

# “Digital Youth”

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“World of Dreams”

# *First Day Activities:*

## 1. Icebreaker Game – "Introduce Yourself"

Participants introduce themselves to other project members through interactive games. These games aim to create a relaxed environment, foster connections, and encourage participants to share information about themselves in a fun and engaging way.



## 2. Meeting Game – "Introduce Your Partner"

- Participants are divided into pairs.
- Each pair is given 10 minutes to get to know each other by having a conversation.
- After the time is up, all participants form a circle.
- Each participant takes turns introducing their partner to the group, summarizing what they have learned about them.



“World of Dreams”

# ***FIRST DAY ACTIVITIES:***

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## 3. Icebreaker Game – "Guess My Passion"

- Participants are divided into groups of three.
- Each group chooses a name for themselves.
- Within 10 minutes, group members share their interests and hobbies with one another.
- After discussing, they can swap interests among themselves as they prefer.
- The guessing phase then begins:
  - Each group takes turns sitting in front of the other groups.
  - Every group can ask only one question to the responding group.
  - After all questions are completed, the other groups try to match each shared interest with the correct participant.
  - Each correct answer earns 10 points.



# ***SECOND DAY ACTIVITIES:***

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## **1. Energizer – "Find Your Pair"**

- Each participant receives a mixed-up piece of paper with the name of an animal written on it.
- Participants close their eyes and are asked to find their partner by making only the sound of the animal written on their paper.
- This activity serves as an icebreaker, energizing the group and fostering engagement in a fun way.

## **2. Project and Program Presentation**

- The trainer presents the purpose, objectives, learning outcomes, and follow-up activities of the project to the participants.
- This session ensures that all participants have a clear understanding of the program and its expected impact.

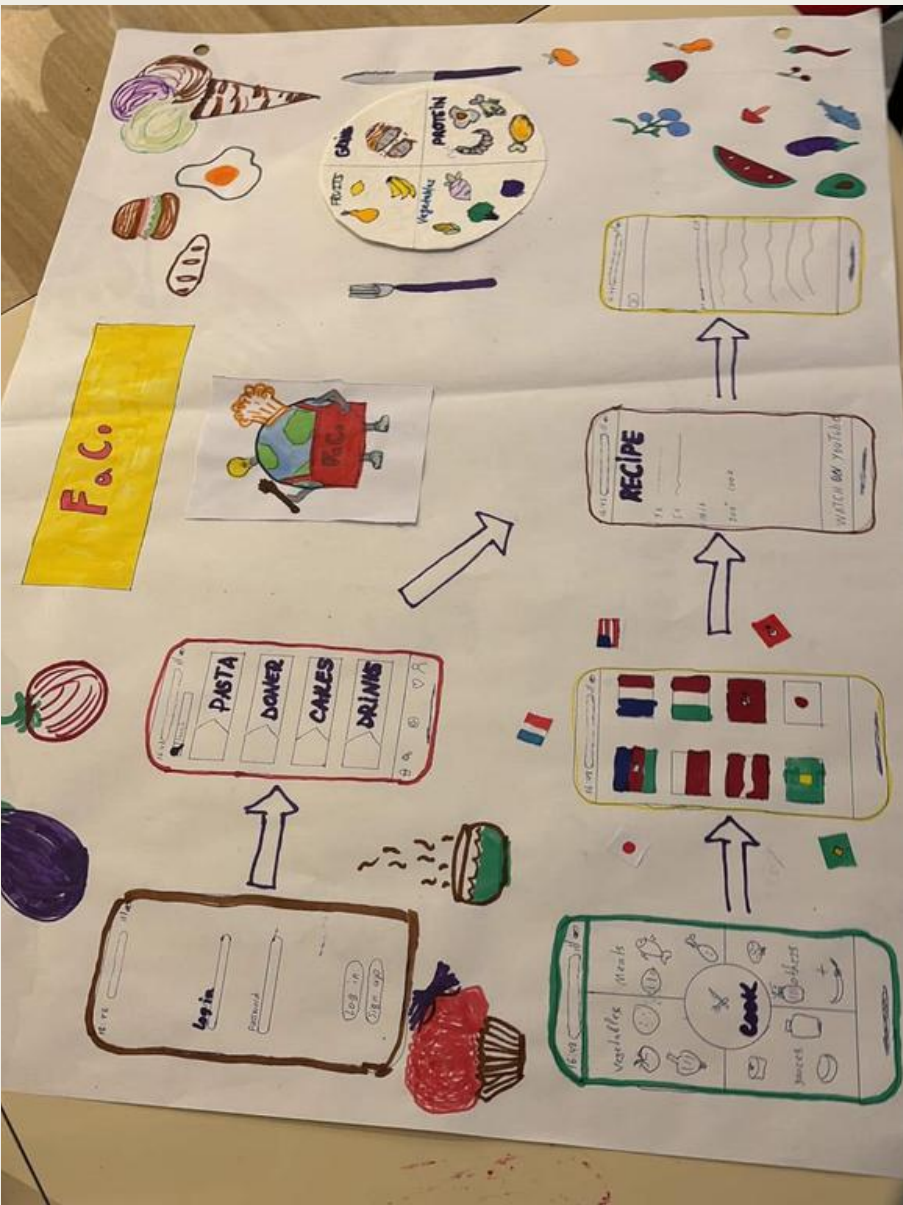
## **3. Identifying Expectations and Concerns – "Expectation Tree"**

- Participants write their expectations from the training, trainers, and responsible facilitators on a colored paper.
- Their concerns are written on a different-colored paper, and their potential contributions on another.
- These notes are then placed on a visual representation of a tree, called the Expectation Tree.

## **4. Presentation on Youthpass and Related Documents**

- The Youthpass certificate and other related certificates are introduced to the participants.
- Participants receive guidance on how to fill out the Youthpass certificate during the training.

# SOME ACTIVITIES:



# ***THIRD DAY ACTIVITIES:***

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## **1. Energizer – "Mixed Salad"**

- Chairs are arranged in a circle, with each participant sitting on a chair.
- One participant stands in the middle of the circle.
- The person in the center calls out specific characteristics that may apply to some participants, such as:
  - "Everyone wearing glasses should change seats."
  - "Everyone wearing rings should change seats."
  - "Everyone who is married should change seats."

## **2. Digital Wallet – "Station Activity"**

- Participants are divided into 5 groups, each assigned to a study table.
- Each table has a blank A3 sheet and small printed logos or images representing various Web 2.0 tools.

## **3. Digital Awareness – "Flipped Classroom"**

- Participants are divided into 5 groups, with each group assigned two Web 2.0 tools (e.g., Padlet, Canva, Miro, Action Bound, Trello, Jamboard, Kahoot, Slido, Mentimeter, Google Forms).
- Each group researches their assigned tools and prepares a presentation.
- The presentation should include:
  - A poster (created using Canva) that visually represents the tools and their functionalities.
  - Ideas on how these tools can be used in learning mobility programs.

# SOME ACTIVITIES:

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# ***FOURTH DAY ACTIVITIES:***

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## **1. Energizer – "I Am Unique Because..."**

- Participants sit in a circle.
- Each participant gives a brief introduction about themselves and then says: "I am special because...", sharing something unique about them.
- If another participant shares the same characteristic, they come and sit on the lap of the speaking participant.

## **2. EU Youth Goals & Institutional Contribution – "Post-it Mapping"**

- Participants are divided into 5 groups.
- The 11 European Youth Goals are distributed evenly among the groups.
- Each group receives three different-colored post-it notes:
  - Yellow Post-it: "Where is this goal most relevant, and for whom is it most important?"
  - Red Post-it: "What issue does this goal address, or what problem is it related to?"
  - Blue Post-it: "How does my work or my organization contribute to this goal?"

## **3. Brainstorming Session: "Digital Education Action Plan"**

- Strategic priority areas in digital education are written on A3 sheets and hung on the walls.
- Participants gather around these sheets to discuss:
  - How they and their institutions can contribute to each strategic area.
  - What these priorities mean to them on an individual and organizational level.

# SOME ACTIVITIES:

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# ***FIFTH DAY ACTIVITIES:***

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## **1. Energizer – "Pizza Preparation"**

- Participants form a circle, placing their hands on the shoulders of the person in front of them.
- A leader explains how to make a pizza, using their own unique steps.

## **2. "Tom's Diary" – Problem-Based Learning**

- The activity is designed to explore learning mobility opportunities within the European Portfolio for Learning Mobility (EPLM) framework.
- Participants are divided into 8 groups, each assigned a specific problem scenario.
- Scenario:
  - Groups discuss Tom, a young person facing various challenges.
  - They explore which learning mobility activities could help Tom overcome these challenges.
  - They design a learning process for Tom, considering non-formal learning methods and mobility opportunities.

## **3. "Meeting the Leaders" – Role-Playing Activity**

- Participants are divided into groups, each representing a different EU organization.
- Each group researches:
  - The structure, responsibilities, and authority of their assigned organization.
  - Its key areas of activity and its role in learning mobility.

# CULTURAL TRIP:

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## "Cultural Tour" – Outdoor Education Technique

- Participants are divided into equal groups using the Actionbound app.
- Each group is assigned specific tasks related to the city's historical and cultural landmarks.
- The activity follows a treasure hunt format, where participants:
  - a. Explore tourist sites in an interactive way.
  - b. Gather insights that will serve as a foundation for the next day's activities.
  - c. Complete a purchasing challenge:
    - Groups must buy a product together during the tour.
    - They should document what factors influenced their decision.
    - Before purchasing, they must compare the product in at least two different stores.

# SOME ACTIVITIES:

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# ***LAST DAY ACTIVITIES:***

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## **1. Energizer – "Wave Breaker"**

- Participants sit in a circle on chairs.
- The person who feels fastest and most alert that day becomes the "Wave Breaker" and stands in the middle of the circle.
- There is always one empty chair in the circle.
- The Wave Breaker tries to sit on the empty chair, but the other participants slide toward it to block them.

## **2. Workshop on "Eco-Leadership and Digital Sustainability" Objectives:**

- Explore how youth leadership can positively impact environmental sustainability.
- Identify strategies to integrate sustainability into digital projects and youth mobility initiatives.
- Develop a "Green Digital Code of Conduct" for participants and their organizations.

## **3. Eco-Innovation Challenge Objectives:**

- Stimulate creative and sustainable solutions for learning mobility programs.
- Design a mini-campaign or initiative that promotes environmental awareness.
- Reflect on daily choices and their environmental impact.

## **4. Digitalized – Certificate Ceremony**

- Participants receive their certificates in a fun and engaging way.
- Process:
  - a. All participants form a circle.
  - b. One person stands in the center, expresses their thoughts and appreciation for the participant whose certificate they hold, and hands it to them.
  - c. The recipient then shares their thoughts about the giver and the overall project.
  - d. This process continues until everyone has received their certificate.

# THE END:

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Thank you!

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