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CONNECT ACT YOUTH

Kit

2025

Education

"Education does not change the world.

Education changes people.

People change the world."

Paulo Freire

Table of content

Connect Act Youth – Collective Toolkit 2025

Introduction

The Connect Act Youth – Collective Toolkit 2025 brings together creative, inspiring, and inclusive educational tools developed by youth educators and partner organisations from across Europe. Each tool is the result of passion, collaboration, and a shared belief that learning happens best when it is participatory, joyful, and rooted in real experiences.

This toolkit is more than a collection of methods — it reflects our community's creativity and commitment to helping young people grow, connect, and take action. It was co-created during the Tool Fair 2025 in Coma-ruga, Spain, where educators came together to share, test, and improve their tools.

How to Use This Toolkit

This toolkit is meant to be practical and adaptable. You can open it at any page, explore a single tool, or use it to inspire your next workshop, project, or training. Each tool includes clear aims, steps, and materials to help you put it into practice. Feel free to adapt and remix these ideas to fit your own group, context, and creativity — that's exactly what they were made for.
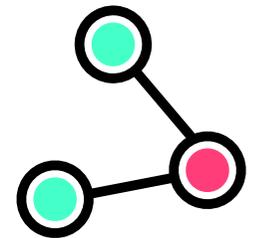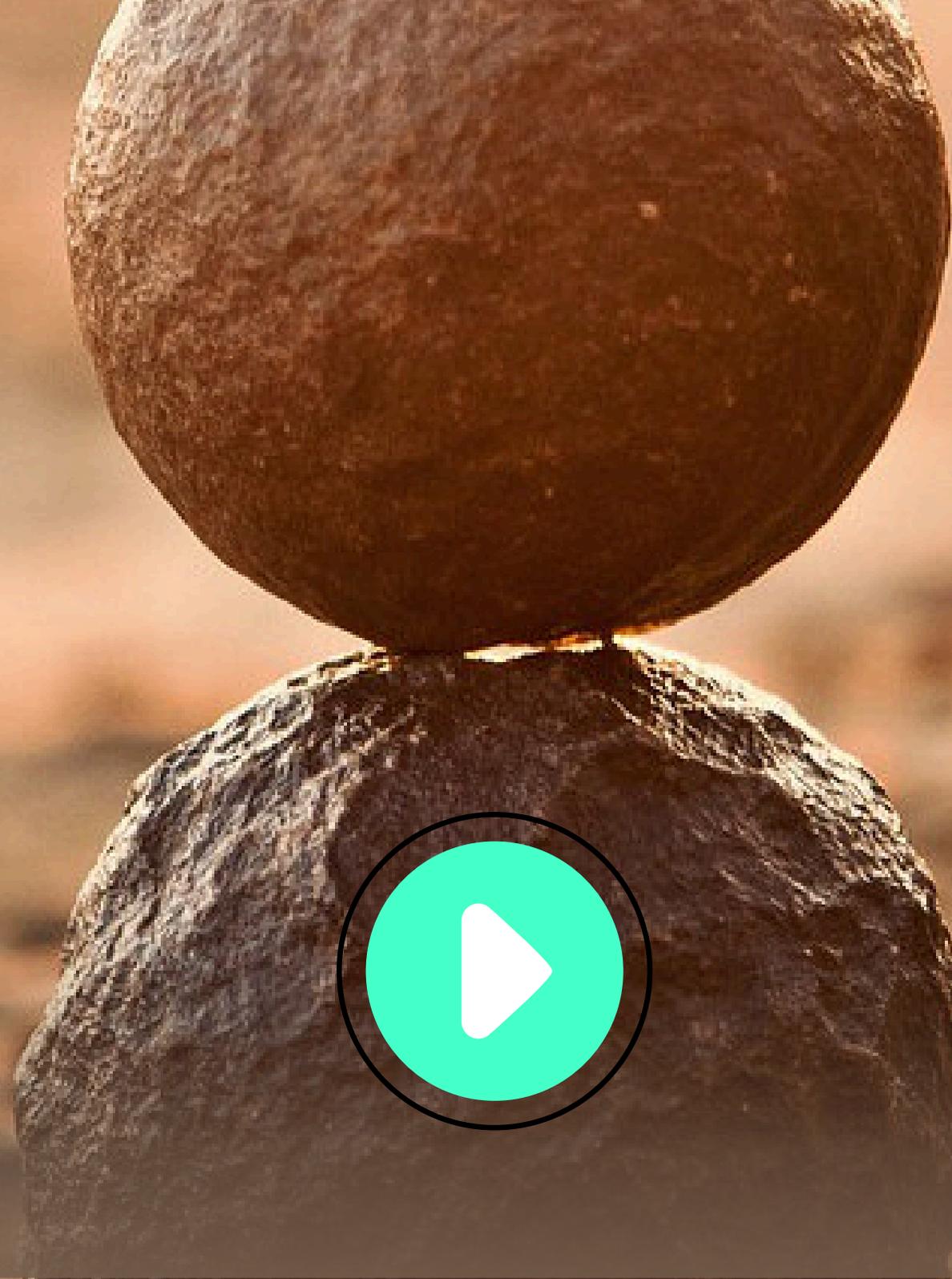
Body and space

Organization: Międzynarodowe Stowarzyszenie Kulturalne Krzywy Teatr
Format: Physical
Target Group: Young people

Aim of the Tool

Work on attention and relationships. To focus on space, so as not to leave empty ones. To add our personal energy to the group and the space. To develop trust, a sense of group and belonging. Integration of people with disabilities. Inclusion

How to Use the Tool

Step I

-. Focusing on the breath and the body. Slowly waking up and slowly to standing up, focusing on position and energy of the body.

Step II

Walking in the space and looking. Smiling and greeting each other. Slowly and then faster and faster or freezing.

Step III

We form pairs. We name A and B. A is a superhero. B is a blind. The superhero leads the blind. Swap roles. B is a superhero, and A is a blind.

Step IV

All participants are in circle. One by, a person goes into the middle of the circle. This person performs an action with the body and a sound with the voice, trying to involve himself as much as possible. All other participants repeat their action and sound.

Strengths of the Tool: No additional tools needed. Concentration and good energy. Integration and trust in the group.

Limitations / Challenges: People with hearing disabilities, but you can make adjustments
Materials or Resources Needed: none
Link or Access Information: none

Kamishibai

Format: Hybrid
Target Group: Educators or youth workers

Aim: Work on group relation. Organization of my time. Communication and personal relation. Stimulating creativity. Creative therapy workshops.

How to Use the Tool:
Theater Kamishibai is a storytelling performance with picture cards. This is a traditional japanese paper theater for children. The performer tells and shows pictures from scene to scene.
Step I
Reading and showing a selected story.
Step II
We make small groups of 5-6 persons. Each group has different emotions. They have to choose the hero of their story. Brainstorming in group.
Step III
We are making our own theater. We draw our story on cards and we write our story
Step IV
Each group presents their story. Other groups are watching show.
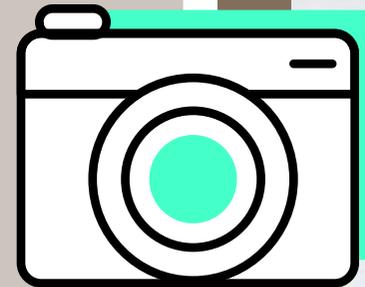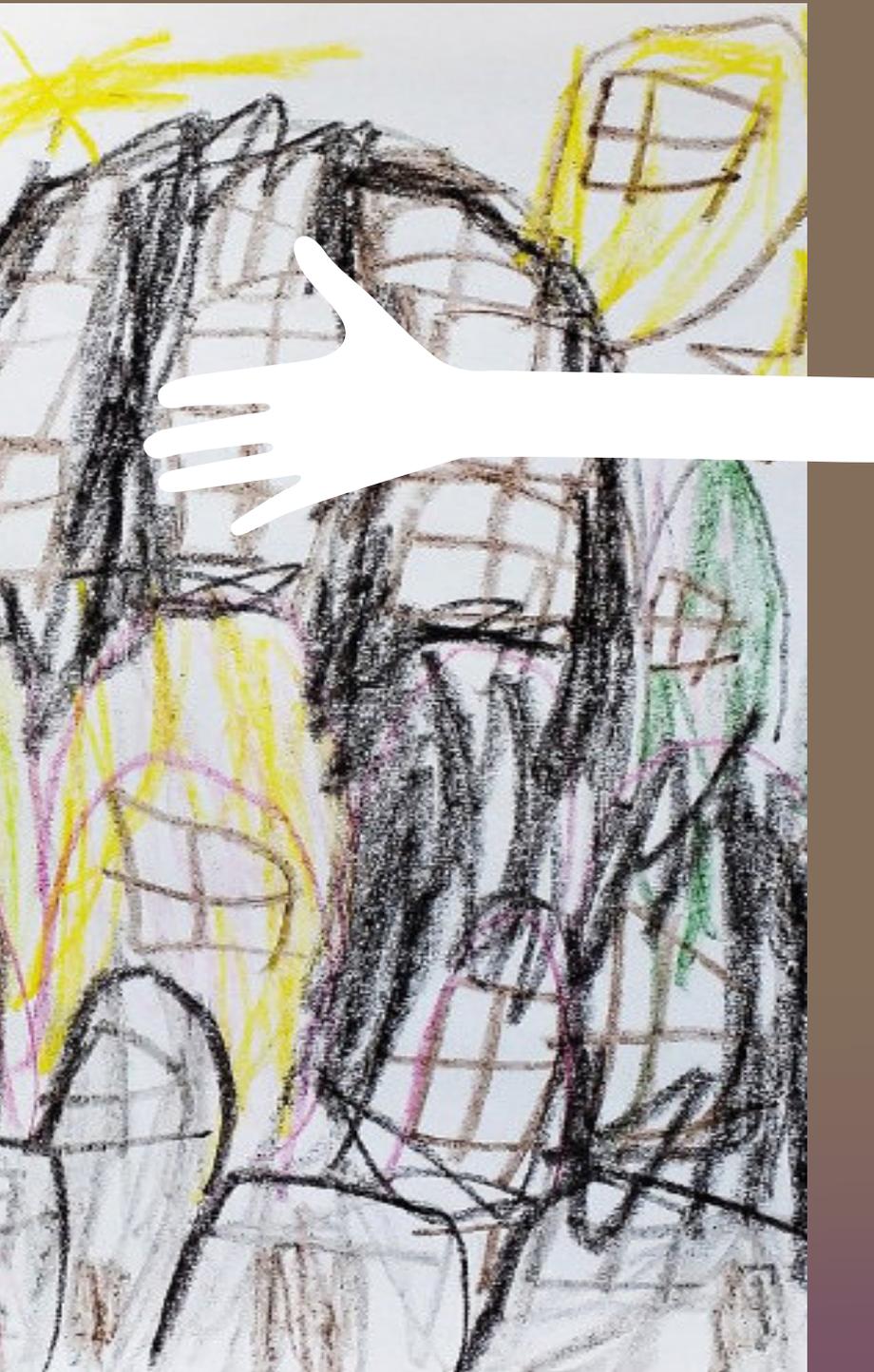
Strengths of the Tool: This is a tool you can make yourself. We can use the wooden Kamishibai Theater. This is good method supporting storytelling.

Limitations / Challenges: We can use the workshops when working for children

Materials or Resources Needed: Paper A3, tape, stapler and colored markers or pastels

Link or Access Information: none

Imagination and Emotions

Format: Hybrid

Target Group: Educators or young people

Aim of the Tool: Work on group relation. Organization of my time. Communication and personal relation. Stimulating creativity. Relationships and colaborations with elder people.

How to Use the Tool: Using Story Cubes, which are dice with images to create and act out improvisation. The Dixit Card are a great tool for your clown and focused emotions improvisation

Step I

We form small groups of 4-5 people. Each group draws three cards and rolls the cube.

Step II

The presenter shows a scene with volunteers.

Step III

Brainstorming in the group. Each group must express an emotion without naming it.

Step IV

Each group presents their improvisation. Other groups watch the show and they try to name emotions.

Strengths of the Tool: Integration and creativity in the group.
Limitations / Challenges: none
Materials or Resources Needed: Story Cubes, Dixit Cards, chairs
Link or Access Information: none

THE FOLLOWING TOOLS: Gender Galaxy, HERSTORY and Identity Garden are originally designed by JORGE RUIZ CONDE

GENDER GALAXY

Organization: Associacio Globers

Format: Physical, could be outdoors

Target Group: All ages, all levels

Aim of the Tool: Alphabetization on basic gender terminology and their visual imaginariums.

- Identify at least 10 terms on gender terminology

- Question stereotypes on visual representation of gender identities

- Create logic associations among different gender terms

How to Use the Tool:
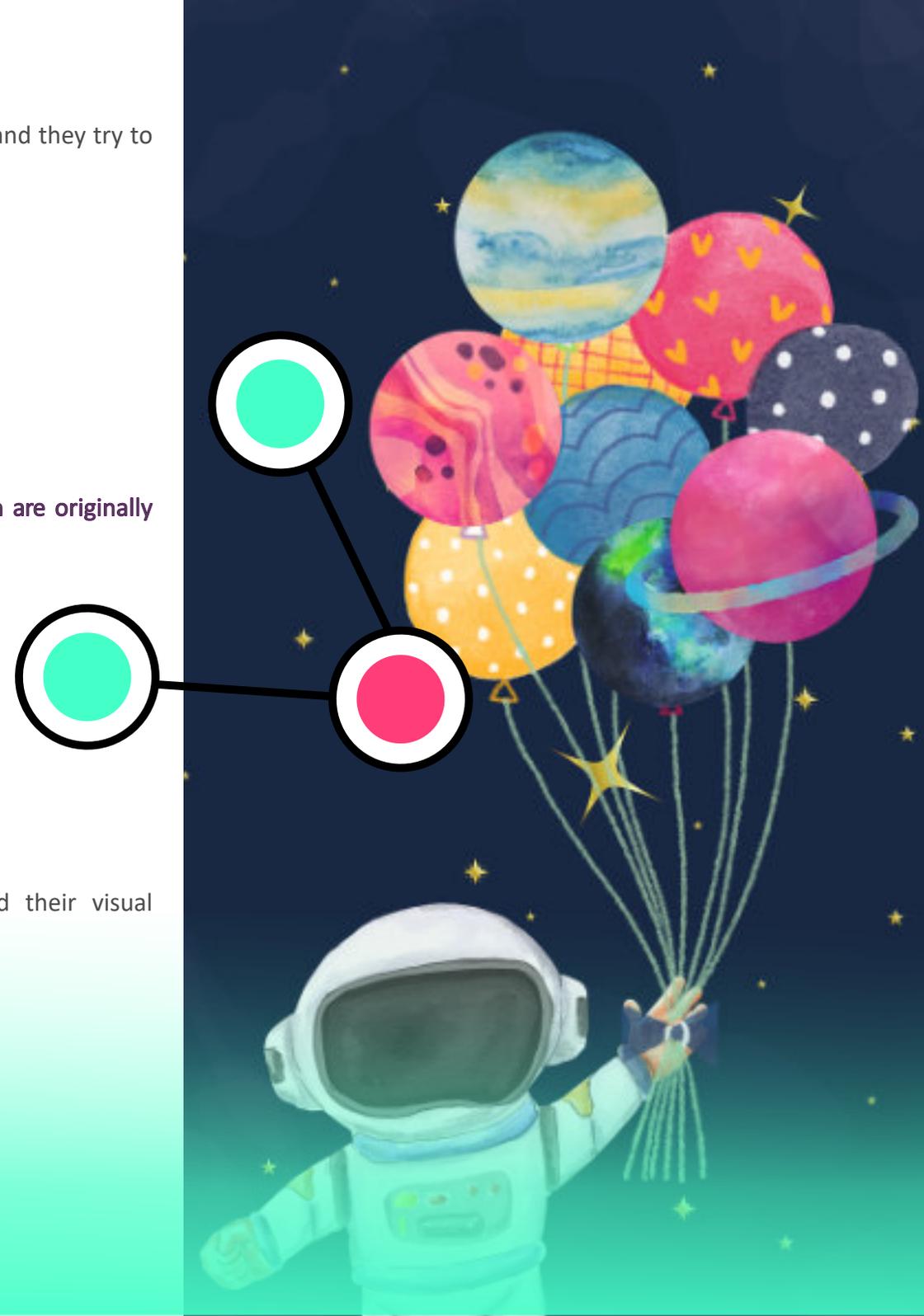
• Cards are sorted, 1 per participant

• Each one creates a photograph representing what they think that term means

• Phones and cards are placed randomly on a table and the group has to guess the associations

• Cards are placed on the galaxy flipchart creating categories of terms. P.e.: sexual orientation, gender identity, relationship orientation, gender expression..

Strengths of the Tool: Academic background, accessible for all target groups,

Limitations / Challenges: the facilitator need to have a previous deep knowledge on the concept that is to be explained

Materials or Resources Needed: Flipchart with 4 planets drow on it

Cards (could be post its) with 15 terms (femininity, masculinity, man, woman, androgynous, non-binary, butch, gay, lesbian, bisexual, asexual, transgender

Link or Access Information

IDENTITY GARDEN

Format: Designed for physical, possible to deliver virtually as well

Target Group: All ages, all levels

Aim of the Tool: Get to know the concept of intersectionality and reflect on self identity regarding power systems.

Appreciate diversity in communities or environments.

How to Use the Tool: The Intersectionality chart from Crenshaw is projected (or shared on phones if there is no projector available)

Each participate on a paper created a flower being each petal one of the axes of the chart (15 petals in total) up or down depending where they belong individually.

Debriefing:

   • Which petal was the most impactful to draw?

   • How do you feel about it?

   • How the flowers of the people in your environment would be? (friends, neighbourhood, village…)

   • Is there any other power system in your context that could be added to your flower? (roma community, housing status…)

Strengths of the Tool: Academic background, accessible for all target groups, few materials needed (only paper and writing tools)

Limitations: the facilitator need to have a previous deep knowledge on the concept that is to be explained

Challenge: It may cause a high emotional impact that will require some skills from the facilitator.

Materials or Resources Needed: Intersectionality chart from Crenshaw

Link or Access Information: https://share.google/images/ZKJ1mAT7lhRVq8dPm

HERSTORY

Aim: Raise awareness about the topic and history of feminism

Objectives

‣ Raise awareness about how hard has been to achieve some rights.

‣ Develop conscience about how important it is and to cooperate and have strategies.

‣ Develop critical thinking about what is still missing in society.

Participants

‣ 10-30.

‣ No previous knowledge needed.

‣ From 16 years old.

‣ Able to run

Location: Big enough for participants to move around (indoors or outdoor)

Materials

‣ Tables and chairs for everyone

‣ Toothpicks, ropes

‣ Something to distinguish the groups (headbands, stickers...)

‣ Cardboards, markers, color papers, glue, scissors, magazines...

‣ Tails for activities 1 and 2

Flow

Time: 3h 30min

‣ Introduction : 5 min

‣ Activity one «First wave »: 35 min

‣ Activity two «Second wave »: 45 min

‣ Activity three «Third wave »: 35 min

‣ Activity four «Fourth wave » : 55 min

‣ Debriefing : 30 min

‣ Final evaluation : 5 min

Activity Introduction: Presentation and quick brainstorming on what feminism is while writing it down on a flip-chart.

Note to facilitator: you will find all the factual information linked to the activities later on this booklet in

"Information about History of Feminism".

First wave: Participants are divided in two groups. In the first group, each participant wears 4 tails easily removable, while in the other one, participants wear only one. Those tails represent the rights they have (Annex 1). Each group has to chase the other one around to get as many tails as possible, when they gramb one they have to wear as well.

Possible questions for the debriefing:

‣ How do you feel?

‣ What does this game represent?

‣ Which were your roles?

Now, the facilitator gets all the tails from the group that originally had one tail and gives them to the other group, even the tail they started with.

Second wave: Keeping the same groups as in the first wave, participants will repeat the game. This time the group without tails is handed tools (rope and toothpicks) that they can use in order to get the tails and can only be used by this group.

Possible questions for the debriefing:

‣ How do you feel now?

‣ What does this variation of the game represent?

‣ What did your team had to do to be successful?

‣ How do you feel about "stealing/being stolen"? How is this in reality?

Third wave: Participants are divided in two new groups. The aim of the game is to manage to play with a ball, passing it to all the members of both teams. Each team have different rules available in Annex 2.

Possible questions for the debriefing:

‣ How do you feel?

‣ Do you feel you communicated well as a team? And between the teams?

‣ Did it work? How?

‣ Did you find a solution? If so, was everyone okay with the strategy?

‣ What changes would you make in the way you communicated?

‣ What do you think was the purpose of the game?

‣ How do mirror it to the reality of feminism? (If needed, the facilitator can add the information on the history of feminism.

Fourth wave: The idea here is to create posters, mottos, songs… to use in a demonstration for equal rights. For that, participants will first debate about the rights women already achieved so far and which ones are left. If possible, arrange an activist walk in the street to show the results or an exhibition (for example in the activity room).

While presenting the different posts analyzed if the language is clear and inclusive.

Suggestions: The #MeToo movement can be promoted here by sharing personal stories.

Possible questions for the debriefing:

‣ How do you feel now? (Three words maximum)

‣ How did you feel during the process of creating the materials? And during the walk/exhibition?

‣ How was the process of arranging the walk?

‣ What challenges did you face?

‣ What was the reaction of the people in the street?

‣ What did you learn from this experience?

Debriefing

Link all the 4 activities as story line. Remark that two hundred years in history terms are very few and is something that is happening now so we have the opportunity to shape the change.

‣ How do you feel now?

‣ What do you thing is the next step?

‣ How can you apply this to your life/youth work?

Evaluation: Do a simple physical activity like pretending to cross an imaginary door to step out of the participant role and help the meta analysis.

‣ How can you apply what you learned to your life or the workplace?

‣ What would you do differently?

‣ What surprised you the most?

‣ What did you enjoy about the activity? What didn't you enjoy?

All too together with Information about History of Feminism
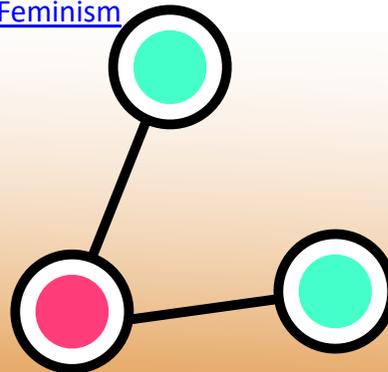
The String Game Application

Organization: Enverçevko Association – Muğla Türkiye

Format: Physical

Target Group: Youth workers and young people

Aim of the Tool: To enable participants to recognize and share their personal problem-solving methods by using effective listening and mutual support skills. The tool addresses the need to solidify the stages of the problem-solving method (definition, alternative generation, decision- making, implementation) through personal experiences.

How to Use the Tool:

• Pairing and Preparation: Participants are divided into groups of two (pairs). Each pair stands or sits close to one another. Each pair is given a ball of yarn/string.

• Defining the Problem (Person A): Person A briefly defines their biggest current personal problem (e.g., related to education, career, or social life). Holding the string, they explain the steps they have taken or plan to take to solve the problem (the stages of the problem-solving method). As they talk, they randomly wrap the string around themselves or their partner, creating a

'web.'

 • Listening and Feedback (Person B): Person B actively listens to Person A's account. When Person A finishes, Person B summarizes what they heard and offers a supportive question or suggestion regarding the problem-solving process from their own perspective.

• Role Swap and Debrief: The roles are switched (Person B speaks, Person A listens and gives feedback). Once all pairs are finished, the large group discusses common methods

used to 'solve' problems and the key takeaways.

Strengths of the Tool:

• Deep Personal Insight: Clarifies individual problem-solving mechanisms.

• Empathy and Support: The two-person format creates a deep listening environment, developing empathy skills.

• Applied Theory: Relates the problem-solving theory directly to personal experience.

Limitations / Challenges:

• May require a high level of trust and comfort among participants for sharing personal problems.

• The facilitator's ability to link the activity to the formal problem-solving methodology is crucial.

Materials or Resources Needed:

• A ball of yarn or string for each pair (preferably brightly colored and durable).

• A comfortable space conducive to paired conversation.

• Flipchart or whiteboard (for the debriefing stage).

Empathy Development: Reverse Debate

Format: Physical

Target Group: Young People

Aim of the Tool: To address the need for participants to develop their empathy skills by improving their ability to view a topic from different angles, understand the opposing side's arguments, and adapt to roles outside their own perspective.

How to Use the Tool:

• Grouping and Topic Selection: Participants are divided into two groups (A and B, 5 people each). Two funny and nonsensical positions are chosen (e.g., "Roofs Must Be Blue" and "Roofs Must Be Red"). Group A advocates for Blue, and Group B advocates for Red.

• Debate (Round 1): The groups list their arguments and debate the topic as if it were a very serious problem. The facilitator encourages them to maintain seriousness during this stage.

• Role Swap: After a short break, the facilitator moves two people from each group to the opposing group's table. The relocated individuals are asked to argue the exact opposite of the position they just defended at their new table.

• Debate and Evaluation (Round 2): The debate continues with the new roles. Afterward, a debriefing is held focusing on the most challenging aspect of the activity, how it felt to defend the opposing side's arguments, and how this process helped in building empathy.

Strengths of the Tool:

• Forced Empathy: Compels participants to adopt arguments beyond their own personal beliefs.

• Critical Thinking: Develops strong mental flexibility and quick adaptation skills.

• Fun and Energetic: The absurdity of the topic encourages participants to seriously commit to the role, making the learning engaging.

Limitations / Challenges:

• Participants might initially struggle to adapt to the nonsensical topic.

• It is crucial for the trainer to maintain control of the debate after the role swap.

Materials or Resources Needed:

• Two tables for the seating arrangement.

• Paper and pens for debate notes (optional).

• A timer to keep track of time.

Sustainability Detectives

Format: Physical (On-site Inspection)

Target Group: Young people, educators, youth workers
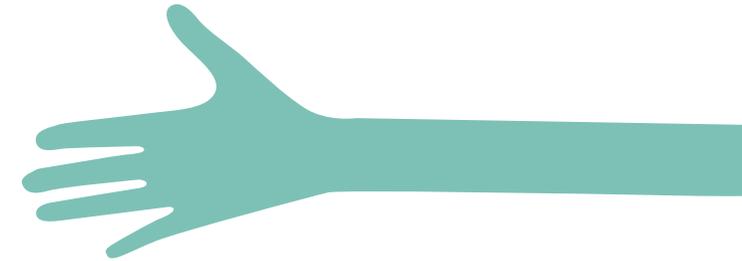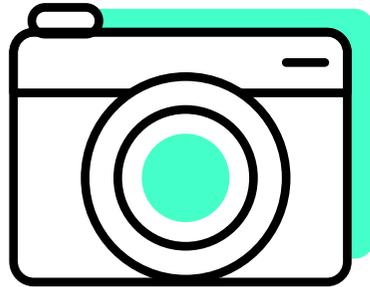
Aim of the Tool:

To address the need to develop active environmental awareness by enabling participants to identify energy waste points and unsustainable practices in their immediate surroundings (e.g., a workshop room, youth center, or home)

How to Use the Tool:

1. Participants are divided into pairs or groups of three. Each group is given a "Detective Checklist."

2. The Mission: Quickly find the 5 potential waste/inefficiency points listed on the checklist within the designated area (e.g., the workshop room).Introduces the Checklist and the area. Starts the timer.

3. Groups quietly disperse throughout the area and search for the clues. Once a clue is found, they note down why it represents waste and a potential solution on their list. Observes the groups, ensures they stay focused and on task.

4. All groups convene. Each group verbally shares their most important or challenging waste point and a practical solution (e.g., preferring biking for transport or choosing LED lighting).

• High Speed and Simplicity: Can be run quickly in just 15 minutes, requiring minimal materials.

• Active Learning: Moves participants from passive listening to active physical engagement.

• Practical Environmental Awareness: Focuses on everyday inefficiencies to promote sustainable behavior change.

• The size and complexity of the space will affect the effectiveness of the short duration.

- Success depends on the quality and specificity of the checklist items.

- Detective Checklist" for each group (a simple list of 5 items).

- Unnecessarily Lit Light

- Forgotten Plugged-in Charger:

- Open Window with AC/Heater Running

- Inefficient Bulb Type (LED/Compact Fluorescent)

- Unsorted Waste

- Pen/Pencil.

- A timer.

The 'Teach Back' Test

Partner: The Starry Start of Talents Foundation

Format: Physical (Partner work)

Target Group: Students, study partners, anyone learning a complicated subject.

Aim of the Tool: To ensure a person truly understands a new concept by forcing them to explain it clearly, which is a much deeper way of learning than just listening or reading.

How to Use the Tool: Two people learn a new piece of information together. Person A then explains the concept to Person B from memory. Person B's job is to listen and then "teach back" the concept in their own words, without looking at notes. Person A listens to this second explanation and gently corrects any parts that are misunderstood. This

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process quickly reveals any gaps in understanding for both partners, forcing them to be clear and accurate.

Strengths of the Tool: Instantly shows what you don't understand, better than any test. Builds confidence in explaining complex topics. It's a zero-cost, highly effective study hack.

Limitations/Challenges: Requires both partners to be focused and honest with corrections.

Materials/Resources Needed: Notes or a short text with the information to be learned.

Link or Access Information: N/A (Method-based tool)

Scavenger Hunt for Skills

Format: Physical (Movement)

Target Group: Small teams, groups learning about a new place or a set of rules.

Aim of the Tool: To make learning about a new environment or specific rules active, competitive, and fun by turning it into a real-world puzzle hunt. It gets people moving and solving problems.

How to Use the Tool: The facilitator creates a list of clues or challenges that require teams to explore their surroundings to find answers or complete a specific task. For example: "Find the emergency exit and write down the two rules listed on the sign." Teams race to complete the list, taking photos or writing down answers as proof. The first team to successfully complete all the challenges and return with verified answers wins the round.

Strengths of the Tool: Highly engaging and energetic. Encourages real-world interaction and practical problem-solving. Makes learning necessary information feel like a game.

Limitations/Challenges: Requires a safe, defined area for the teams to move around in.

Materials/Resources needed: Pre-written clue sheets, pens, and mobile phones (for taking photos as proof).

Link or Access Information: N/A (Activity-based tool)
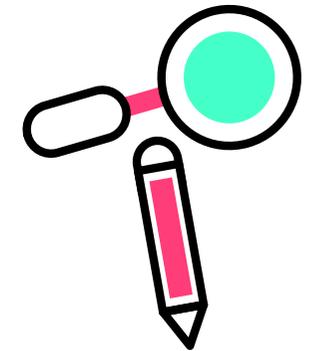
The 6-Word Story

Format: Physical (Writing)

Target Group: Creative writers, reflective groups, and youth focusing on emotional expression.

Aim of the Tool: To practice concise communication, emotional depth, and reflection by telling a complete story using exactly six words. It teaches the power of choosing words carefully.

How to Use the Tool: The facilitator gives the group a single theme or prompt (like "Hope" or "A change"). Each person has a few minutes to write a complete story (beginning, middle, and end) about that theme using only six words. For example: "Always afraid. Tried anyway. Succeeded." Everyone then shares their story aloud, followed by a discussion on how complex feelings or ideas can be communicated so powerfully with such a small word limit.

Strengths of the Tool: Excellent for emotional expression and self-reflection. Great as a quick warm-up or closing activity. Teaches the importance of being concise and powerful with language.

Limitations/Challenges: Can be challenging for those who prefer to write long descriptions.

Materials/Resources Needed: Just pens and paper or sticky notes.

CAMRAS

Organization: AMSED

Format: Virtual

Target Group: Educators, refugees, migrants

Aim of the Tool: This tool helps to connect refugees and migrants with the knowledge to find and succeed in a job in the agricultural sector. This tool aims to solve two problems at once: the need for more help in Europe's farms, and the influx of migrants looking for work.

How to Use the Tool: The website gives accessible options such as: The Effective Farming Guidebook, a comprehensive resource for the specific needs of migrant farmers, advice on farming techniques to bridge the skill gap, and a review on the current state of the agricultural sector. It also provides a handbook on the basics of agriculture and video modules.

Strengths of the Tool: Available in 7 different languages, this resource helps to inform incoming migrants on how and why they should join the agricultural sector while also giving them the tools to bridge the skill gap and become successful farmers.

Link or Access Information: https://camras.eu/

Napkin

Format: Virtual

Target Group: Educators, youth workers

Aim of the Tool: Napkin is an AI tool that helps to create clear, interesting graphics from just a list of information.

How to Use the Tool: With napkin, you can either copy and paste your information or have AI generate the text you need. Then, you can just click the blue 'generate visual' button, and Napkin will provide you with a dozen different visual graphics to choose from! They are also fully customizable through their design interface if any specific changes need to be made.

Strengths of the Tool: Accessible through a desktop and mobile app, making it helpful when one is short on time or access to other devices.

Link or Access Information: https://www.napkin.ai/

ESC2Learn+

Format: Virtual

Target Group: Young people in the ESC program

Aim of the Tool: ESC2Learn+ is a resource for the youth in the ESC program that gives access to essential knowledge and skills that will help them succeed in their goals.

How to Use the Tool: Access the site linked below and create a free account. You can view the website in 5 different languages, making it accessible to many across Europe. You can then access the "E-Learning" tab which will lead you to dozens of free online courses that teach essential skills, specific knowledge, and helpful tools for anyone to use. The website also offers access to an interactive map, tutorial videos, and 'E-nuggets' – free mini-courses on dozens of topics.

Strengths of the Tool: Provides dozens of helpful resources for educators and youth workers to learn skills they need to excel in their careers.

Link or Access Information: https://www.esc2learn.org/

Young Participation Map

Organization: Association of Academics Union

Format: Hybrid via Padlet

Target Group: Young people (15–29), youth workers, local organisations

Aim of the Tool: T o quickly map where, how, and why young people participate (or not) in local decision making, and to surface barriers/opportunities that can inform concrete actions.

How to Use the Tool: 1) Form mixed groups (4–6). 2) Give each group a large map/blank sheet with four zones: Spaces, Voices, Barriers, Ideas. 3) 6–8 min silent sticky note brainstorming per zone. 4) Cluster notes; groups vote with 3 dots each to prioritize top 2 barriers and top 2 ideas. 5) Each group briefly presents (1 min). 6) The whole group selects one priority area to carry into the next activities (e.g., project design). Capture photos of the maps for reporting.

Strengths of the Tool: Fast, visual, inclusive; works with low resources; produces ready to use priorities.

Limitations / Challenges: Needs careful facilitation to ensure quieter voices; results are a snapshot (follow up required).

Materials or Resources Needed: Flipcharts/A1 paper, sticky notes, markers, dot stickers, timer, phone/camera.

Micro Project Canvas

Format: Physical or Hybrid

**Target Group:** Youth workers & young people developing initiatives

Aim of the Tool: To turn a need into an actionable 4 week micro project on a single page (focus on outcomes, organisations, equity/inclusion, risks, resources).

How to Use the Tool: 1) Teams of 3–5 pick one priority from the Participation Map. 2) Distribute A3 canvas with blocks: Problem, Target group, Desired Outcomes (SMART), Activities, Organisations & Roles, Inclusion & Safeguarding, Resources & Budget (≤€300 or local limit), Risks & Mitigation, Timeline (4 weeks), Evidence of impact. 3) 12–15 min fill in sprint; facilitator time checks. 4) Peer review swap: another team gives 2 "pluses" + 1 "next step". 5) Teams refine and nominate a spokesperson for a 60 second pitch.

Strengths of the Tool: Action oriented; forces clarity and feasibility; easy to replicate; supports funding pitches.

Limitations/Challenges: Can oversimplify complex projects; needs follow up mentoring.

Materials or Resources Needed: Printed A3 canvases, markers, timer, bell.
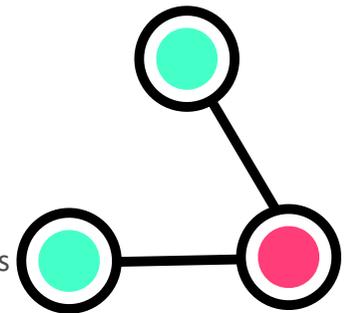
Story Circles for Inclusion

Format: Physical (Hybrid option for audio capture)

Target Group: Mixed youth groups; newcomers, NEETs, migrants, students

Aim of the Tool: To build empathy, belonging, and inclusive group norms by exchanging lived experience micro stories around shared prompts.

How to Use the Tool: 1) Set a respectful space and consent norms .
2) In circles of 5–7, the facilitator draws a prompt card (e.g., "A time I felt heard / unseen").
3) Each participant tells a 2–3 minute story while others practice active listening (no interruptions).
4) After the round, the group extracts "we statements" (e.g., "We listen without fixing").
5) Optional: create a collective "inclusion charter" or 1 concrete habit for the group.
6) Debrief emotions, link to participation and next steps.

Strengths of the Tool: Low barrier, powerful for trust; supports language light groups; strengthens cohesion before co creation.

Limitations/Challenges: Can surface sensitive content—requires experienced facilitation and safeguarding; time for debrief is essential.
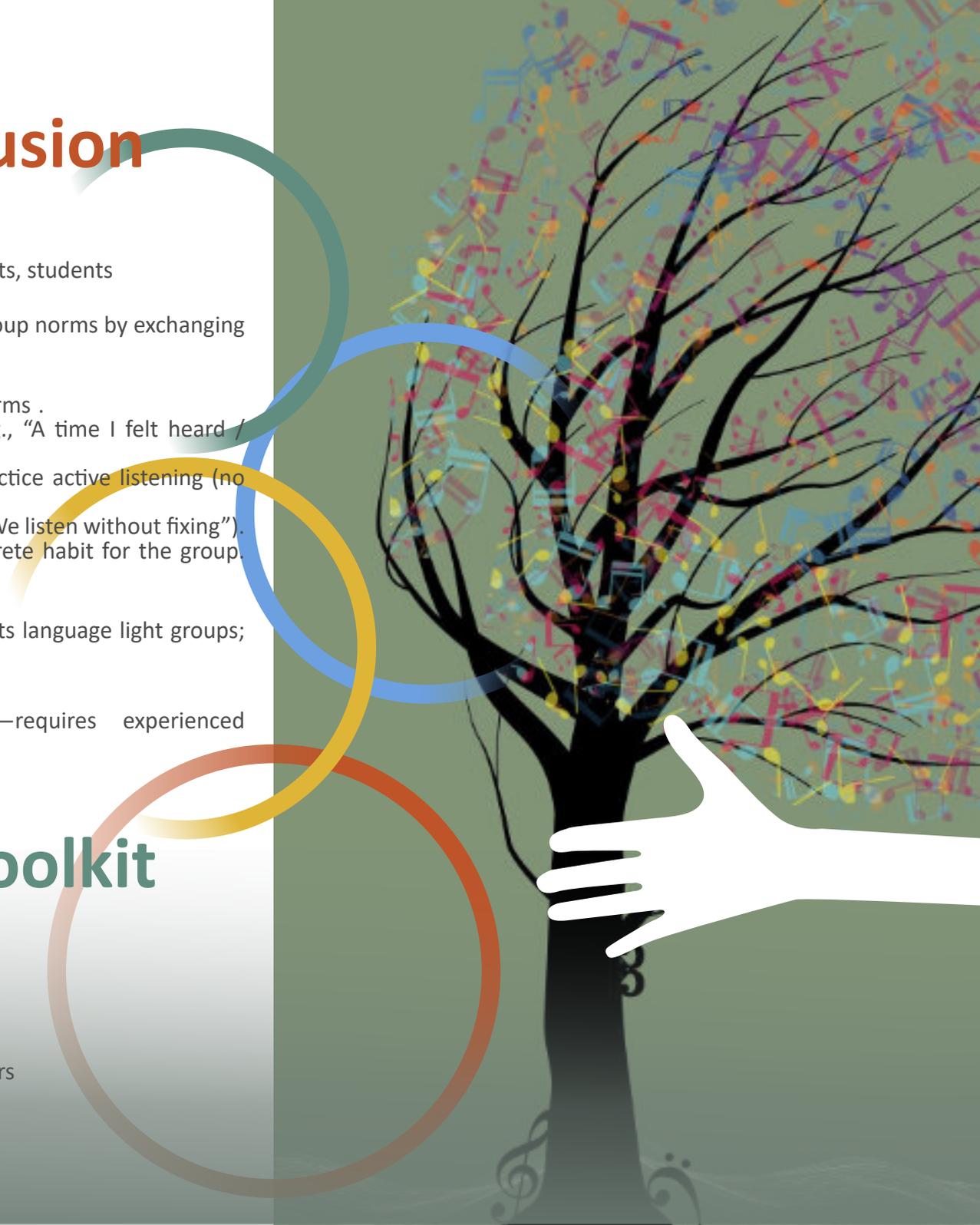
Nature's Acoustics Toolkit

Organization: Solidarity Tracks

Sound making with Natural Elements
Format: Physical/ Hybrid

Target Group: Children, young people, educators, youth workers

Aim of the Tool: Low-cost, place-based music creation that builds environmental awareness, active listening, and collaboration. Encourages ethical sourcing and quick replication across frameworks

How to Use the Tool:

1. Set up stations with leaves, stones, sand, shells/pine cones, wood sticks (clean/dry) etc.

2. Demo 4 textures: leaf rustle, stone clicks, sand "rain," stick rolls

3. Small groups explore the items and name 3 "voices" (e.g., Wind, Footsteps, Shore).

4. Choose a landscape. Imagine the sounds you could hear there. Try to reproduce its' sounds with the given material- Soundscape (forest, waves, the river reaches the sea, the square of our town etc.). Use photos of landscapes to support – not required

5. Record the performance, listen and discuss

Strengths of the Tool:

Ultra-low cost, portable, eco-aligned, high engagement, works indoors/outdoors, easy to replicate and share

Materials or Resources Needed:

• Clean/dry leaves, pebbles, sand (shallow trays), shells/pine cones, smooth sticks

• Trays/baskets, cloths/tarps, soft brushes

ADDITIONAL MATERIAL

Think Tank Toe (Multiple Intelligence Tic-Tac-Toe)

Format: Physical/ Hybrid (can be adapted for both classroom and online settings)

Target Group: Youth educators, school teachers, youth-workers and community facilitators (ideal for secondary school classrooms, youth groups, or non-formal education settings)

Aim of the Tool: Addresses differentiated learning by allowing students to demonstrate knowledge through their preferred intelligence types based on Howard Gardner's Multiple Intelligences Theory (e.g., linguistic, logical, spatial, interpersonal). Promotes student choice, engagement and equity for neurodiverse learners, and personalized learning paths, reducing frustration and dropout risks

How to Use the Tool:
• Define Objectives: Identify 3–4 key learning goals/outcomes for the topic
• Design the Board: Create a 3x3 grid (tic-tac-toe board) with 9 squares. Assign 9 activities (one per square) covering the same topic from different angles/perspective, each linked to one of Gardner's 8 intelligences (e.g., Linguistic: Write a story; Spatial: Design a poster; Bodily-Kinesthetic: Role- play a scenario). Ensure variety and balance.
• Introduce & Choose: Explain the board to students. Each selects 3 connected squares (forming a line: row, column, or diagonal) based on their strengths.
• Commit & Create: Students commit to completing their chosen tasks within a set timeframe. Monitor progress and provide support as needed.
• Present & Reflect: Students share their work; facilitate a group reflection on learning.

Strengths of the Tool:
• Promotes student autonomy and choice
• Accommodates diverse learning styles (e.g., ADHD, gifted)
• Increases engagement through personalized options
• Multiple perspectives on one topic ensure holistic understanding & skill transfer
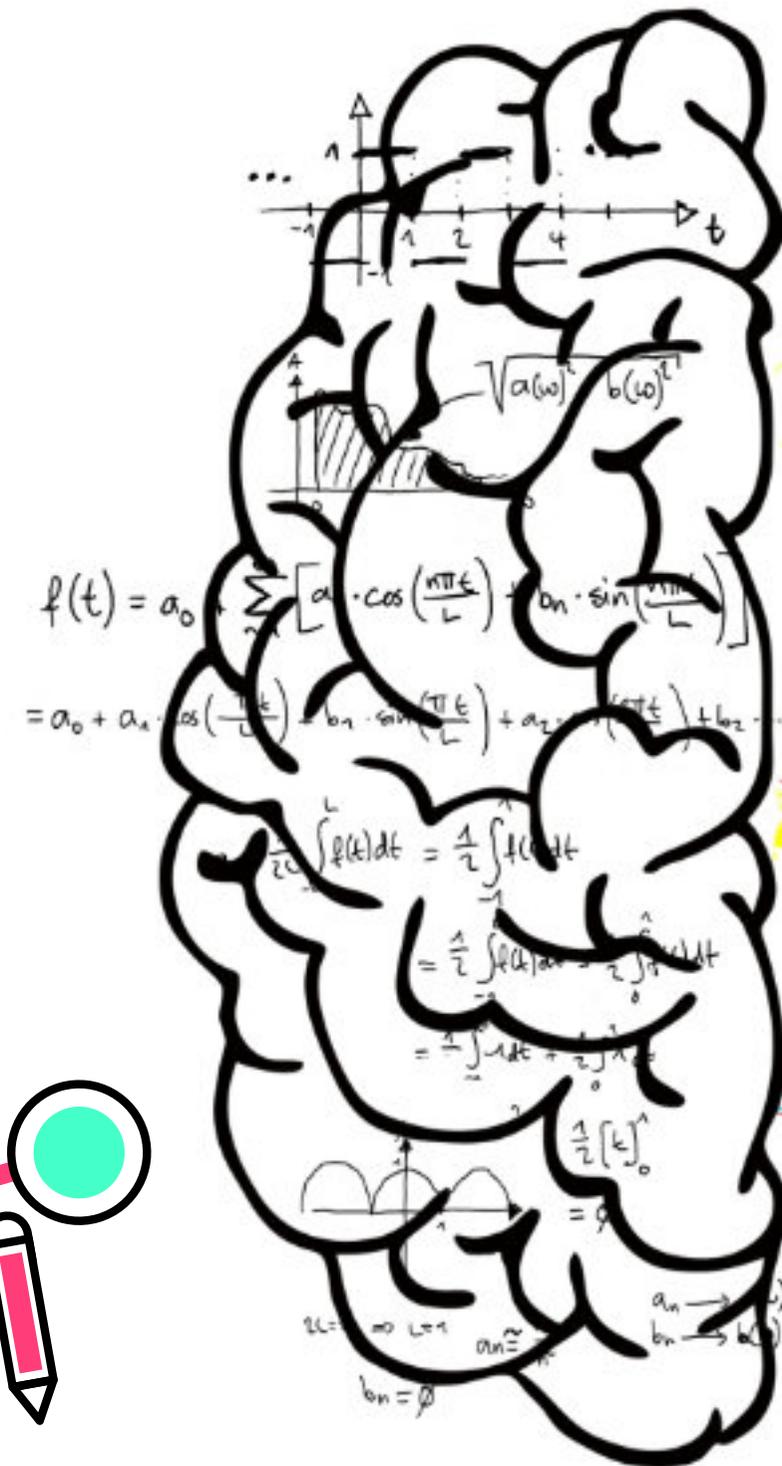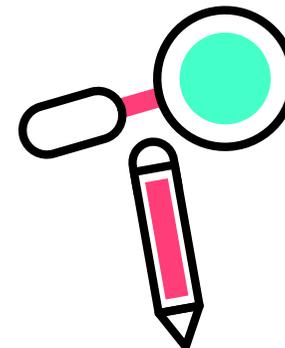
- Flexible for various subjects and age groups
- Encourages self-awareness of learning preferences

Limitations / Challenges:
- Time-intensive to create quality activities for all intelligences
- Requires careful planning to ensure equal rigor across options
- May need additional resources for varied activities
- Assessment criteria must be clearly defined for different outputs

Materials or Resources Needed:
- Grid template (paper or digital)
- Activity descriptions for each intelligence type
- Materials specific to chosen activities (art supplies, technology, etc.)

Link or Access Information :
https://www.multipleintelligencesoasis.org/
https://gr.pinterest.com/pin/596093700715797082/

Create a poster to present World Environment Day
Create a collection of poems for Earth Day
Create a diorama (3D presentation) of an ideal environment in your area
Predict what would happen if there were no recycling
Write a letter to a friend to convince him/her not to use plastic
Write an article for a newspaper about when and why the World Environment Day begun
Think of a way to save energy and try it at home.
Record your actions for five days.
Record the items you throw away every day.
Choose one of them, e.g., milk cartons, plastic bags, etc., and create a guide for other uses.

Sound Stories

No tools, just you (Sonic Erisichthon Edition)

Format: Physical

Target Group: Educators, youth workers; adaptable for children/young people

Aim of the Tool: To introduce educators to a creative, no-material and interactive methodology for transforming any story (myths, fairytales, historical events or social issues) using accessible sounds to co-create narratives with children/young people. Ideal for resource-limited or cross-cultural settings.

How to Use the Tool:
1. Introduction (5'): Frame sound as a "universal language." Give a brief overview of the story/ myth/fairytale/poem you want to work with.
2. Story mapping (5–7'): Identify key scenes and list "what we hear" in each (environment, heroes, actions, emotions).
3. Composition (13–15'): Groups create a soundtrack for each scene. They decide how to represent characters, actions and emotions using only vocal sounds and body percussion to create the appropriate soundscape.
4. Performance (10'): Each group presents its live "sound story", narrating while performing the soundscape – Record the performance and hear it. What would you change, improve etc.
5. Conclusion (10'): Discuss the choices of the sounds, challenges. Extension: Dramatisation

Strengths of the Tool: No materials, high participation, fosters imagination, teamwork, Social and Emotional Learning and language comprehension, easily transferable across subjects and cultures
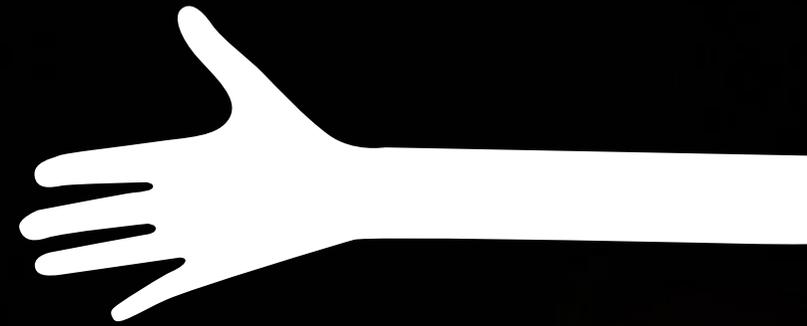
Limitations / Challenges: Initial shyness, noise (depends on the environment)

Materials or Resources Needed: Paper and pens per group, optional smartphone for recording, open space for movement

Link or Access Information: optional display/printout of the story text
The Myth (short version)
Erysichthon was king of Thessaly in Greece. The Pelasgians had planted on his land a beautiful grove full of trees and dedicated it to goddess Demeter. They planted the trees so close together that an arrow could scarcely pass between them. Erysichthon, in order to build his new palace, cuts down all the trees in Demeter's grove—even the goddess's beloved Sacred Tree. Demeter punishes him with insatiable hunger. Erysichthon eats everything, yet nothing can satisfy him. When nothing is left, he devours his own flesh.
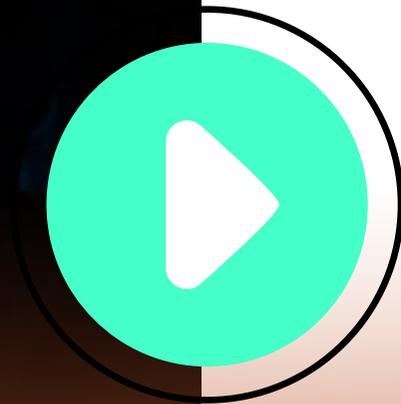
Youth e club

Format: Virtual

Target Group: Young people eager to transform their ideas into meaningful social impact – from beginners taking their first steps in social activism and entrepreneurship to those already running initiatives who want to grow their skills. The platform also supports youth workers, community leaders, and change-makers who guide and empower young people striving to create positive change in their communities.

Aim of the Tool: YES HUB aims to empower young people to address social challenges by providing structured learning, skills development, and networking opportunities. It supports users in moving from identifying social problems in their communities to creating impactful projects or businesses. The platform bridges the gap between passion for change and practical tools for implementation.

How to Use the Tool: Visit YES HUB website or download the mobile app.
Click "Register", fill in your details, and log in.
Start with the E-seed pillar: complete 4 foundational courses to learn how to identify and address social problems.
Move to E-stream to deepen your knowledge and either develop a community project or start a social business through 12 specialized courses.
Progress to E-HUB for advanced courses in areas like fundraising, marketing, leadership, and resilience.
Earn digital badges as you complete courses, showcasing your skills and achievements.
Continue learning anytime via the mobile app.

You can also check the: https://nuggets.youtheclub.eu/

youth ENTREPRENEURS

social hub

https://youtheclub.eu

YES HUB - Youth Entrepreneurs Social HUB

Co-funded by the European Union

Hub

youth ENTREPRENEURS

social hub

Capacity building in the field of youth

| https://youtheclub.eu|

Strengths of the Tool: Comprehensive, structured learning path (E-seed → E-stream → E-HUB).

Flexible online and mobile access.

Practical, action-oriented courses with badges to track progress.

Focus on both personal growth (e.g., leadership, resilience) and business skills (e.g., project management, fundraising).

Connects learners to a supportive community of peers and mentors.

Limitations / Challenges: Requires self-motivation and consistent online engagement to benefit fully. Some advanced skills may still need in-person practice or mentorship. Internet access is necessary to use the platform effectively.

Materials or Resources Needed: Projector/Laptop/tablet/mobile

Link or Access Information: https://youtheclub.eu/ https://e-learning.youtheclub.eu/

https://nuggets.youtheclub.eu/

https://www.youtube.com/watch?v=aNiA1MLYQVY&authuser=0

Guiding race for all

Navigating towards inclusion and sustainability

Format: Online Trainings

Target Group: Guiding Race is designed for young people eager to turn their ideas into action for the benefit of their communities by using orienteering as a tool for inclusion, teamwork, and environmental awareness. It is especially suitable for youth groups, students, and beginner organizers who want to learn how to design, manage, and lead meaningful orienteering events. The tool also supports youth workers, educators, community leaders, and volunteers who guide and mentor young participants, helping them build practical skills in navigation, cooperation, and eco-friendly citizenship.

Aim of the Tool: Guiding Race helps empower youth to design and lead orienteering events that promote inclusion, environmental responsibility, and active citizenship. By turning a simple race into a collaborative learning and eco-friendly experience, it equips young people with the skills to plan, manage, and evaluate activities that bring diverse community members together and inspire sustainable habits.

**How to Use the Tool:** Explore the microlearning modules:

Course 1: Learn to design safe, inclusive orienteering routes.

Course 2: Prepare logistics, engage volunteers, ensure safety, and create a welcoming race-day experience.

Course 3: Reflect, celebrate achievements, and integrate eco-actions after the event. Apply the learning by planning a local orienteering race – select a venue, adapt routes to different abilities, and set up checkpoints and safety measures.

Organize the race day with volunteers and accessible tools for all participants. Gather feedback and celebrate both results and inclusive efforts. Share stories, photos, and eco-lessons online to inspire others and build ongoing community engagement.
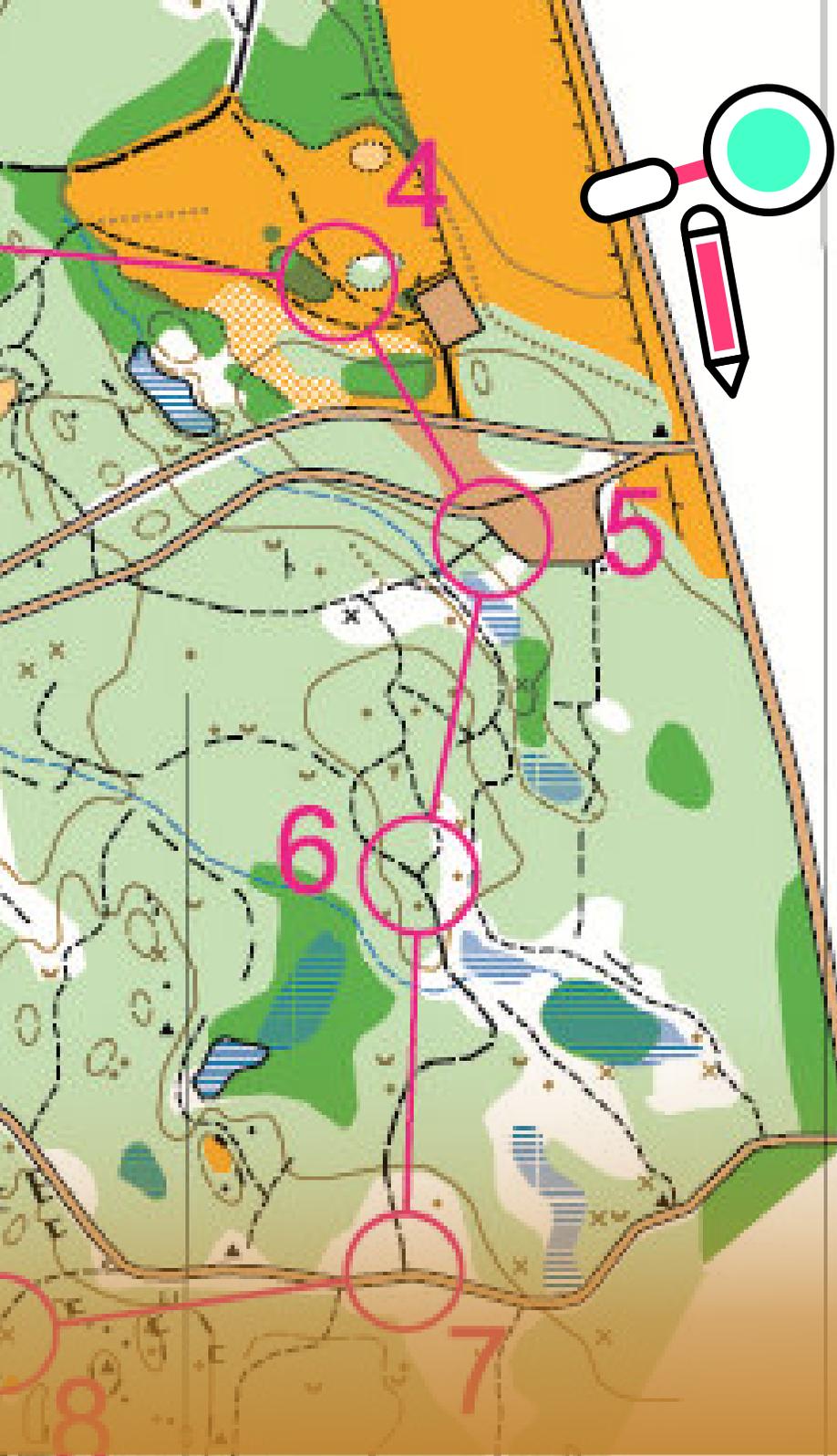
Strengths of the Tool: Empowers youth to take the lead in designing meaningful outdoor activities.

Builds practical skills: teamwork, event planning, navigation, inclusion, and environmental responsibility.

Adaptable to different ages, abilities, and community settings.

Encourages active citizenship by linking sport with sustainability and care for nature.

Strengthens community ties by engaging local schools, NGOs, residents, and authorities.

Fosters inclusive participation through accessible routes, buddy systems, and recognition of effort as well as achievement.

Limitations/Challenges: Requires dedicated local coordination and motivated volunteers to organize events successfully.

Weather-dependent, as most activities are outdoors.

Needs access to suitable terrain, maps, and safety equipment, which may be challenging in some areas.

Full inclusivity may require extra adaptations or resources (e.g., guide partners, tactile maps, adapted bikes).

Materials or Resources Needed: Projector/Laptop/Mobile

Link or Access Information: https://tamonopatia.org/wp-content/uploads/2025/10/Microlearning-course-1-Designing-an-orienteering-race.pdf

https://tamonopatia.org/wp-content/uploads/2025/10/Microlearning-Course-2-Preparing-for-an-orienteering-race.pdf

https://tamonopatia.org/wp-content/uploads/2025/10/Microlearning-course-3-Post-Race-activities.pdf

https://tamonopatia.org/wp-content/uploads/2025/10/WhatsApp-Video-2025-10-06-at-14.36.18.mp4

Toolkit on practical application of AI

Format: Virtual/Physical

Target Group: Young people who want to turn their creative ideas into practical projects using AI.

Youth workers, trainers, educators, and project leaders seeking to understand and teach ethical, inclusive, and impactful AI use.

Community organizations and NGOs aiming to integrate AI tools into youth initiatives and social innovation.

Aim of the Tool: Demystify AI and make it accessible to youth and youth workers. Provide practical guidance for using AI in education, project design, and problem-solving.

Promote ethical, responsible, and inclusive AI practices in youth work. Inspire young people to apply AI to real social and community challenges.

How to Use the Tool: Start with the basics: explore the sections on AI vs. human intelligence and ethical principles.

Learn to plan projects: use the guidance on defining needs, target groups, objectives, activities, and resources.

Select suitable AI tools: find recommendations tailored to different learning styles (visual, auditory, kinesthetic) and for supporting SEL.

Design and implement youth activities: use step-by-step methods, SMART objectives, and Bloom's Taxonomy to structure learning.

Apply in real projects: encourage participants to use AI for research, creative problem-solving, and impact measurement.

Reflect and share: review outcomes, discuss ethical issues, and inspire others with success stories.
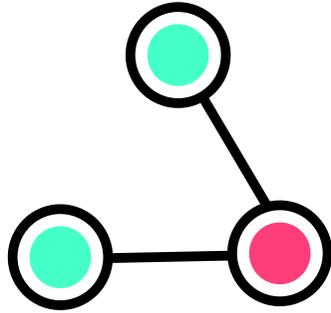

brAin ERA

Toolkit>_

on practical application of artificial intelligence (Ai) in youth work

brAin ERA

Strengths of the Tool: Practical & accessible: breaks down complex AI concepts into easy-to-use steps. Promotes ethical and responsible AI use.

Supports youth-led innovation and project-based learning.

Offers inclusive approaches tailored to different learner needs.

Connects technology with social good, encouraging AI for community benefit.

Helps youth workers feel confident integrating AI into their programs.

Limitations / Challenges: Requires access to digital tools, internet, and basic devices. Some AI applications may need extra training or support for beginners. Rapidly evolving AI field means that resources need periodic updates. Ethical and data-privacy concerns require continuous attention and guidance.

Materials or Resources Needed: Laptop, Projector

Link or Access Information: https://tamonopatia.org/wp-content/uploads/2024/12/Toolkit-on-practical-application-of-AI.pdf

EcoGarden: Where Ideas Bloom

EcoGarden is an interactive, creative-thinking tool designed for youth workers, educators, and facilitators.

It combines artistic expression, environmental awareness, and community initiative through a playful, nature-inspired process where ideas are *planted*, *nurtured*, and *bloomed* in a metaphorical garden. Participants use two decks of cards — **Nature Cards** and **Creative Cards** — to generate eco-art ideas and **develop local youth initiatives**.

The workshop helps transform creativity into community action by encouraging collaboration, imagination, and sustainable thinking.

Main Objectives:

To stimulate creative and ecological thinking through a hands-on, enjoyable, and collaborative activity that connects imagination with sustainability and real youth action.

Learning Objectives:

Explore creative and lateral thinking techniques

Link artistic practices to **environmental and community challenges**

Experience collaboration, feedback, and idea evolution

Reflect on the creative process as a model for **youth-led initiatives and local change**

Target group: 10–15 participants (from diverse backgrounds, ensuring inclusion and equal participation).

Expected Outcomes: Creative thinking and co-design, Communication and collaboration, Transforming ideas into youth initiatives

Knowledge:

Understanding how creativity can address environmental and social issues

Learning from nature as a model for sustainable processes

Attitudes:

Active citizenship and ecological awareness

Openness to cooperation and new ideas

Increased confidence in expressing and developing creative projects

Materials & Resources Needed:

Nature Deck – cards with natural elements (e.g. flower, soil, bee, rain, etc.)

Creative Deck –cards with creative prompts (e.g. painting, music, dance, design, etc.)

Garden Board (large sheet or poster divided into 3 zones: *Soil*, *Sprout*, *Bloom*)
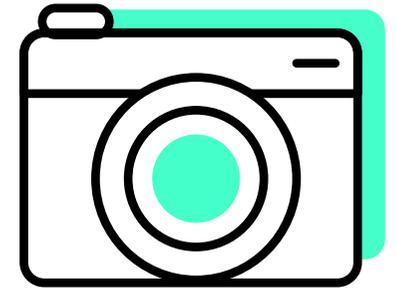
Sticky notes or "Seed Cards" (for writing ideas)

Markers, pens, and colored pencils

Optional: natural or recycled materials for decoration

Stickers or "leaves of appreciation" for feedback

[Example sheet](#)

Drawing Closer to Nature:

Art Therapy for Harmony and Inclusion

Aim of the tool: To use **art therapy inspired by nature** as a way to promote **self-expression, inclusion, and appreciation of the natural world**. The workshop engages multiple senses – touch, sight, hearing, smell, and taste – to help participants reconnect with nature as a source of life, harmony, and healing, while creating a **shared artwork that represents unity and equality.**

Objectives:

By the end of the workshop, participants will:

Recognize the role of nature as a source of inspiration, peace, and well-being in daily life.

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Engage their senses (touch, hearing, smell, taste, sight) to deepen connection with the natural environment.

Express emotions and ideas through intuitive drawing and painting, fostering self-expression and creativity.

Collaborate on a collective piece of art, promoting inclusion, teamwork, and equal participation.

Target group: 15–20 participants (diverse backgrounds, all included equally).

Expected Outcomes: Participants will gain

Skills: basic techniques in intuitive art, collaborative artistic creation.
Knowledge: understanding of nature's role in well-being and as a source of inspiration.
Attitudes: enhanced respect for nature, openness to inclusion and collaboration,
increased confidence in self-expression.

Materials & Resources Needed:

Natural items: leaves, grass, sand, tree bark, stones, flowers (clean and safe to touch).
Audio setup: speaker or player with nature sounds (birds, rivers, wind, insects).
Herbal tea station: cups, hot water, assorted herbal teas (e.g., mint, chamomile, lavender).
Art supplies: drawing paper or large canvas for group work, colored pencils, crayons, watercolors, brushes, markers.
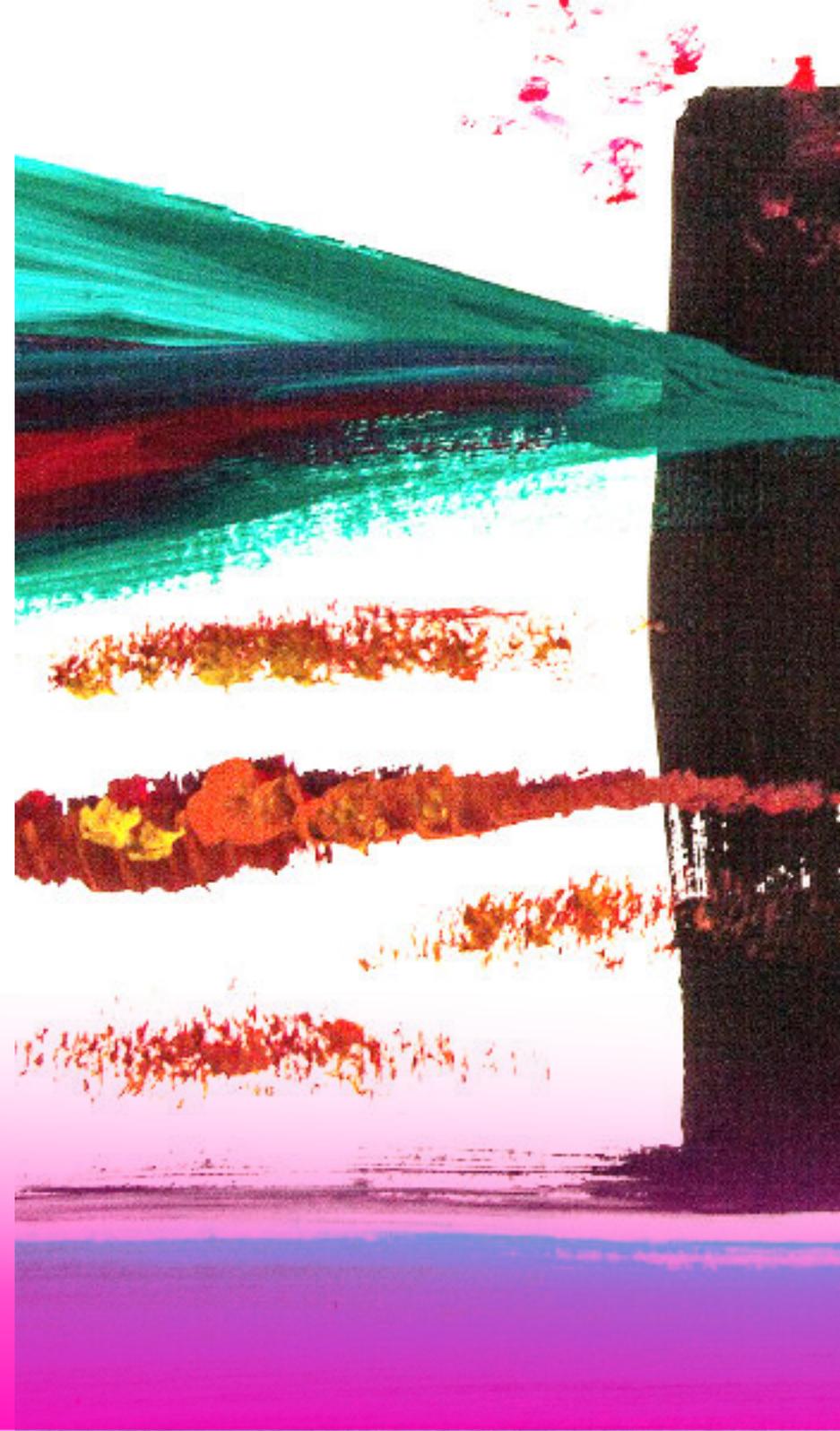Protective items: table covers, aprons, tissues/wipes for cleanup.
Display space: wall or board for the collective artwork.
Optional: projector or printed images of nature to inspire participants.

Special Requirements: Internet fresh fruit and possibility to make the tea-(water boiler, cups, honey)

[Activity sheet](#)

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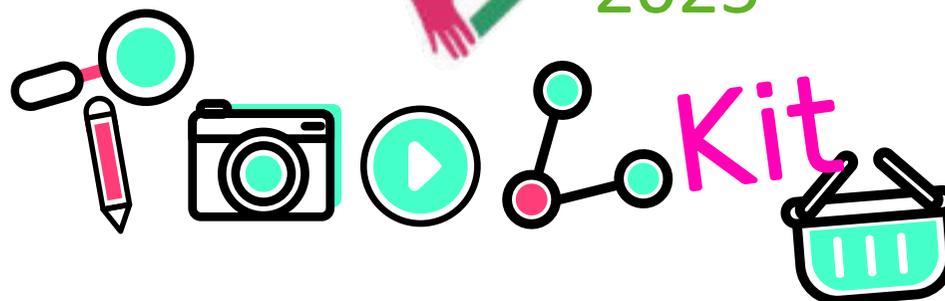the European Union

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