ Attention to detail                         | ✓ Active listening                   |
| ✓ Interpersonal understanding                 | ✓ Leadership and social influence    |
| ✓ Dependability and empathy                   |                                      |

### Materials, minimum requirements and preparation

- Outdoor or indoor open space (minimum 5x5m).
- Blindfolds (for half of participants).
- “Mines” (cones, paper balls, cushions, etc.).
- Tape, rope or chalk to mark the start and end.

**Preparation:** create a “minefield” using safe objects (cones, cushions, papers, bottles, etc.) placed randomly across a defined space. Mark a clear start and finish line using tape, chalk, or string. Depending on your participants’ abilities, you can also increase the difficulty by adding some obstacles that they need to climb over or crawl under.

**Group size:** 10-20 people. If the group is too large, two routes can be set up so that participants can do them at the same time.

### Duration:

*45-50 minutes (calibrated for a group of 20 people)*

**Description step by step:****1. Introduction and ground rules (5 - 10 min):**

Welcome participants and explain the goal of the activity: reach the other side of the field avoiding all the “mines”.

Participants will work **in pairs**.

Each pair will have one **Guide** (not blindfolded) and one **Explorer** (blindfolded).

The Guide helps the Explorer cross the space without touching any objects, only with their voice.

Participants should follow these simple **rules**:

- No physical contact — only verbal instructions are allowed.
- The Explorer must listen carefully and move slowly.
- If an obstacle is touched, the Explorer goes back to the start.
- Partners switch roles after completing the course.
- Respect and safety come first — everyone moves with care.

*Offer a visual alternative (e.g. dimming eyes, sunglasses) if someone isn't comfortable being blindfolded.*

**2. Minefield challenge (20–25 minutes)**

Start the challenge. Each pair takes turns. The Guide uses only their voice to lead the Explorer across the minefield. If the Explorer touches a “mine,” they start over.

Once they finish the path, they should do it again, changing roles.

**3. Debrief and reflecting (10 min):**

Gather everyone in a circle or small group and reflect on the experience together.

You can ask questions such as:

- *“How did it feel to guide someone without touching them?”*
- *“What was the hardest part about being blindfolded?”*
- *“How did trust and communication affect the experience?”*
- *“What surprised you about yourself or your partner?”*
- *“Can you think of a real-life situation where this skill would help?”*

**Suggestion to the facilitators and debriefing:****Optional variations:**

- Add time pressure (e.g. 3-minute limit per round).
- Play soft music or background noise to simulate distractions.
- Restrict instructions to only 3 words (e.g. “left,” “right,” “stop”).
- Change partners halfway to adapt to new communication styles

**Take into account:**

- Ensure physical safety of the space.
- Adapt for neurodiverse participants: allow use of gentle touch if consented.
- Observe for dominant personalities—rotate leadership.
- Keep in mind that if there are many pairs, bottlenecks can occur during the minefield activity, since it usually progresses at a slow pace. If you want to optimize time, you can:
  - Set up more than one minefield so multiple pairs can go through it simultaneously.
  - Add another preliminary activity of a similar style to stagger the timing of the pairs (for example, in a room or space, each pair must find a

ball or a sign with their name/number before they can enter the minefield).

### **Evaluation of the impact for this methodology:**

#### **Impact indicators:**

- Participants are able to identify what makes communication effective or confusing.
- They reflect on their ability to give clear instructions and listen with focus.
- They recognise the role of trust and support in teamwork.
- Participants show increased awareness of how they adapt to others' communication styles.
- They actively engage in the final debrief and contribute to the group visual.

#### **How to verify impact:**

Create a flipchart or wall visual with two columns:

1. *"What helped us succeed as a team?"*
2. *"What made communication difficult?"*

Invite participants to write keywords or short reflections on post-its and place them in either column. These might refer to clarity, tone, trust, frustration, patience, confusion, etc.

Examples might include:

*"Short, clear words," "Encouraging voice," "We trusted each other,"  
"Too fast," "I got nervous," "We laughed and that helped"*

You can also ask each participant to choose one word to describe their experience as a guide or explorer and write it on a shared poster or directly on the flipchart.

Facilitators can take a photo of the board for later use or follow-up reflection.

# FutureMe

Equipping youth workers and young people with skills for the future



Leadership,  
Initiative & Courage

## MODULE 13

## MODULE 13

### Leadership and social influence, civic engagement, initiative taking and decision making, courage and hope to face the future

#### PART A

#### Understanding Leadership and Initiative Taking in Youth Work

#### Why are Leadership, Social influence and Initiative taking important to be future-ready?

Leadership in youth work is not about authority, it is about turning ideas into action and inspiring others to join in. A good leader knows how to take initiative and make decisions, but also has the courage to keep going when challenges appear and the hope to believe that change is possible. True leadership also looks outward: it recognises social problems, engages with the community to improve them, and uses influence not to dominate but to bring others together around a shared vision.

For you as a youth worker, these competences are vital to create spaces where young people feel empowered to take responsibility. By modelling courage and hope, you show them that obstacles can be faced without giving up. By encouraging initiative and shared decision making, you help them discover their own leadership potential. For young people, developing leadership means learning that they can shape their environment and not just adapt to it. It gives them the confidence to speak up, to organise with others, and to take part in society as active citizens. When leadership is grounded

in engagement and influence, it becomes a force not only for personal growth but also for collective change.

The **European Youth Strategy (2019–2027)** underlines this by placing youth participation and civic engagement at the centre of democratic life. Leadership is therefore not an optional skill but a core competence for building more resilient communities and more hopeful futures.

#### Definitions in a Nutshell

Leadership and its related competences can sound abstract, but in practice they are simple and recognisable qualities that young people can learn and practise.

- **Leadership:** the capacity that guides, inspires and supports others towards a shared goal.
- **Social influence:** the ability to affect others' behaviour and attitudes in a positive way.
- **Civic engagement:** the participation that involves taking part in the life of the community and acting to make it better.
- **Initiative taking:** the readiness that shows when someone acts without waiting for others.
- **Decision making:** the process that involves choosing between options after considering consequences and responsibilities.
- **Courage:** the strength that allows a person to face difficulties or fears instead of avoiding them.
- **Hope:** the belief that change is possible and worth working for.

These competences do not stand apart; together they form the essence of leadership as we understand it in youth work. A leader is not only someone who decides, but someone who engages, influences, and keeps moving forward with courage and hope.

## Impact and practical application

### ***Applying the Skills in Youth Work: Impact on Youth Workers***

Leadership can take different forms—democratic, visionary, shared—each with strengths and limitations. Further reading provides more on these styles, but the key in youth work is helping young people find their own way to lead authentically.

For you as a youth worker, these competences help you create spaces where leadership is shared, not imposed. They allow you to:

- Encourage young people to step forward with their own ideas.
- Support collective decision making that values all voices.
- Model courage and optimism when projects face difficulties.
- Link activities to community participation, showing how small actions can have wider impact.

### ***Applying the Skills in the Lives of Young People***

For young people, leadership and its related competences shape how they take action in everyday life and how they engage with their communities.

- A teenager who notices a problem in their school—like poor collaboration among students or bullying—and takes initiative to propose a solution is practising leadership. Decision making enters when they choose among possible actions, weighing risks and outcomes.
- A young person volunteering in a local event is engaging civically, but leadership appears when they encourage peers to join or take responsibility for a part of the activity.
- A participant who speaks up in a group discussion to defend an idea despite initial doubts shows

courage, while the hope that change is possible motivates them to continue working on it.

- A youth organising a campaign for inclusion learns that social influence is not manipulation, but the ability to inspire others and create a shared sense of purpose.

By living these situations, young people learn that leadership is not about titles or perfection. It is about initiative, responsibility, and the capacity to mobilise hope and courage in themselves and others.

### ***How youth work activities support young people***

In Part B of this chapter you will find activities designed to make leadership and its related competences tangible. These experiences help young people reflect on what leadership means to them, recognise the qualities they already have, and identify those they want to strengthen. They also put leadership into practice through the development of a project, moving from reflection to concrete action.

The direct impact is that participants:

- Understand that leadership combines knowledge, skills and attitudes.
- Recognise that everyone has strengths to contribute and areas to develop.
- Experience leadership as a shared process where trust, responsibility and collaboration are central.
- See that leadership is not only discussed but practised by designing and carrying out actions together.

## Approaching these skills with young people

### *Ways of teaching Leadership and Initiative taking to young people*

When introducing leadership and its related competences, use examples that connect with situations young people already experience:

- **Leadership:** invite them to think of someone they see as a leader—inside or outside their community—and reflect on what makes that person inspiring.
- **Social influence:** show how behaviour spreads in groups, for example when one person starts speaking up and others follow. Discuss how influence can be used positively to motivate and support.
- **Civic engagement:** link it to simple, concrete actions like volunteering, school councils or community projects, showing that participation is about small steps as well as big causes.
- **Initiative and decision making:** ask them to recall a moment when they acted without waiting for others, or when they had to make a choice between different options.
- **Courage and hope:** invite them to share a challenge they faced, what gave them the strength to continue, and how believing in a positive outcome helped.

These approaches help young people see that leadership is not an abstract position but a set of qualities they already practice in daily life.

### *Practical tips and tricks on how to train the skill set in real life*

You can encourage young people to:

- Take small leadership roles in group activities, such as coordinating tasks or representing their peers.

- Notice the influence they have on others—positive or negative—and reflect on how to use it constructively.
- Join community initiatives, from volunteering to local campaigns, to practicing civic engagement in real settings.
- Practice decision making in everyday life by weighing options and reflecting afterwards on the consequences.
- Keep a “courage and hope” journal where they record moments they acted despite fear or doubt, and how hope motivated them to continue.

These small practices make leadership visible and actionable in daily life, showing that it grows step by step through experience and reflection.

## Connection with the other skills

Leadership and its related competences do not stand alone. They are interwoven with other skills that make them meaningful and effective in practice:

- **Interpersonal skills and communication:** a leader who listens actively and communicates clearly can engage others and turn ideas into collective action. Without this connection, leadership risks becoming a title without real influence.
- **Empathy and emotional intelligence:** leadership that inspires others comes from recognising feelings and needs, and responding with respect. Emotional control helps ensure that influence is constructive rather than impulsive.
- **Motivation and self-awareness:** knowing one’s strengths and limits gives credibility and direction to leadership. Motivation fuels persistence, while self-awareness

helps leaders stay grounded and dependable.

- **Resilience and flexibility:** courage and hope need to be combined with the ability to adapt when things do not go as planned. Resilient leaders show young people that setbacks are part of the process and that goals can still be pursued.

When youth workers nurture leadership, they are at the same time reinforcing a web of other competences that enable young people to act with clarity, to bring others along, and to face challenges with confidence.

## Sources and further reading

### Policy frameworks and institutional references

- *EU Youth Strategy 2019–2027:* Framework to promote active citizenship and participation. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL>
- *LifeComp Framework* (European Commission, 2020): Key competences for personal, social and learning development. <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>
- *UNESCO Futures Literacy:* Exploring how to use the future as a resource for action. <https://www.unesco.org/en/futures-literacy?hub=404>
- UNESCO – Youth engagement resources and campaigns. <https://www.unesco.org/en/youth/engagement>

### Reports and academical articles

- World Economic Forum – *Future of Jobs Report 2025:* Leadership and social influence among top human skills for the future. [https://reports.weforum.org/docs/WF\\_Future\\_of\\_Jobs\\_Report\\_2025.pdf](https://reports.weforum.org/docs/WF_Future_of_Jobs_Report_2025.pdf)

- C.R. Snyder – Hope Theory paper. <https://blogs.shu.ac.uk/growplus/files/2020/02/Hope-Snyder-paper.pdf>

### Toolkits, manuals and books

- *How to Prepare for Youth Social Action – Learner Handout* (SafeSpace4Youth). [https://safespace4youth.eu/wp-content/uploads/2024/01/SS4Y-M6.-How-to-Prepare-for-Youth-Social-Action\\_Learner-Handout.docx.pdf](https://safespace4youth.eu/wp-content/uploads/2024/01/SS4Y-M6.-How-to-Prepare-for-Youth-Social-Action_Learner-Handout.docx.pdf)
- *Training Toolkit on Leadership and Advocacy* (Erasmus+ project). [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/5cbe3d7e-01d2-4595-affb-c3d764c23c27/TACC\\_PR1\\_-\\_Training\\_Toolkit\\_on\\_Leadership\\_and\\_Advocacy.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/5cbe3d7e-01d2-4595-affb-c3d764c23c27/TACC_PR1_-_Training_Toolkit_on_Leadership_and_Advocacy.pdf)
- Robert Cialdini – *The Psychology of Persuasion*. <https://ia800203.us.archive.org/33/items/ThePsychologyOfPersuasion/The%20Psychology%20of%20Persuasion.pdf>

### Short reads (blogs/articles)

- Florian Hoffmann (WEF) – *Influencer leadership as a driver of transformation*. <https://www.weforum.org/stories/2024/07/influencer-leadership-transformation-change-florian-hoffmann/>
- Nicklas Larsen – *What is Futures Literacy and why is it important?* <https://nicklaslarsen.medium.com/what-is-futures-literacy-and-why-is-it-important-a27f24b983d8>
- People Insight – Overview of Daniel Goleman's leadership styles. <https://peopleinsight.co.uk/goleman-leadership-styles/>
- Harvard Professional Blog – How to determine your leadership style. <https://professional.dce.harvard.edu/blog/how-to-determine-what-my-leadership-style-is/#Why-You-Need-a-Leadership-Style>

- Drama Notebook – “Yes, and...” game for collaboration and creativity.  
<https://www.dramanotebook.com/drama-games/yes-and/>

*Multimedia sources*

- WEF Podcast *Meet the Leader*: Insights and reflections from global

leaders.

<https://www.weforum.org/podcasts/meet-the-leader/>

- Simon Sinek – *How Great Leaders Inspire Action* (TED Talk).  
[https://www.youtube.com/watch?v=u4ZoJkF\\_VuA](https://www.youtube.com/watch?v=u4ZoJkF_VuA)

**PART B****Methodologies to explore Leadership and Initiative taking with young people****METHODOLOGY 28: What is a leader for you?****Short description:**

This activity invites participants to reflect on their own understanding of leadership. It starts with identifying positive role models and then moves to group work, where participants design the profile of the “ideal leader” applied to a real problem. Finally, individuals reflect on their own leadership qualities, recognising strengths and areas to develop.

**Aims and objectives:**

- Explore and share different perceptions of leadership.
- Identify knowledge, skills and attitudes that define an “ideal leader.”
- Connect leadership to real social problems and the need for action.
- Encourage self-reflection on personal leadership strengths and areas for development.
- Emphasise that leadership is a process of growth and collaboration, not perfection.

**Future skills it helps to develop/address (directly and indirectly):**

|                                    |                                   |
|------------------------------------|-----------------------------------|
| ✓ Analytical and critical thinking | ✓ Leadership and social influence |
| ✓ Attention to detail              |                                   |

**Materials, minimum requirements and preparation**

- Indoor space for 20 people (circle or U-shaped seating)
- Post-its, markers, pens
- Flipcharts (one per group)
- A suitcase, box or container for the symbolic collection of leadership qualities.

**Group size:** any

**Duration:**

50 minutes (for 20 participants)

**Description step by step:****1. Positive leaders (10 min)**

- Invite participants to think for a moment of a person who represents positive leadership to them and analyze the traits that make them a good leader.
- They can be famous people or even from their daily life.
- Each participant can write down their thoughts if needed.
- Ask participants who want to share their thoughts (not everyone has to participate)

- This will be a warm-up for the next step, in order to have in mind a figure of an ideal leader.

## **2. Group work—the “ideal leader” (15 min):**

- Divide participants into 3 or 4 groups.
- Assign each group a concrete problem to solve (e.g., environmental, social or community-related). To assign the problem, you can also ask groups to choose the issue by themselves, based on their own experiences.
- Provide each group with a flip chart with the title “The ideal leader,” and ask them to complete it with traits regarding:
  - Knowledge
  - Attitudes
  - Skills
 that a leader should have in order to solve the group’s problem.

## **3. Presentations (10 min)**

- Ask each group to present their problem and the trait the ideal leader should have in order to solve it properly.

## **4. Individual reflection (10 min)**

- Provide each participant with 2 pieces of paper with different colours. In each of them, they should write down:
  - Leadership qualities they already have
  - Leadership qualities they would like to improve.
- Give them some time to reflect on the traits that have already been mentioned in the presentations and when they thought about a positive leader.
- Once everyone has finished, ask them to share their thoughts. You can ask questions like:
  - Were you surprised to identify leadership characteristics in yourself?
  - Did you find it easy or difficult to identify your own leadership traits?
  - Did you find many traits you would like to improve? Why?

## **5. Closing (5 min)**

- Place a suitcase/box or any recipient in the middle of the room.
- Ask participants to put their papers inside it, to symbolise that there is no perfect leader, only an ideal to aspire to, and that we complement each other as a network.

## **Suggestion to the facilitators and debriefing:**

- Encourage inclusivity: leaders can be family members, teachers, or activists—not only famous figures.
- Avoid judgement on personal choices; focus on traits.
- In the debriefing, highlight that leadership styles are diverse and not all leaders are extroverts.
- Ensure a safe space where participants feel comfortable sharing, but make clear that sharing is voluntary.
- Encourage participants to pay attention not only to the traits they admire in others, but also to those they already recognise in themselves.
- Highlight that leadership is not about perfection, but about recognising strengths and complementing weaknesses as a group.

- Direct link with Activity 2, where leadership will emerge in action.

**Evaluation of the impact for this methodology:**

***Impact indicators:***

- Participants can name traits of positive leadership and explain why they matter.
- Groups articulate knowledge, skills and attitudes of the “ideal leader” applied to a real problem.
- Individuals identify leadership qualities they already possess and those they want to develop.
- Participants understand that leadership is not about being perfect, but about aspiring and complementing each other

**How to verify impact - Flipchart**

- Review the flipcharts created by groups to see the traits identified.
- Observe presentations and the level of reflection during group discussions.
- Collect and review the anonymous notes placed in the suitcase/box to see common strengths and areas for improvement.

**METHODOLOGY 29: Design your social mini-project****Short description:**

In small teams, participants design a basic plan to address a social issue they care about. The focus is not on creating perfect solutions, but on practising how to take initiative, make decisions together, and work toward a shared goal. Along the way, they experience different forms of leadership and reflect on how their ideas and actions can contribute to building a better future.

**Aims and objectives:**

- To encourage participants to take initiative and work collaboratively toward a shared goal.
- To practice leadership, decision-making and planning.
- To strengthen civic engagement and a sense of responsibility.
- To build confidence and motivation to act with purpose in their communities.

**Future skills it helps to develop/address (directly and indirectly):**

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| ✓ Analytical and critical thinking               | ✓ Interpersonal understanding           |
| ✓ Creative thinking, innovation                  | ✓ Dependability and empathy             |
| ✓ Resilience, distress tolerance, flexibility    | ✓ Verbal and nonverbal communication    |
| ✓ Emotional intelligence, regulation of emotions | ✓ Active listening                      |
| ✓ (Intrinsic) Motivation                         | ✓ Leadership and social influence       |
| ✓ Self-awareness (personal and social)           | ✓ Civic engagement                      |
| ✓ Self-management                                | ✓ Initiative taking and decision making |
| ✓ Attention to detail                            | ✓ Courage and hope to face the future   |

**Materials, minimum requirements and preparation**

- Indoor/outdoor space for 20 participants (4 groups of 5), with room for group work
- A3 paper or flipchart sheets (one per group)
- Markers and pens
- Canva template (printed or projected)

**Duration:**

60–70 minutes (for 20 participants)

**Description step by step:****1. Team up & choose a challenge (10 min)**

- Divide participants in 4 groups.
- Invite each group to choose a social issue that matters to them—something they would like to see change in the world around them. (If you are doing the previous activity, you can continue with the same group and problem to address in order to make it cohesive).

**2. Developing a social mini-project (35–40 min)**

- Each group should develop their project to transform their idea into action.
- For this, they should complete the canvas template in a flipchart or A3 paper by answering the following questions:
  - *What problem do you want to solve?*
  - *What do you want to achieve? (a simple SMART goal)*
  - *What actions would you take? Who does what? With what resources?*
  - *What barriers or challenges might appear? If something goes wrong, what mitigation actions should you take?*
- Briefly introduce all the questions they should address.
- They will have 40 min for developing their group idea and write the main ideas on the paper.

**3. Project presentation (15–20 min)**

- Each group should present their idea briefly (3–4 minutes), explaining their main goal, how they would act, and what gives them hope to succeed.
- Encourage peer feedback and positive reinforcement after each presentation.

**4. Debriefing (10 min)**

- After sharing their projects, ask participants some of the following questions to reflect about the process:
  - *Did someone take the lead in your group? How did that happen?*
  - *What kind of leadership emerged—shared, rotating, task-based?*
  - *How did you make decisions as a team?*
  - *What challenges came up and how did you deal with them?*

**Suggestion to the facilitators and debriefing:**

- Let leadership emerge naturally—observe how roles are taken, rotated, or shared.
- Offer guidance without directing the work.
- Help participants connect this experience to the previous activity and highlight how they've applied many of the leadership and decision-making skills discussed earlier.
- In order to introduce the Canva template and the guiding questions, you can also check module X.
- SMART goals are goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. They help turn big ideas into clear, realistic actions by answering:
  - What exactly do I want to do?
  - How will I know I've done it?
  - Is it realistic?
  - Why does it matter?
  - When will I do it?

**Evaluation of the impact for this methodology:****Impact indicators:**

- Participants create and present a realistic mini-project plan, identifying a problem, its causes and possible solutions.

- Participants are able to set basic SMART goals and define tasks and responsibilities.
- Leadership roles or decision-making processes emerge and are acknowledged.
- Participants show motivation and reflect on hope, obstacles, and teamwork.
- Participants recognise the relevance of civic action and their role in it.

**How to verify impact – Group outputs & facilitator observation:**

- Use the group canvas as tangible output for evaluation.

During presentations and debriefing, note how participants reflect on their process and leadership dynamics.

***Attached Material***

 [Mini Social Project – Canvas Template](#)

# FutureMe

Equipping youth workers and young people with skills for the future



Our project team

# CONCLUSION

## From learning to practice, from practice to impact

In a world shaped by rapid change, uncertainty and growing complexity, preparing for the future is no longer about predicting what lies ahead, but about building the skills, attitudes and confidence needed to navigate it. Throughout the Training Course and this Handbook, *FutureMe* has explored how youth work can respond to these challenges by strengthening future-oriented competences through experiential, inclusive and practical methodologies.

The voices presented below come from participants of the **FutureMe Training Course**, which took place in **Valeggio sul Mincio (Italy) from 16 to 21 September 2025**. After experiencing the methodologies first-hand during the training, participants returned to their local contexts and **implemented FutureMe workshops with young people and youth workers**, actively testing and adapting the tools within real-life settings. Their reflections demonstrate how learning translated into practice, and how practice generated impact.

Even limited initial experimentation led to meaningful outcomes, confirming the accessibility and adaptability of the methodologies.

*"I didn't have time to implement many of the methodologies during this period, but the reaction to those I was able to implement was a pleasant surprise. The students saw their benefits firsthand and constantly reflected on how they could use it for their own growth."*  
**Alba, IES L'Elia / Backslash, Spain**

Several participants highlighted how the clear structure of the methodologies supported confidence and sustainability, while still leaving room for adaptation to different groups and contexts.

*"The methodologies support me in designing effective and sustainable sessions with students from my university group. Their clear structure and detailed guidance make them easy to implement, while still allowing flexibility for different target groups. I think of them as a toolbox to help prepare young people for diverse future challenges, whether in their personal lives or as part of a community."*

**Jule, student group  
"Gemeinsam aktiv", Germany**

The experiential dimension of the Training Course played a key role in enabling participants to shift smoothly from learners to facilitators.

*"I applied the Disney Method in a workshop on self-reflection and goal setting, and a City Quest in connection with coping without internet. Both methods were great fun and very effective, even with very different participant groups. Experiencing the methods myself during the workshops made preparation and facilitation much easier, and helped me understand what works best for the participants."*

**Sofie, bfz Passau, Germany**

In some contexts, the methodologies contributed to reimagining professional roles and learning spaces. Adriana's experience illustrates how *FutureMe* tools can spark innovation even in traditionally structured environments:

*“Working with the methodologies from the ‘FutureMe’ project was a truly revitalising experience for my role as a librarian. Implementing the Educational Escape Room transformed the traditional library into a laboratory of active learning, using storytelling and gamification to bring local heritage to life for young people [...] The most solid proof of our success was winning 2nd Place for ‘Best Innovation’ at the National Science Fair in Bucharest, showing that even rural libraries can become centres of educational excellence when the right tools are used.”*  
**Adriana, “I.I. Mironescu” Library of Tazlău / Centrul de Voluntariat Cluj-Napoca, Romania**

Strong engagement and positive feedback were also reported when the methodologies were transferred to local workshops shortly after the training.

*“After the training in Italy, I implemented the Learning Quest methodology in a local workshop in Romania, later complemented by elements of the Walt Disney Method. Both approaches proved intuitive and easy to facilitate, requiring minimal adaptation to the local context. The experiential and exploratory nature of the Learning Quest generated a high level of engagement and enthusiasm among participants.”*  
**Mădălina, “Holy Trinity” Community Assistance Center Cluj-Napoca / Centrul de Voluntariat Cluj-Napoca, Romania**

Beyond activities and formats, some participants highlighted how the methodologies helped young people reflect more deeply on values,

responsibility and personal commitment.

*“I did a session with my volunteers on the topic of reliability. At first, they weren’t quite sure what I wanted from them. But then they became very interested, and one of them said: ‘I had never thought about how much meaning a single word can contain. You say it so easily, but you never really think about everything reliability actually means.’ That made me very happy. The participants also all set goals for how they want to become even more reliable in the future.”*

**Lisa, Caritas Association for the Diocese of Passau e. V., Germany**

Beyond individual learning outcomes, the impact extended to group dynamics, motivation and shared responsibility.

*“As coordinator of the volunteers in an ESC team projects, I effectively reused these methodologies. Reflecting on ‘reliability’ and then letting the volunteers choose their daily tasks of living together improved motivation within the team during projects and inspired me to diversify my approach to heterogeneous groups.”*  
**Silvia, No Borders / Joint, Italy**

From the perspective of the project coordination, witnessing this transition from training to practice has been one of the most meaningful outcomes of the project, and it confirms the founding vision of *FutureMe*.

*“It’s wonderful to see that my vision of practical, realistic training is coming to fruition: learning that is fun, easy to apply, and really works in everyday life.”*

*What touches me most is that the participants feel empowered in the long term and that the methods and tools noticeably improve their work with young people.”*

**Perdita Wingerter, Germany – Coordinator of the FutureMe project**

### **Continuing the journey**

This handbook is not meant to provide final answers, but to offer tools, inspiration and confidence to continue experimenting, adapting and learning

together with young people. The experiences shared here show that when youth workers are empowered, young people gain the space and skills to imagine and shape their own futures.

*FutureMe* is ultimately about trust: trust in youth workers as facilitators of meaningful learning, and trust in young people as active agents of change. The future is not something that simply happens to us – it is something we build together, step by step.

**FutureMe – because the future starts with you.**

## APPENDIX 1

## How to conduct an effective debriefing?

### What is debriefing?

**Debriefing** (also called **reflection** or **processing**) is a guided conversation after an activity. It helps participants look at:

- What happened and how they did the activity;
- What they felt and experienced;
- What they learned or discovered;
- How they can use what they learned in real life.

### Debriefing supports:

- Group work and teamwork;
- Self-evaluation and self-guided learning;
- Transferring learning from the activity to daily life;
- Checking if the activity was effective (for the facilitator).

### Debriefing is not:

- Group therapy or specialized counselling;
- Something you do only when participants did wrong;
- A social chat where people share stories just for curiosity;
- Simple monitoring or evaluation of the activity.

### When to facilitate debriefing?

#### Facilitate a debriefing session:

- **Right after** an experiential method with an educational purpose (team games, role play, etc.);
- After a **stressful or challenging moment** (group conflict, an activity that did not end well);
- When participants are **in a learning process**;
- When the activity had a **strong emotional impact**.

#### Avoid or postpone the debriefing sessions:

- After a very short energizer with **no clear learning objective**;
- After an activity where the value is already clear and the goal is not learning;
- When the group is **extremely tired**, too emotional, or not ready to reflect (then you can postpone it for later the same day or another day, but don't let postponing become a habit).

### Why is debriefing important in non-formal education?

Non-formal education often uses **games, stories, simulations, projects and real experiences**. These methods can be powerful, but the learning becomes clear **only when we process the experience**. Debriefing is important because it:

- **Turns experience into learning:** Without reflection, people may only live the experience and stop there.
- **Creates meaning, not just activity:** It helps participants understand *why it mattered* and what it shows about themselves, others, or a topic.
- **Builds self-awareness:** Naming emotions, strengths, and challenges makes them clearer and easier to use in the future.
- **Supports real-life transfer:** It helps participants connect the activity to school, family, community, and everyday decisions.
- **Supports learner ownership:** Participants are encouraged to draw their own conclusions; the facilitator guides rather than “delivers the moral”.
- **Improves future facilitation:** It helps facilitators check whether the activity worked and what to adjust next time if needed.

## Facilitating the debriefing

### Steps in organizing the debriefing



#### Step 1 - Decide on the experience / activity

- What is the meeting agenda?
- What do we want the group to learn?
- What might the group learn?
- What activity fits the group, space and materials?

#### Step 2 - Decide the debriefing approach

- Do we need debriefing for this activity?
- What is the purpose of the debrief?
- What method fits best? Consider: group size, language, culture, group dynamics, motivation, roles, environment, number/experience of facilitators, resources.

#### Step 3 - Plan the debriefing

- Where will it happen? Who will lead it?
- How do facilitators share roles?

- Is it safe and appropriate for the group?

#### Step 4 - Implement the activity

- Motivate the participants.
- Present rules clearly.
- Observe group dynamics and actions.
- Take notes for later debriefing.

#### Step 5 - Facilitate the debriefing

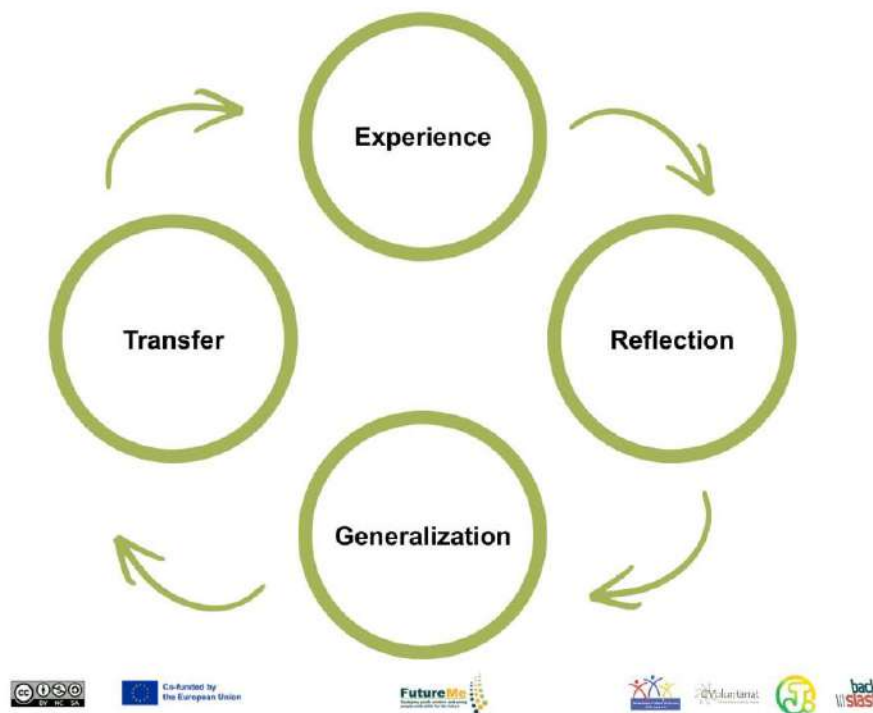
- (If needed) share facilitator observations quietly, without being noticed.
- Guide participants through the debrief stages.
- Summarize facts, emotions, lessons, conclusions, and concrete next steps.
- Give feedback if needed.
- Thank participants and highlight outcomes.

**Step 6 - Evaluate the debriefing**

- Observe reactions and group dynamics.
- Discuss with co-facilitators: what worked, what didn't, lessons for improvement, what method to use next time.

***Kolb Experiential Learning Cycle***

Kolb's model emphasizes that learning involves a continuous cycle of experience, reflection, conceptualization, and experimentation, rather than a linear progression. The theory posits that knowledge is created through the transformation of experiences, highlighting the importance of active engagement in learning. Reflective observation plays a vital role in the learning process, allowing individuals to analyze and make sense of their experiences. According to Kolb, the Experiential Learning Cycle involves participants going through four successive stages:



**Stage 1: Experience** - the activity itself

**Stage 2: Reflection / Analysis** – “What?”

Focus: facts, observations, emotions.

**A) Observation questions (facts and events)**

- What happened and what was done?
- What tasks did you have? How were they explained?
- What rules had to be respected?
- Who did what? What results/effects did you get?
- What steps did you take, in what order?
- How did you reach the solution? How did you react during the process/at moment X?
- What did you observe during the activity?
- What did you like?
- Do you agree / disagree with what they say? Can you argue?

- Does anyone want to add something?

### B) Emotion / feeling questions

- What feelings did you have during the activity?
- How do you feel now at the end? How did you feel during / at moment X?
- What was the most emotional moment?
- How did others' attitude seem to you?
- What were you thinking during the activity?
- How did others think differently?
- What did you feel when...?
- Did anyone feel something different?
- What did you notice about...?
- What do you feel about this experience?
- Did others feel the same?

### Stage 3: Generalization / Interpretation – “So what?”

Focus: meaning, lessons, patterns, links.

#### A) Generalization questions

- What did you discover / learn from this experience?
- What does all this mean for you?
- How do the things we talk about fit together?
- Did you notice new nuances related to...?
- What major aspects came up? What can you take from here?
- Is there a lesson to notice and remember?
- Is there something new you discovered about yourself / others / topic?
- Is there something you reconfirmed about yourself / others / topic?

### B) Interpretation & connection to life

- What might the elements or stages of the activity symbolize?
- What similarities do you see between the steps, your reactions, and real life (family, school, colleagues)?
- Have you had similar situations in daily life? How did you react then—same or different? What does that tell you about...?
- What does this connect to? Is it linked with...?

### Stage 4: Transfer / Application – “Now what?”

Focus: personal, concrete action.

- How will you apply your personal lessons at home or in daily life?
- Can you imagine doing this soon?
- What will you practice most from now on?
- What will be most difficult when using the new skills?
- How will you do it differently compared to before?
- How could this exercise be even more meaningful for you?
- Do you expect resistance when practicing the new skills?
- Where do you need more practice?

Encourage very concrete answers addressed using the **first person singular** (use “I should...” instead of “we should...”).

## Practical tips in facilitating the debriefing

### Questions and pacing

- Use open questions (example: “How was it for you? How did you feel?”).
- Go through all 3 types of questions (observation, interpretation, application). If you jump too fast into interpretation, the group may go silent because they don’t yet have a shared base of facts.
- If a question is too hard or too long, rephrase it or split it into shorter questions.
- Don’t answer your own questions. Give space for participants to think.
- Silence is not always bad. It may mean the group needs time to reflect.
- If participants skip steps (they go directly to lessons or action plans), listen, then gently bring them back to the earlier step.

### Facilitator attention and group safety

- Focus on others’ emotions and perspectives: “What do others feel?”
- Repeat and validate emotions by naming them (example: “It seems you feel relieved…”).
- Watch verbal and non-verbal signs (confusion, boredom, frustration; tone of voice; facial expressions; whether participants write or not).

- Keep the discussion on one topic at a time (“We will talk about that too; first let’s finish what we started.”).
- Summarize regularly (or ask the group to summarize): “What have we discussed so far? What conclusions do we have?”
- Ask for clarity and deeper exploration: “What made you think that?”, “Can you say more about that?”.
- Help the group notice its own dynamics: “What is happening between us now?”.

### Age-focused tips

For younger participants:

- Spend more time on observation questions and emotions.
- Keep reflection questions short and clear; rephrase when needed.
- Make transfer easier by giving contexts (home, school).
- Use drawings, flipchart, a ball/toy in the circle, or simple symbols/cards to show the debrief stage.

For older participants:

- Avoid giving solutions; a good question is more valuable than an answer
- Be ready to suggest readings or resources when they ask to go deeper.

## APPENDIX 2

## How to Reach Young People Offline for Future Me Workshops - A Decalogue

### 1. Go where young people already are

The most effective way to reach young people is by being present in their everyday spaces. Visit schools, VET centres, youth clubs, sports centres, community hubs, libraries, after-school programmes, and cultural or leisure venues.

### 2. Build partnerships with organisations that work with youth

Teachers, school counsellors, youth workers, community educators, and social organisations are key allies. If they understand the value of the workshop, they will help spread the message directly to young people who trust them.

### 3. Use word of mouth strategically

Personal invitations work best. Short in-class announcements, brief presentations in existing youth groups, or quick drop-ins during breaks help create familiarity and interest. Ask partner organisations to share the workshop with their groups as well.

### 4. Make posters that are simple, bold and clear

Use highly visible posters with very short text, a strong headline, and essential information only. Place them in high-traffic areas: corridors, noticeboards, cafeterias, sports facilities, libraries, and youth spaces.

### 5. Explain *why* it matters

Young people are more likely to join when they understand the purpose. Communicate clearly: *What need does the workshop address?*

*How will it help them now? How can it support their future decisions, wellbeing, or opportunities?* Simple, direct benefits work best.

### 6. State clearly what they will get out of it

Share practical outcomes: discovering personal strengths, building future-ready skills, trying out creative activities, meeting others, or gaining confidence. Tangible takeaways increase motivation to join.

### 7. Provide all logistical details upfront

Place, date, time, duration, language, and whether it happens during school hours or after school. Always specify the age range and whether the activity is open to a specific group or open to all. Clear information reduces hesitation.

### 8. Choose a schedule that fits young people's routines

If the session takes place in a school or VET institution, integrate it into the timetable whenever possible. Activities scheduled outside school hours often reduce participation due to transport, schedules, or family responsibilities.

### 9. Create a sense of invitation, not obligation

Avoid formal or overly institutional language. Use accessible messages, a friendly tone, and inclusive phrasing that makes all young people feel welcome regardless of background, academic level or interests.

### 10. Show the atmosphere they can expect

Young people value experiences. Emphasise that Future Me workshops are dynamic, interactive, and relevant to

real life. Share examples of past activities (without long explanations) to

### APPENDIX 3

## How to effectively reach young people online? - A Decalogue

#### 1. Use clear, accessible and authentic language

The organisation shall communicate using plain, inclusive and age-appropriate language, avoiding bureaucratic or overly institutional tones. Communication should reflect how young people naturally express themselves, while maintaining respect and clarity.

#### 2. Prioritise people-centred storytelling

Communication shall highlight real people, lived experiences and personal stories over abstract project descriptions, ensuring that young people can recognise themselves in the narratives shared.

#### 3. Adopt a visual-first and concise approach

The organisation shall prioritise visual formats (images, short videos, graphics) and concise messaging to match young people's online attention patterns and media consumption habits.

#### 4. Clearly communicate purpose and impact

All communication activities shall explain not only *what* the organisation does, but *why it matters*, making explicit the social value, impact and relevance of participation and volunteering.

#### 5. Include clear and actionable calls to action

Each communication output shall

help them imagine a positive, engaging space.

provide clear guidance on how young people can engage, participate or take the next step, reducing barriers to involvement.

#### 6. Ensure consistency and continuity in communication

The organisation shall maintain a regular and reliable online presence, prioritising consistency over perfection, in order to build trust and long-term engagement.

#### 7. Foster dialogue and active listening

Online communication shall be treated as a two-way process. The organisation shall actively monitor, acknowledge and respond to comments, messages and feedback from young people.

#### 8. Use platforms strategically and purposefully

Different digital platforms shall be used according to their specific strengths and audiences, ensuring that content format and messaging are aligned with the function of each channel.

#### 9. Promote co-creation and youth-led content

The organisation shall actively involve young people in the creation of content, recognising them as contributors and co-creators rather than passive recipients of communication.

#### 10. Communicate opportunities alongside values

While values-based messaging remains essential, communication shall also clearly present concrete opportunities, learning outcomes and personal benefits that young people can gain through participation and volunteering.

# FutureMe

Equipping youth workers and young people with skills for the future



## Future Me Skills for the Future