INKEY-Toolkit for Youth Workers and Trainers

Disclaimer

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Contents

1. INTRODUCTION

This toolkit consists of a collection of training and learning materials developed designed to help youth workers and trainers adopt and integrate the methodologies and tools developed during the project "INnovative Tools to Promote KEY Competencies for Lifelong Learning", a Cooperation Partnership in the field of Youth, co-funded by the Erasmus+ Programme of the European Union and implemented from 2022 to 2024 by an international consortium: Contextos - Cooperativa para o Desenvolvimento e Coesão Social, CRL. (Portugal), Center for Social Innovation (Cyprus), Femxa Formación S.L.U (Spain), Kyttaro Enallaktikon Anazitiseon Neon KEAN (Greece) and Lascò (Italy).

The toolkit includes 16 **outdoor learning experiences** youth workers and trainers can implement, as well as 15 **blended training itineraries** that provide examples of how youth workers can integrate the microlearning content of INKEY's E-Learning Platform into their work. These itineraries combine e-learning blocks with outdoor activities for a holistic learning experience.

Additionally, youth workers have access to a Massive Open Online Course (MOOC) composed of 10 e-learning modules. This MOOC will help youth workers and trainers gain knowledge on how to implement the European Framework for the Personal, Social and Learning to Learn Competence (*LifeComp*) for NEETs' employability, understand the challenges and needs of the different categories of the NEET population, acquire methodological guidelines on how to tailor learning experiences to the needs of their target groups, and gain tools to evaluate personal, social, and learning-to-learn key competences. The MOOC also provides methodological guidelines and implementation plans to integrate the blended training itineraries in different scenarios.

2. OUTDOOR ACTIVITIES

Let's Hold Hands

In this dynamic, it can be performed indoor or outdoor. Participants need to be willing to have physical contact with each other and be able to solve a challenge that is placed before them. One or more leaders should be assigned to lead the problem resolution. The objectives are: to contribute to strengthen collaboration and strategy in a team and encourage leadership; work on communication and cooperation.
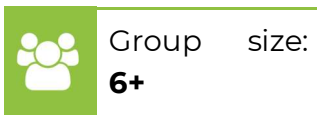
Time required.
30'

Learning Outcomes

✓ Communication skills
✓ Collaborative decision-making skills.
✓ Role awareness and leadership.

Materials
✓ Adhesive tape to make a mark on the floor

LifeComp Skills
✓ Effective communication.
✓ Collaboration and teamwork.
✓ Self-regulation

Group size: **6+**

Preparation

- Participants must not have objects in their hands. The space must be ample.

Instructions

1. Participants must hold each other's hands to form a circle and note who is on their left and right side. Then the group disperses through the space.
2. After mixing, the facilitator asks them to place themselves inside a mark that is on the floor (or other material to demarcate a small physical space) and asks the participants not to move (stay like a statue).
3. When the participants are in that space, without moving from their places, the participants have to hold the hands of the people who, previously in the circle, were on their right and left.
4. They can move their arms and hands, but not their body position. When all participants "find" their hand partners, the dynamic ends.

Evaluation & Debriefing

1. Participants will have to help each other to reach the goal, with some assuming more leadership in the group and others giving ideas to overcome difficulties, including physical ones.
2. Group discussion: After the activity, the facilitator can open a group discussion space for participants to share their experiences, reflections and learning. They can discuss, arguments used, difficulties encountered and conflict resolution strategies.
3. Synthesis and conclusions: The facilitator can synthesise the key points that emerged from the group discussion and highlight positive aspects and areas for improvement. He or she can also provide individualised feedback to participants, acknowledging their strengths and suggesting areas for growth.

Crossing the Crosswalk

In this dynamic, the participants and the group must awaken their capacity for improvisation and creativity. One of the rules for living in society is knowing how to respect traffic rules and knowing how to cross a crosswalk. This passage forces you to stop and look both ways and cross very carefully. But if there is a policeman passing by or giving orders, we must abide by these rules. We have certainly also seen several people crossing the treadmill in a strange way and that made us want to laugh. Now it will be your turn.

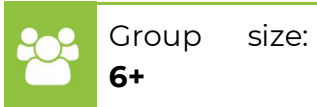## Time required.
45'

Learning Outcomes

✓ Empathy and understanding
✓ Flexibility and adaptability
✓ Improvise and Creative
✓ Smile

Materials
✓ Ample space.
✓ Adhesive tape to make a mark on the floor.

LifeComp Skills
✓ Flexibility and self-regulation.
✓ Collaboration and teamwork.
✓ Empathy and problem solving
✓ Grow mindset and Critical Thinking

Group size: **6+**

Preparation

- Prepare a wide space and delimit a crossing or something similar to a crosswalk. If you want, you can draw the stripes of a crosswalk on the ground, or a pedestrian traffic light.
- Prepare on a sheet the different challenges that will be launched at each crossing.

Instructions

1. Explain the exercise: Briefly describe the exercise and its objective.
2. The Youth Technician or facilitator orders the group to stand side by side in front of the crosswalk/crossing; ready to cross and starts giving directions.
3. Initially each participant plays alone. Throughout the game the facilitator tells them to join in pairs, in threes, in fours, etc.
4. The treadmill crossings are from one side to the other.
5. Along the crossings, the facilitator launches challenges that have degrees of difficulty, which appeal to the creativity of each one.
6. The Facilitador starts the game by issuing simple challenges:
   A) "Everyone will pass the crosswalk walking normally", and everyone passes the crosswalk at the same time.
   B) "All Players pass the crosswalk in a "little foot" and all pass.
   C) All players pass the crosswalk to …….. crying, sad, angry, drunk, lost a contact lens, blind, rollerblading, dancing, etc……

7. Then the challenges start to be more complicated, and the facilitator launches individual challenges and no one can imitate the previous player, for example:
   A) Now each player will take turns passing the crosswalk and "going to look at his cell phone" (and each one thinks of a performance and passes the crosswalk);
   B) Now each player will pass the crosswalk in turn and pretend to listen to music (and each one thinks of a performance and passes the crosswalk);
8. Then the challenges are in pairs, then in trio and so on. The facilitator launches challenges and the teams must be flexible, have the ability to improvise and be creative.
9. Individual challenges can be repeated in group challenges.
10. The game ends when the challenges run out or the group runs out of ideas.

Evaluation & Debriefing

The facilitator can support the collaborative evaluation. Encourage participants to analyse the dynamics of communication, the challenges encountered in each challenge and the strategies used to deal with them. Promote critical thinking by creating a new performance, to improve and comic.

At the end of the game, each participant should reflect on their individual and group participation, answering a few questions:

- Did you enjoy running the treadmill alone or in a group?
- What challenge did you like the most?
- What was your least favourite challenge?
- What did you think of the work developed as a team in a short period of time?

Synthesis and conclusions: At the end of the activity, invite participants to summarise key learnings and conclusions reached. Encourage reflection on how these learnings can be applied in work or personal situations.

Cross blindly overcoming obstacles

This is a teamwork exercise that requires synchronisation and coordination to achieve a common goal. Participants must be very focused on sound and touch. The challenge is to cross a road blindfolded and with obstacles on the ground. Pay attention to the sound that increases, it means that there will be danger. The exercise tests the ability to work together and concentration to achieve the goal.
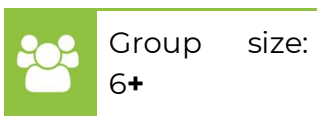
Time required.

45'

Learning Outcomes

✓ Teamwork
✓ Problem resolution
✓ Effective communication
✓ Concentration

Materials

✓ Shoes or something not danger
✓ Eye blindfold/Mask

LifeComp Skills

✓ Effective communication.
✓ Collaboration and teamwork.
✓ Self-regulation and flexibility.

Group size: 6**+**

Preparation

- Have ample space where you can speak loudly or shout, walk barefoot.
- Each participant must take off their shoes or put another object on the floor that will not be damaged.

Instructions

1. Each participant in the group should start by warming up their body and voice, walking randomly around the room, making sounds by increasing and decreasing the volume.
2. Each participant takes off their shoes and throws the shoes or places the objects around the room.
3. The facilitator asks for a volunteer to be blindfolded, while the other participants change the location of the shoes or objects.
4. The facilitator explains that each blindfolded participant will cross a path full of obstacles and must move away from them. The group will combine a sound to identify the approach of an obstacle. When the sound increases it means you are very close to the obstacle.
5. The Game ends when each participant crosses the course.

Evaluation & Debriefing

1. Group discussion: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share how they felt, what obstacles they identified and how they solved them as a team.

Youth Assembly

This is a teamwork exercise that requires critical thinking, teamwork, synchronisation, and coordination to achieve a common goal. Participants must respect the opinions of colleagues, be critical and give their opinion.

The challenge is to talk about problems and solutions about one theme.

Time required.

90'

Learning Outcomes

✓ Teamwork
✓ Problem resolution
✓ Effective communication
✓ Reflection

Materials

✓ Papers A2/flip charts and pens
✓ Tables and chairs

LifeComp Skills

✓ Flexibility and self-regulation.
✓ Collaboration and teamwork.
✓ Empathy and problem solving
✓ Grow mindset and Critical Thinking

Group size: 10**+**

Preparation

- Have ample space with tables and chairs or something to write on.

Instructions

1. The large group breaks into groups of 4 or 5 and is given a sheet of paper or Flip Chart and a pen.
2. Each sheet is divided into 3 columns: positive aspects, aspects to improve, solution proposals;
3. The facilitator launches the topic that must be related to the interests of the participants, for example: the educational system; youth unemployment; dependencies, etc.
4. Each group has 30 minutes to discuss the topic presented and write on the sheet. All participants must contribute their opinion. The facilitator goes through all the groups, asks questions and leaves provocations.
5. When time is up, each group is invited to present their work. The remaining groups can ask questions.
6. The Assembly ends when all groups present their work.

Evaluation & Debriefing

1. Group discussion: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share how they felt, what obstacles they identified and how they solved them as a team.
2. Works can be displayed in the workroom or in a public space where ideas and solutions are disseminated.

Empathy through active listening

The activity aims to actively involve participants and offer them the opportunity to put themselves in the shoes of others through interview and observation. It also promotes reflection and group discussion to deepen understanding of empathy.
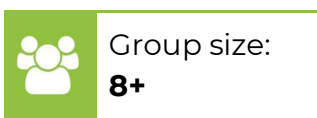
Time required
1h'

Learning Outcomes

✓ Developing awareness of empathy and promoting the ability to put oneself in the shoes of others

Materials
● Sheets
● Pencil or pen
● Timer

LifeComp Skills
● Empathy

Group size:
8+

Preparation

The instructor must provide the participants with sheets and pens/pencils.
During the activity the instructors need to carry a timer or keep an eye on the clock so that all learners can participate in the activity.

Instructions

1. Introduction: gather the participants in an open area and explain the objective of the exercise by emphasising the importance of empathy in communication and interpersonal relationships, providing a brief explanation of what it means to be empathetic and why it is a valuable skill.
2. Divide the participants into pairs and hand out a sheet of paper and a pen to each pair.
3. Explain to them that they should interview each other and try to understand each other's point of view, emotions and experiences.
4. Set a timer for 10-15 minutes.
5. The interviewer should ask open-ended questions and listen carefully to the answers, showing a sincere interest in the other person.
6. After the first round of interviews, ask them to switch roles and repeat the exercise.

Evaluation & Debriefing

Bring all participants together again and facilitate a group discussion. Ask people to share their experiences during the exercise. Discuss the importance of active listening, non-judgmental observation and understanding others' emotions to develop empathy.
Emphasise the importance of exercising empathy in everyday life and putting yourself in the shoes of

others to better understand their experiences.
You can facilitate the discussion with these questions:
1. What did they learn?
2. What did they discover about others? How did you feel during the empathy activity?
3. What were the strengths of your ability to put yourself in the other person's shoes?
4. What difficulties did you encounter in trying to understand the other person's point of view or experience?
5. What did you learn about the importance of empathy in interpersonal relationships?

The Island

This exercise allows participants to directly experience flexibility and the ability to adapt to changing situations. It also encourages reflection, collaboration and the sharing of flexible strategies for dealing with life's challenges.

Time required
2h'

Learning Outcomes

✓ Experience and understand flexibility as a competence to manage transitions, uncertainty and challenges in life.

Materials
- A suitable outdoor area for the exercise
- Posters or sheets of paper
- Pens or markers

Preparation

The instructor must provide the participants with posters and markers/pens. The instructors must divide the boards into columns according to the scenarios that will be presented to the different teams that will be presented to the different teams during the activity. The scenarios will be discovered as the previous scenario is discovered and solved (for example, a scenario where it always rains, one where there is no food inland, etc.).

Instructions

1. Introduction: give a brief explanation of what it means to be flexible and how this competence can lead to effective adaptation.
2. Each participant should choose five objects to take to a desert island.
3. Divide the participants into groups of 3-4 people.
4. Each group will have to choose a total of five objects to take to the island from those proposed by each member.

LifeComp Skills
- Flexibility
- Collaboration

Group size:
8+
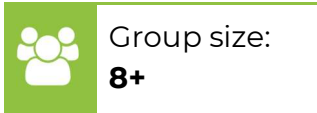
5. Bring all participants together and share the main ideas that emerged from the brainstorming activity.
6. Now present the different changes in the scenario and what they would change from their list and why.

Evaluation & Debriefing

Bring all participants together again and share the main ideas that emerged from the brainstorming activity.
Emphasise the importance of flexibility in managing transitions, uncertainty and challenges.
Guide the discussion with some questions:
1. What challenges did you encounter when choosing the first five items?
2. How did flexibility influence your ability to deal with unexpected challenges during the exercise?
3. How can we develop our ability to be more flexible in unforeseen situations?
4. What are some everyday situations in which flexibility is crucial?
5. How could we apply the flexibility acquired during the exercise in other areas of our lives?

Silence and Noise

This exercise allows participants to experience different aspects of communication. It promotes reflection and discussion on effective communication and provides an opportunity to develop stronger communication skills.

Time required

⏱ **2h'**

Learning Outcomes

✓ Experience and understand the different aspects

Preparation

The instructor must obtain objects to act as obstacles so that all courses are identical for all participants. In addition, he or she must obtain phrases or situations and write them on several slips of paper, which the participants then randomly draw.

## Instructions

1. Introduction: give a brief explanation of what

contextos   lascò   femxa   KEAN   Center for Social Innovation   Agência Nacional Erasmus+ Juventude/Desporto Corpo Europeu de Solidariedade

of effective communication.

Materials

- Various objects (such as cones or obstacles)
- Notes with written sentences or actions

LifeComp Skills

- Communication

Group size: **8+**
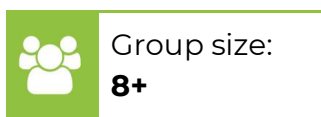
communication is and the importance of clear and effective communication in interpersonal relationships.

2. Explain to learners that, in turn, each should communicate an idea or action to the group without using words or sounds, randomly drawn from those prepared by the instructor..

3. Each learner will have 5 minutes in total to present their non-verbal action to the group.

4. Gather the participants in an open area and explain to them that they will have to participate in a verbal communication exercise.

5. Create an outdoor course with strategically placed objects or obstacles.

6. Divide the participants into pairs, with one member of the group acting as "guide" and the other as "blind".

7. The 'blind' will have to have their eyes blindfolded and the 'guide' will have to verbally communicate how to overcome the course without touching the objects or obstacles.

8. All pairs will simultaneously communicate to the "blind" what to do.

9. Each pair will have 5 minutes to complete the course, so rotate roles.

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Evaluation & Debriefing

Bring all participants together and facilitate a group discussion.
Ask participants to share their experiences during the non-verbal and verbal communication activities.
How did you feel during the verbal communication activity?
What strategies did you use to communicate clearly with your partner?
What challenges did you encounter in guiding or following your partner's instructions?
What did you learn about the importance of verbal communication in problem solving and cooperation?
What aspects of communication do you wish to improve or deepen?
What communication skills do you consider important for your personal or professional development?

What can you do to continue improving your communication skills in the future?
Offer suggestions on how to improve effective communication in daily life.

Solving a Mystery

This is a teamwork activity that allows the participants to work together as a group in order to solve a mystery and further cultivate their critical thinking skills, and growth mindset abilities. This activity will help participants develop their communication skills, since it enables them to work together on a problem, gather all sorts of information, and will try to figure out a mystery.

Participants will work in groups, and they will try to find the murderer in the plot of a famous book. One suggested book that can be used for the activity, is the "Silent Patient", the bestseller psychological mystery – thriller book written by Alex Michaelides. The participants will have to examine the profile of each character and will all try to figure out who was Alicia's husband's murderer. Other books that can be used are Agatha Christie's mystery novels. The novel that will be chosen needs to be a novel none of the group members are familiar with.

Time required

45'

Learning Outcomes

✓ Developing of thinking skills
✓ Solving a mystery
✓ Developing team spirit
✓ Problem solving
✓ Collaborating as a team

Materials

● A handout

Preparation

1. **Arrange all team groups**: Split the 10 participants into 3 short groups.
2. **Rearrange the seats**, if possible, in order to facilitate the activity.
3. **Prepare the handouts** for the activity with clear instructions. The handouts will have to contain a **summary** of the plot of the book that will be chosen, a **character profile** of each of the characters in the novel and specific **clues** that will assist the participants into figuring out the murderer.
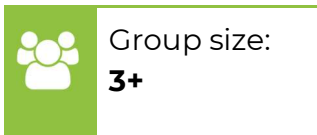
Instructions

1. **Division into groups**: Divide the group into three groups and ask them to sit together. The three

- Pens, pencils, markers

LifeComp Skills
- Critical Thinking
- Growth mindset
- Communication
- Problem solving
- Collaboration
- Empathy

Group size:
3+

groups need to have an adequate distance between them, so that each group won't be able to listen to what the other groups say.

2. **Explanation of the purpose of the game & the rules**: The trainer explains what the purpose of the game is and shares the rules of the activity.

3. **Summary of the book and character profiles**: The facilitator briefly explains the plot of the story and describes all the important characters. The trainer explains the participants that they have to figure out what happens at the end of this story.

4. **Encourage the participants** to try to think the **motives** behind the characters' actions.

5. **Performing the activity:** the participants will try to understand what happens at the end of the story. They have to write down their thoughts on a piece of paper. Each group is allowed to ask 2 questions.

6. **Presentation of the conclusions:** After completing the challenge, each group will have to present their concluding remarks regarding the novel's ending.

7. **Revelation of the murderer:** The facilitator will reveal what happens at the end of the novel.

8. **Reflection and discussion:** After the end of the activity, conduct a group discussion using the following questions.

- What did you think of the activity?
- What do you think of the novel?
- What do you think is the significance of each character?
- Did you predict the ending?
- What are the motives behind the murderer's actions?
- Can you sympathise with the murderer?

Encourage the participants to create a **group discussion**.
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Evaluation & Debriefing

For the evaluation of all the activity, the facilitator can follow the following steps:

- **Initiate a group discussion**: Participants have to share their thoughts and observations. Each participant needs to carefully listen to the other

participants.

- **Encourage critical analysis**: Invite the participants to analyse the novel, the challenges they faced while performing the activity and encourage them to think of alternative scenarios.
- **Synthesis and conclusions**: At the end of the activity, invite the participants to summarize key learnings from the activity and conclusions reached.

Debate

This activity allows participants to learn how to work in a team and improve their arguments in order to convince others. It's a great opportunity for participants to develop their collaboration, and communication, but also to develop their critical thinking and growth mindset skills. In this exercise, participants need to be divided in two teams. Each team has to support a specific side in an argument. The team with the best arguments wins.

Time required
45'

Learning Outcomes

✓ Participants will try to find arguments to support a viewpoint they might not agree with.

✓ They will develop their presentation skills.

✓ They will be able to work as a team.

Materials

● Piece of paper

● Pens / markers

Preparation

The facilitator must divide the participants into two groups and should provide them the suggested topics for the debates. The participants have to choose the topic they prefer, and the facilitator assigns one side of the argument to each group. The facilitator gives the participants a piece of paper and tells them to write down their arguments before the debate begins. After the end of the first round, the two groups reverse sides, and they now have to support the opposite side.

Suggested topics for the debate:

- Should society punish or help drug addicts?
- Should the death penalty be used with rapists?
- Is it ethical to have an abortion in the early stages of pregnancy?
- Is the legalization of marijuana a good idea?
- Banning plastic: yes, or no?
- Banning zoos: yes, or no?
- All people should become vegetarian.
- Should children use smartphones & social media without parental supervision?

LifeComp Skills

- Collaboration
- Communication
- Critical Thinking
- Growth mindset
- Empathy

Group size:
10+

- Should emotionally unavailable / immature people have children?
- Should we be in a relationship if we are emotionally immature?

Instructions

1. **Introduction**: The facilitator explains the purpose of the game and describes the rules.

2. The facilitator divides the participants into two groups.

3. All trainers vote what topic they prefer for the debate.

4. Each group has 20 minutes to write down their arguments and organize.

5. The debate starts, and each team begins telling their arguments.

6. The team that wins is the team with the better arguments.

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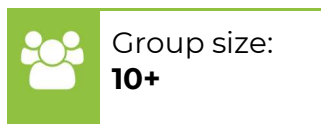
Evaluation & Debriefing

All participants come together and share their thoughts about the debate.

Use the following questions to guide the discussion:

- Did you find the activity fruitful?
- What are the skills you developed through this activity?
- Was it easy for you to support something you didn't believe in?
- Why is it useful to be able to support a point of view we don't agree with?

Getting in the shoes of someone

This activity will enable participants to activate their empathy skills and will help them learn how they can work as a team. The facilitator gives the participants two scenarios. The participants need to try to understand the position of each character in each scenario, and they have to identify whether the one character is empathetic towards another. In case the two characters don't show empathy towards one another, the participants need to try to understand the reason behind this lack of empathy, and what they would do in such a scenario. In case

the characters are empathetic towards one another, then they have to explain why they think so.

Time required
45'

Learning Outcomes

✓ Participants will be able to detect empathy.
✓ They will be able to develop their own empathy skills.
✓ They will learn to work as a team.

Materials
● Pieces of paper
● Handouts with the scenarios
● Pens / markers

LifeComp Skills
● Empathy
● Collaboration
● Communication

Group size: **4+**

Preparation

The facilitator provides the participants with sheets and pens / pencils. The facilitator explains the purpose of the activity and provides the rules.

The facilitator also needs to split participants into 2-3 groups.

Each group has 10 minutes to talk about each scenario.

Below, you can find some suggestions:

Scenario #1:
Bethany and Lucie are very good friends. They are working at the same organization, and they are both dissatisfied with their jobs, and they are seeking for a new job. They both have similar interests. Bethany is called up for an interview at a big prestigious company, and she mentions to Lucie that she will go. Bethany gets the job and Lucie is very happy for her friend. Lucie asks Bethany if it's okay with her that she also sends her CV at the same company. Finally, Lucie is asked for an interview, and she ends up getting a better position at the same company than Bethany. Bethany is very jealous for what happened, and she fights with Lucie, and ends up being passive aggressive towards her at the new job.

Discuss the story in groups:

- Examine the two sides of the story and try to explain the side of each character.
- What do you think are the motives behind the actions of each character?
- Can you justify Bethany's anger?
- Can you identify with either character?
- Do you think Bethany shows empathy for her friend? If no, why do you think so?
- Do you think Lucie shows empathy for her friend? Justify your response.
- How do the two women's' actions reflect their empathy stance?
- Whose side are you with?

Scenario #2:

John and Mary are in a relationship, and they love one another a lot. Mary is very insecure in the relationship, and she is often very jealous of John. He has many female friends, and they often hang out together. When John is hanging out with his female friends, he rarely invites Mary. Mary has told John that she understands why he wants to hang out with his friends but tells him that hanging out with his female friends so often makes her feel very insecure, and that she would prefer it if he didn't hang out with them that often, and that he would pay more attention to her instead. Mary is extremely jealous of this situation, and when John is out with his friends, she is crying at home and feels horrible. When she tries to explain her feelings to John, John dismisses her feelings telling her he is oppressing her, and that he cannot stop hanging out with his friends.

Discuss this story in groups, and answer the following questions:
- Examine the two sides of the story and explain the side of each character.
- What do you think are the motives behind the actions of each character?
- Can you justify Mary's jealousy?
- Can you justify John's actions?
- Can you identify with either character?
- Do the two characters show empathy towards one another?
- Do you think John shows empathy for Mary? Justify your response.
- Do you think Mary shows empathy for John?
- Which character can you understand the most?

Instructions

1. **Introduction**: the facilitator explains the purpose of the activity and describes the rules.

2. **The facilitator divides the participants into two groups.**

3. All participants are given one scenario, and they all have to discuss each scenario in groups.

4. Each group has 10 minutes to write down their arguments and organize.

5. Then, each groups presents their answers, and as soon as all teams finish, there is a discussion between all groups.

6.   Then, participants move to the next scenario.

Evaluation & Debriefing

All participants are invited to discuss together again and share the main ideas that emerged from the activity.

Guide the discussion with some questions:

1.   What challenges did you encounter when performing this activity?
2.   Is it difficult to try to understand both sides of a story?
3. Is empathy an important skill?
4. How can we develop our empathy skills in general?

The hot air balloon

In this dynamic, participants take on different roles and are confronted with a problematic situation in which they must discuss and agree on who should leave a hot air balloon in danger. The aim is to analyse communication, conflict management, decision-making, cooperation, and leadership processes in the group.

Time required.
60'

Learning Outcomes

✓ Communication skills:
✓ Collaborative decision-making skills.
✓ Role awareness and leadership.

Materials

✓ Pieces of papers with the roles of the participants.

Preparation

1. **Prepare the story:** Prepare the story of the problematic situation of the hot air balloon and make sure it is challenging and involves ethical decision-making. Example: "A meteorite falls into the Atlantic Ocean creating a giant wave that submerges every continent on the planet. Luckily, you and five other people are currently flying over the ocean in a hot air balloon. After a few hours, the balloon begins to lose air, but you see an island to land on. The sea is full of hungry sharks and the only way for the balloon to reach the island is to drop one of the occupants".
2. **Selection and assignment of roles:** Write each of the roles (priest, gossip journalist, political advisor, primary school teacher, nurse and official of the

✓ Bag or recipient for the distribution of the roles.

LifeComp Skills
✓ Effective communication.
✓ Collaboration and teamwork.
✓ Self-regulation and critical thinking.

Group size: **5+**
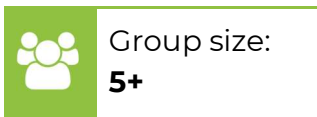
National Institute of Statistics and Census) on pieces of paper and place them in a bag. Each participant should take out a piece of paper and that will be their assigned role.

3. **Explain the rules and objectives:** Clearly explain the rules of the debate, such as the need for unanimity in the decision and the prohibition of agreements between participants in the same role. Let them know that they must present persuasive arguments based on their assigned roles and that they have a time limit to resolve the conflict.

Instructions

1. **Introduction to the discussion:** Introduce the problem statement to the participants and explain the objectives of the activity.
2. **Role assignment**: Ask each participant to take a piece of paper out of the bag to determine their assigned role. Ensure that all participants understand their role and the associated characteristics.
3. **Debate and discussion:** Allow participants to debate and discuss who should leave the hot air balloon to ensure the survival of the group. Encourage them to use arguments based on their assigned roles and to consider different perspectives.
4. **Observation and analysis:** As facilitator, observe how communication flows in the group, how conflicts are handled, how decisions are made and how cooperation takes place. Pay attention to the leadership processes and initiative of the participants.
5. **Reflection and conclusion:** End the activity with a group reflection on the roles played, the arguments used and the decision-making process. Discuss with the group the prejudices, alliances and contradictions that emerged during the discussion.

Evaluation & Debriefing

1. **Observation and recording:** The facilitator should observe the development of the activity, paying attention to communication, active participation, argumentation, cooperation and decision-making in the group. He/she can take notes on the behaviours and dynamics observed.

2. **Group discussion:** After the activity, the facilitator can open a group discussion space for participants to share their experiences, reflections and learning. They can discuss roles played, arguments used, difficulties encountered and conflict resolution strategies.

3. **Collaborative evaluation:** The facilitator can propose questions for participants to reflect on and evaluate the activity together. Some questions may include:
   a. How did you feel during the discussion? Why?
   b. What did you learn about effective communication and conflict management?
   c. How did your assigned roles influence the group dynamics and the decisions made?
   d. What strategies did you use to seek consensus in the discussion?
   e. Did you identify any prejudices or biases in the decisions made?

4. **Synthesis and conclusions:** The facilitator can synthesise the key points that emerged from the group discussion and highlight positive aspects and areas for improvement. He or she can also provide individualised feedback to participants, acknowledging their strengths and suggesting areas for growth.

Act as if

It is an interactive exercise in pairs that allows participants to explore different roles and ways of acting. Participants take on different scenarios and play specific characters, giving them the opportunity to experience and reflect on different perspectives and situations.

INnovative Tools to Promote **KEY** Competencies for Lifelong Learning
Project No. 2021-2-PT02-KA220-YOU-000050829

Time required.
60'

Learning Outcomes

- ✓ Empathy and understanding.
- ✓ Flexibility and adaptability
- ✓ Conflict resolution.

Materials
- ✓ Ample space for couples to interact.

- ✓ Paper and pens for note-taking (optional).

LifeComp Skills
- ✓ Effective communication.
- ✓ Collaboration and teamwork.
- ✓ Empathy and problem solving

Group size:
4+

Preparation

1. **Pair formation:** Divide the group into pairs, making sure that there is an even number of participants. If necessary, use grouping techniques to form the pairs.
2. **Scenarios:** Prepare a list of scenarios or roles for the pairs to take on during the activity. These can be positive, difficult or conflict situations. Make sure you have at least three different scenarios. Example of scenarios:
   - Act as if you are meeting a friend you haven't seen for a long time.
   - Act as you are the most famous person in the world.
   - Act as you just got your dream job.
   - Act as you need to fire an employee.
   - Etc.

Instructions

1. **Explain the exercise:** Briefly describe the exercise and its objective, which is for the pairs to act as if they were different people in each scenario.
2. **Pair formation and distance:** Ask the people in each pair to stand in front of their partner, keeping a distance of 2 to 3 metres between them.
3. **First scenario:** Announce the first scenario, e.g. "act as if you are meeting a long lost friend". Instruct them to have approximately 60 seconds to interact in that role.
4. **Group reflection:** Pause after the first round and invite the group to reflect on what happened. Ask questions to stimulate discussion, such as those mentioned earlier in the exercise description.
5. **Second and third scenarios:** Repeat steps 3 and 4 for the following scenarios, allowing the pairs to interact and reflect after each round.
6. **Final discussion and reflection:** After the last round, conduct a final discussion with the group, focusing on the reflection questions mentioned in the exercise description. Encourage

participants to share their experiences, observations and learning.

Evaluation & Debriefing

The facilitator can support the collaborative evaluation in the following ways:

1. **Initiate a group discussion:** After each round, invite participants to share their experiences and observations. Encourage all group members to participate and actively listen to each other's perspectives. Guiding questions: Use the reflection questions: Was it an exciting meeting? Why?, Did anyone not enjoy reconnecting with their long-lost friend?, Encourage debate and collective knowledge building by encouraging different points of view and promoting a safe and respectful environment for the exchange of ideas.
2. **Encourage critical analysis:** Encourage participants to analyse the dynamics of communication, the challenges encountered in each role and the strategies used to deal with them. Promote critical thinking by questioning assumptions and biases and encouraging participants to consider different perspectives.
3. **Synthesis and conclusions:** At the end of the activity, invite participants to summarise key learnings and conclusions reached. Encourage reflection on how these learnings can be applied in work or personal situations.

The challenge of the stick

This is a teamwork exercise that requires synchronisation and coordination to achieve a common goal. Participants form two rows facing each other and must hold a stick with their index fingers. The challenge is to bring the stick to the floor without letting go of it. The exercise tests the ability to work together and adapt strategies to achieve the goal.

Time required.
20'

Preparation

1. **Group and pairs:** Form a group of 4-10 people and

Learning Outcomes

✓ Teamwork:
✓ Problem resolution
✓ Effective communication

Materials

✓ A stick, branch or pole long enough for all participants to hold with their index fingers.

LifeComp Skills

✓ Effective communication.
✓ Collaboration and teamwork.
✓ Self-regulation and flexibility.
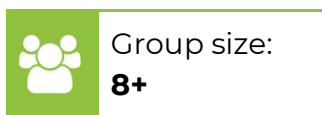
Group size: **8+**

make sure there is an even number of participants (8, 10 or 12). If necessary, make adjustments to the group size.

2. **Adequate space:** Make sure there is enough space for participants to form two rows facing each other with a short distance between them.

Instructions

1. **Division into subgroups:** Divide the group into two subgroups and ask them to form two lines facing each other, keeping a short distance between each person. Make sure everyone is standing.

2. **Placing the stick:** Place the stick on the participants' index fingers, so that everyone is holding the stick.

3. **Explanation of the rules:** Explain the rules of the challenge. At all times, everyone must be holding the stick with their index finger, and the stick cannot fall to the ground. If any of these rules are broken, the group must restart the exercise from the beginning.

4. **Performing the challenge:** Encourage participants to coordinate their movements and actions to bring the stick to the floor while holding it. Ask them to work together and adapt strategies as necessary. If they fail to reach the target, they should restart the exercise and try again.

5. **Reflection and discussion:** After completing the challenge, conduct a group discussion using the reflection questions mentioned above. Encourage the participation of all team members and promote analysis of the strategies used, the obstacles faced and the group dynamics.

Evaluation & Debriefing

For the collaborative evaluation of the social responsibility project, the facilitator can follow these steps**:**

1. **1. Group discussion:** After completing the challenge, invite participants to reflect on their

experiences. Encourage them to share how they felt, what obstacles they identified and how they solved them as a team.

2. **Reflection questions:** Use the questions mentioned above as a guide for discussion. Encourage active participation of all group members and encourage collective knowledge building.

3. **Strategy analysis:** Encourage participants to analyse the strategies used during the challenge. Ask them to identify those that worked best and those that could be improved in future similar situations.

4. **Identification of key learnings:** Invite participants to summarise the key learnings from the activity. Encourage reflection on how they can apply these learnings in their work and personal lives.

Treasure Hunt

This is a group activity in which facilitators create riddles and then hide them for the youth, who are then divided into groups to find them.

Time required

20'

Learning Outcomes

✓ Collaborative Learning

✓ Teamwork

✓ Collaboration

✓ Flexibility

✓ Communication

✓ Critical Thinking

Preparation

The facilitators will have to decide on the theme/themes and the number of the riddles. They will have to choose the location of the activity and the places for hiding the riddles and work out a reward for the winning team.

Instructions

1. The facilitators choose the theme of the riddles they will create. They are free to choose a theme/themes according to the interests and age of the participants. Some examples could be: Wild West Hunt, Superhero Mission, Mystery Mansion, Space Adventure, Pirate Treasure Hunt

2. The facilitators will write the riddles in groups. An

✓ Prosperity

✓ Managing Learning

Materials

- Pen
- Paper

Life Comp Skills

- Teamwork
- Cooperation
- Communication

Group size:

Open group

example of a riddle for the Mystery mansion is "In a house of secrets, where shadows play, find the room where ghosts sway. Look for a box, old and divine, where the treasure hides, waiting to shine."

3. The facilitators will choose the location of the activity and the exact places where the riddles will be hidden. They will provide either clues to the first riddle or present to the teams the first riddle.

4. Participants are divided into groups and instructions to the treasure hunt are given...Let the "adventure" begin!

5. A reward eg. a trophy can be awarded to the winning team.

Evaluation & Debriefing

By encouraging the group to search for and solve the riddles, teamwork, cooperation and collaborative learning is enhanced and communication is developed.

Reduced functionality

In this activity, a group of youth and facilitators take part. The facilitators randomly assign participants a movement 'difficulty' (e.g. you cannot move your left leg) and then participants follow instructions based on the 'difficulty' they are experiencing. The group is then split into pairs with one person having to overcome obstacles and challenges on a designated path and the other person acting as the helper.

Time required
30'

Learning Outcomes

✓ Empathy

Preparation

The Facilitators will have to choose an open space for the implementation of the activity. They will have to decide on the challenges the participants will have to overcome. They will have to set up the "obstacles" (eg. physical) the participants will have to overcome. A discussion circle should be designated by the

✓ Self-regulation

✓ Teamwork

✓ Flexibility

✓ Communication

✓ Cooperation

Materials

- No materials required

Life Comp Skills

- Cooperation
- Teamwork
- Empathy
- Communication

Group size:
open group

facilitators and a set of questions to be prepared in order to facilitate the final discussion.

Instructions

1. The team and facilitators gather in an open space.

2. Randomly, facilitators assign participants a movement "difficulty" (e.g., you can't move your left foot).

3. Instructions are given which the participant follows based on the difficulty faced. This could be... walk through or over a number of obstacles.

4. The group is split into pairs, with one person having to overcome obstacles and challenges along a designated path and the other person acting as the helper,

Evaluation & Debriefing

After completing the activity, a discussion follows about the feelings experienced by the participants through the process of putting themselves in each other's shoes. In this way, the group develops empathy and fosters trust and cooperation in achieving a common goal.

Nature's scavengers

This activity involves cleaning up a part of the city, collecting recyclable and non-recyclable materials. This activity is done in groups and at the end a prize is given to the team that manages to collect the most materials.

Time required
30'

Learning Outcomes

✓ Cooperation

Preparation

The facilitators choose a location in their city that needs cleaning. This could be a park, a forest, a beach, or the banks of a river/lake. The facilitators draft two lists (recyclable and non-recyclable) of the most common items found, e.g. water bottles, soft drink

✓ Communication

✓ Well-being

Materials

- Bags
- The item lists
- A prize

Life Comp Skills

- Communication
- Cooperation

Group size:
Open group

cans, cigarret buts etc. Facilitators must choose a prize for the winning team.

Instructions
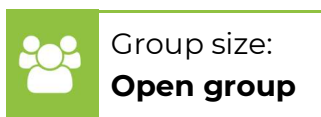
1. The facilitators draft a list of materials that can be found when undertaking to clean up a part of the city.
2. Participants are divided into groups and take action, collecting all the rubbish they can find.
3. The materials are then divided into those that are recyclable and those that are discarded.

Evaluation & Debriefing

Through this activity, we cultivate environmental awareness and adopt ecological habits. Finally, the team that manages to collect the most recyclable materials within a certain time frame wins a small prize.

3. BLENDED TRAINING ITINERARIES

Towards Growth

Developed by Contextos

Objectives & Learning Outcomes

The main purpose of this itinerary focuses on promoting the Growth Mindset. This itinerary provides participants with solid knowledge and practical tools that not only broaden their understanding, but also empower them to apply these learnings in a tangible way in a variety of situations. This itinerary also aims to stimulate the creativity of participants, encouraging innovative approaches and original solutions to the challenges they may encounter.

Competences

- Growth Mindset

Online Activities

- Designing My Persona
- What Would You Change?
- Dada
- The Growth Mindset Advantage

Outdoor Activities

- Youth Assembly

Competences & Activities

This itinerary proposes the integration of four online learning modules and one outdoor activity aimed at fostering growth mindset and collaboration.

Activities	Key Competences
Designing My Persona	🟢 Growth Mindset
What Would You Change?	🟢 Growth Mindset
Dada	🟢 Growth Mindset
The Growth Mindset Advantage	🟢 Growth Mindset
Youth Assembly	🟢 Collaboration

Throughout the itinerary, learners are also expected to foster their collaboration, managing learning, critical thinking, and self-regulation skills.

🕐**Duration**: The itinerary can be implemented over 1-3 days.

Materials

- Internet
- Electronic Device
- Paper
- Pen
- FlipChart
- Tables
- Chairs

TOWARDS GROWTH

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the outset of the training itinerary, foster a welcoming and engaging environment for learners, making sure they have the necessary information about what to expect and how they can make the most out of their learning experience. Here are some possible actions:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

TOWARDS GROWTH
Implementing the Training Itinerary. The "Towards Growth" itinerary integrates four online learning modules and one outdoor activity.

1   DESIGNING MY PERSONA | Online

- The first online helps the participant to develop a detailed persona description by
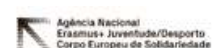
answering questions about the individual in 10 years. The learning outcomes are to recognize the emotions and passions associated with the persona and understand how they impact their life.

Debriefing: At the end of this activity, invite participants to reflect on:
- The value of envisioning a future self as a tool for personal growth and development.
- Reflection on the emotions and passions identified during the activity, and how these insights can shape present actions and choices.

2 What Would You Change? | Online

This online module helps participants to identify problematic situations that have been experienced or that have broken down and identify what learning has resulted after overcoming a problematic situation.

3 DADA | Online

This online activity aim to provide a growth mindset in a artistic view and a different perspective. Besides that, the participants will work with creativity and empathy skills.

4 The Growth Mindset Advantage | Online

This online module aims to help learners develop a growth mindset and understand how it can lead to greater success in their personal and professional lives. It will explore the key concepts of growth mindset, provide practical tools for developing a growth mindset, and offer strategies for applying a growth mindset in real-world situations.

4 Youth Assembly | Outdoor Activity

This is a group work exercise that requires critical thinking, teamwork, synchronization and coordination to achieve a common goal. Participants must respect the opinions of colleagues, be critical and give their opinion. The challenge is to talk about problems and solutions on a topic.

Competencies Circuit

Developed by Contextos

Objectives & Learning Outcomes

This is an itinerary that covers different skills in case a young NEET needs comprehensive development support in a lot of areas in its life.

Competences

- Flexibility
- Communication
- Collaboration
- Growth Mindset
- Critical Thinking

Online Activities

- Pocket Guide to Self-Regulation
- Art Attack
- Embracing Change: Cultivating Adaptability and Flexibility
- Wellness Challenge
- Understanding Others' Perspectives
- Decoding Nonverbal Cues
- Game for Enhancement of Communication Skills
- The Growth Mindset Advantage
- Active Presentation for Managing Learning

Competences & Activities

This itinerary proposes the integration of nice online learning modules and two outdoor activity mainly aimed at fostering flexibility and collaboration.

Activities	Key Competences
Pocket Guide to Self-Regulation	Self-regulation
Art Attack	Flexibility
Embracing Change: Cultivating Adaptability and Flexibility	Flexibility
Wellness Challenge	Wellbeing
Understanding Others' Perspectives	Empathy
Decoding Nonverbal Cues	Communication
Game for Enhancement of Communication Skills	Flexibility / Collaboration
Filmmaker for a day	Collaboration
The Growth Mindset Advantage	Growth Mindset
Active Presentation for Managing Learning	Managing Learning
Debat	Outdoor Activity

Throughout the itinerary, learners are also expected to foster

communication, critical thinking, and growth mindset skills.

🕒**Duration**: This itinerary can be implemented over 2-4 days.

Outdoor Activities
- Debat
- Filmmaker for a day

Materials
- Pen
- Paper
- Electronic Device
- Quiz
- Bags

Links:

https://www.ecoembes.com/es/proyectos-de-educacion/actividades-de-reciclaje-en-el-aula (Translate in many languages)

https://www.ecoembes.com/es/reduce-reutiliza-y-recicla/qe-se- puede-reciclar (Translate in many languages)

https://www.educo.org/Blog/Reciclaje-actividades-y-manualidades-para-ninos (Translate in many languages)

- https://www.morethanonestory.org/
- https://www.morethanonestory.org/en/play
- https://en.wikipedia.org/wiki/Newspaper_production_process (En)
- https://es.padlet.com/
- https://padlet.com/ (En)
- https://stormboard.com/home
- https://bubbl.us/
- https://classroomscreen.com/

COMPETENCIES CIRCUIT

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the beginning of the training itinerary, prioritise creating a positive onboarding experience for learners. Ensure they feel welcomed and informed about what lies ahead. You could consider implementing one or more of the following activities:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Virtual Scavenger Hunt

- Compile a list of items or information participants will find in the online learning modules.
- Ask participants to find these items online and encourage them to share descriptions of when and where they found each item in a designated space (forum or group chat)
- Consider introducing a collaborative challenges or task that require participants to team up and work together to solve specific problems or complete missions related to the topics of the online modules.

Implementing the Training Itinerary. This itinerary integrates five online learning modules and one outdoor activity.

| 1 | **Pocket Guide to Self-Regulation | Online** |

- This online module helps participants to develop coping strategies for managing and overcoming challenging emotions in stressful situations and provide a range of activities and tasks that individuals can utilize as coping mechanisms for various emotions such as fear, anxiety, stress, frustration, and anger.

| 2 | **Art Attack | In Person** |

- This online activity provides the participants' skills to adapt to a volatile, highly uncertain, complex or ambiguous environment.

.

| 3 | Embracing Change: Cultivating Adaptability and Flexibility | Online |

. This online activity explores the practical implications and benefits of developing
. flexibility and provides concrete examples and strategies for developing flexibility.
.

| 4 | Wellness Challenge | Online |

. This online activity aims to promote wellbeing and a healthy lifestyle. In this activity
. the participant has the freedom to create their challenge and the autonomy to
carry it out.

| 5 | Understanding Others' Perspectives | Online |

. This activity is a simulation to increase participants' understanding of other
. people's emotions, experiences and concerns, and gain insights into the
importance of empathy, active listening, and open-mindedness in understanding
and respecting diverse viewpoints.

| 6 | Decoding Nonverbal Cues | Online |

. This interactive e-learning experience focuses on enhancing participants'
. understanding of nonverbal communication. Through interactive scenarios, they
. observe and analyze cues, interpret their meanings, and receive immediate
. feedback.

| 7 | Game for Enhancement of Communication Skills | Online |

. The game helps participants to work together and improve their social skills. The
. participants will develop their social, thinking skills, express their thoughts and
. emotions and be able to bond with each other.

| 8 | Filmmaker for a day | In person |

. This online activity helps the participants to learn to collaborate with each other
. through the division of labor and the delegation of functions to achieve common
. goals.

| 9 | The Growth Mindset Advantage | Online |

. This activity aims to help learners develop a growth mindset and understand how
. it can lead to greater success in their personal and professional lives. It will explore
. the key concepts of growth mindset, provide practical tools for developing a
growth mindset, and offer strategies for applying a growth mindset in real-world

situations.

| 10 | **Interactive Presentation for Managing Learning | Online** |

- The goal of this activity is to help individuals on how to plan and implement their
- learning goals, strategies, resources, and processes in a more effective way.

| 11 | **Debat | Outdoor Activity** |

- This activity allows participants to learn to work as a team and improve their
- arguments to convince others. This is an excellent opportunity for participants to
- develop their collaboration and communication skills, but also to improve their
critical thinking skills and growth mindset.

Agile Journey

Developed by Contextos

Objectives & Learning Outcomes

This itinerary was designed to cultivate a blend of flexibility, communication, and a growth mindset. This experience is crafted to empower participants with the skills needed to navigate diverse challenges and foster personal and professional development.

☐ Communication
☐ Flexibility
☐ Growth Mindset

Online Activities

☐ Plan B

☐ Embracing Change: Cultivating

Competences & Activities

This itinerary proposes the integration of nine online learning modules and three outdoor activities mainly aimed at fostering flexibility and collaboration.

Activities	Key Competences
Plan B	Flexibility
Embracing Change: Cultivating	Flexibility

<table>
<tr><td>Adaptability and Flexibility</td><td></td></tr>
</table>

Adaptability and Flexibility	
The Flexible Mindset: Thriving in a Dynamic World	Flexibility
Introduce Yourself	Communication
Professional of the year (Linkedin)	Communication
Decoding Nonverbal Cues	Communication
The Growth Mindset Advantage	Growth Mindset
Turning Things Around	Growth Mindset
What would you change?	Growth Mindset
Youth Assembly	Outdoor Activity
Cross the Crosswalk	Outdoor Activity
Stick Challenge	Outdoor Activity

Sidebar:

Adaptability and Flexibility

- The Flexible Mindset: Thriving in a Dynamic World
- Introduce Yourself
- Professional of the year (Linkedin)
- Decoding Nonverbal Cues
- The Growth Mindset
- Advantage
- Turning Things Around
- What would you change?

☐ Youth Assembly

☐ Cross the Crosswalk

☐ Stick Challenge

Throughout the itinerary, learners are also expected to foster their

🕐 **Duration**: This itinerary can be implemented over 2-4 days.

Materials

Links:
https://www.euronews.com/
https://www.ted.com/talks
https://www.canva.com/pt_pt/ferramentas/gravador-video-

online/
teachteam.org
https://www.linkedin.com/home
https://blog.waalaxy.com/en/summary-for-linkedin/

- ▯ Paper
- ▯ Pen
- ▯ Tape
- ▯ A2 paper/flip chart and pens
- ▯ Tables and chairs
- ▯ A stick, branch or pole long enough for all participants to hold on to with their index fingers
- ▯ Google form with questions/questionnaire.

AGILE JOURNEY

INSTRUCTIONS **FOR IMPLEMENTING THE ITINERARY**

Introduction. Kickstart the training itinerary by setting the stage for a warm and inviting atmosphere. Lay the groundwork for a successful learning journey by taking one or more of the following initial steps:

Welcome Toolkit

Prepare a welcome toolkit for participants, including, for instance:
-    A welcome letter;
-    The training itinerary's overview and schedule, highlighting key topics or milestones;
-    A video-tutorial or brief instructions on how to use the INKEY Platform;
-    A resource list (e.g., recommended readings, videos or supplementary materials related to the training topics)

Welcome Emails

- Create personalised welcome emails for each participant, conveying your excitement for their participation and emphasising;
- Outline the various support channels available for their convenience.
- Include some essential logistical information and offer a snapshot of the training itinerary's schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names,

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics

backgrounds, fun facts or a hobby.
· Ask participants to describe their expectations and goals for the learning experience briefly.
· Set an example by posting your own introduction first to encourage participation.

of the training itinerary or general interests.
· Share the poll link and encourage participants to respond at their convenience.
· Consider sharing poll results to stimulate discussions.

Implementing the Training Itinerary. This itinerary integrates five online learning modules and one outdoor activity.

1	Plan B	Online

· This online activity aims to develop flexibility, overcoming obstacles throughout
· life. The learnings are to develop improvisation skills, make decisions about life and think about second options.

2	Embracing Change: Cultivating Adaptability and Flexibility	Online

· This online activity aims to explore the practical implications and benefits of
· developing flexibility and provide concrete examples and strategies for developing
· flexibility.

3	The Flexible Mindset: Thriving in a Dynamic World	Online

· In this activity, participants will explore the concept of flexible mindset, and the
· benefits it brings to adaptability, resilience, and growth.
·

4	Introduce Yourself	Online

· In this activity the young person practises verbal and non-verbal communication.
· It helps to develop their own perception of how they express/communicate. As
· learning outcomes being in front of a camera and self-confidence.

5	Professional of the Year	Online

· This activity will stimulate creativity and future vision by imagining and
· describing the achievement of a major professional award.
·

6	Decoding Nonverbal Cues	Online

This interactive e-learning experience focuses on enhancing participants' understanding of nonverbal communication. Participants explore the significance of nonverbal cues and their impact on communication effectiveness. Through interactive scenarios, they observe and analyze cues, interpret their meanings, and receive immediate feedback. The program aims to equip participants with practical skills for improved communication in personal and professional settings.

7   The Growth Mindset Advantage | Online

This activity aims to empower participants to adopt and practise a growth mindset, enabling them to overcome challenges, embrace learning opportunities, and achieve their full potential.

8   Turning Things Around | Online

In this activity an attempt is made to reflect on the participant's educational and professional career. The aim is to push the person to realize that effort brings development and thus have a more effective management of the world around us in every area of life.

9   What would you Change? | Online

This activity plans to Identify problematic situations that have been experienced or that have broken down and identify what learning has resulted after overcoming a problematic situation.

10   Youth Assembly | Outdoor

This is a group work exercise that requires critical thinking, teamwork, synchronization and coordination to achieve a common goal. Participants must respect the opinions of colleagues, be critical and give their opinion. The challenge is to talk about problems and solutions on a topic.

11   Cross the Crosswalk | Outdoor

In this dynamic, participants and the group must awaken their capacity for improvisation and creativity. One of the rules for living in society is knowing how to respect traffic rules and knowing how to cross a crosswalk. This passage

requires you to stop and look both ways and cross very carefully.

12	Stick Challenge | Outdoor

- This is a teamwork activity that requires synchronization and coordination to achieve a common goal. Participants form two lines, facing each other and must hold a stick using only their index fingers. The challenge is to bring the baton to the ground without letting go. The activity tests the ability to work as a team and adapt strategies to achieve the desired objective.

MEANINGFUL CONNECTIONS
🇮🇹 Developed by Lascò

Objectives & Learning Outcomes
The aim of this itinerary is to support youth to develop an awareness of other persons' emotions, experiences, and values by listening to others and engaging in conversation with assertiveness, clarity, and reciprocity. First, learners will be accompanied to increase their awareness of the importance of empathy and emotions in everyday life and learn how to recognise and value their own feelings and emotions. Secondly, the itinerary will lead to a deeper understanding of others' emotions and experiences, and the ability to put oneself into others' shoes proactively.

Competences

- ▢ Self-Regulation
- ▢ Empathy
- ▢ Communication
- ▢ Collaboration
- ▢ Managing Learning
- ▢ Critical Thinking

Online Activities

- ▢ Empathetic Individual

Competences & Activities
This itinerary proposes the integration of three online learning modules and one outdoor activity aimed at fostering empathy and communication.

Activities	Key Competences
🖥 Empathetic individual	🟢 Empathy
🖥 The Power of Empathy	🟢 Empathy

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▭ The Power of Empathy ▭ Speak-Move-Watch	🖥️ Speak-Move-Watch ⬤ Communication 🌿 Empathy through Active Listening ⬤ Empathy

Outdoor Activities

▭ Empathy through active listening

Throughout the itinerary, learners are also expected to foster their collaboration, managing learning, critical thinking, and self-regulation skills.

🕐**Duration**: The itinerary can be implemented over 1-3 days.

Materials
▭ Sheets of paper (A3/A2)
▭ Pens
▭ A timer

MEANINGFUL CONNECTIONS
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the outset of the training itinerary, foster a welcoming and engaging environment for learners, making sure they have the necessary information about what to expect and how they can make the most out of their learning experience. Here are some possible actions:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

You could also arrange a synchronous introductory activity, either online or in person. In addition to the presentation of the overall learning pathway, You could show each participant a set of pictures representing emotions and ask them to choose a fun photo from their galleries or develop a short video to share with others how those emotions look like for them. The outputs of this activity could be collected on a shared virtual board, like *Padlet* (https://padlet.com/) or *Miro* (https://miro.com/).

Implementing the Training Itinerary. The "Meaningful Connections" itinerary

integrates three online learning modules and one outdoor activity.

| 1 | EMPATHETIC INDIVIDUAL | Online |

- The first online Module sets the ground for learners to explore the true meaning of empathy and how it is connected to effective communication.

  Debriefing: At the end of this module, you could invite learners to collect and share their thoughts through a Learning Journal or a Forum (e.g., through *Slack, Digipad, Flip, Linoit* or *Mural*) to create a constructive debate.

| 2 | THE POWER OF EMPATHY | Online |

- Through the second online module, learners will have the opportunity to experiment and apply empathy in their private and professional lives.

  Debriefing: The same sharing tool adopted in the previous section could be used to monitor learning progress. Alternatively, you could invite learners to schedule an online meeting with you to discuss the learning experience. Some useful meeting scheduling tools include *Calendly* (https://calendly.com/) or *Doodle* (https://doodle.com/).

| 3 | SPEAK-MOVE-WATCH | Online |

- In the third online module, learners will reflect on how emotions affect their way of communicating with others, sharpen their emotional awareness skills and ultimately acquire strategies to become more effective communicators.

  Debriefing: At the end of this module, invite learners to share their thoughts about the learning activity on their Learning Journal, via the Forum or through sticky notes on an online whiteboard.

| 4 | EMPATHY THROUGH ACTIVE LISTENING | Outdoor |

- The outdoor activity is the test bed in which learners have the opportunity to transfer their skills in a real-life situation, have fun with their peers, and challenge their skills. Their emotional awareness will be taken further by exploring connections with people with different cultures, backgrounds, beliefs, values, opinions, or personal circumstances, eliciting the expression of different views and adopting a systemic approach. Hence, thanks to this activity, the group will be able to apply the developed knowledge and skills, transferring procedures and cognitive behaviours into a real-life context.

  Debriefing: At the end of this activity, invite participants to reflect on:
  - the overall individual and collective learning experience;
  - the key takeaways from the training itinerary;
  - how they can apply the developed competencies in personal, educational or professional contexts.

A JOURNEY OF COOPERATION

🇮🇹 Developed by Lascò

Objectives & Learning Outcomes

The activity aims to support learners in developing trust, resilience, self-efficacy, and a sense of purpose. Participants will have the opportunity to learn the main characteristics of a flexible mind, as well as how to cope with stress and anxiety. Furthermore, the activities will allow participants to explore how to cooperate within a team and unlock unforeseen solutions and opportunities through collaboration.

Competences

- Flexibility
- Communication
- Collaboration
- Growth Mindset
- Critical Thinking

Online Activities

- The Flexible Mindset: Thriving in a Dynamic World
- Embracing Change: Cultivating Adaptability and Flexibility
- The Power of Effective Collaboration
- Collaboration Vs. Cooperation
- Lost

Outdoor Activities

- The Island

Competences & Activities

This itinerary proposes the integration of five online learning modules and one outdoor activity mainly aimed at fostering flexibility and collaboration.

Activities	Key Competences
The Flexible Mindset: Thriving in a Dynamic World	Flexibility
Embracing Change: Cultivating Adaptability and Flexibility	Flexibility
The Power of Effective Collaboration	Collaboration
Collaboration Vs. Cooperation	Collaboration
Lost	Collaboration
The Island	Flexibility / Collaboration

Throughout the itinerary, learners are also expected to foster communication, critical thinking, and growth mindset skills.

🕒**Duration**: This itinerary can be implemented over 2-4 days.

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Materials
- ☐ Sheets of paper (A3/A2)
- ☐ Pen or Pencils

A JOURNEY OF COOPERATION
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the beginning of the training itinerary, prioritise creating a positive onboarding experience for learners. Ensure they feel welcomed and informed about what lies ahead. You could consider implementing one or more of the following activities:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Virtual Scavenger Hunt

- Compile a list of items or information participants will find in the online learning modules.
- Ask participants to find these items online and encourage them to share descriptions of when and where they found each item in a designated space (forum or group chat)
- Consider introducing a collaborative challenges or task that require participants to team up and work together to solve specific problems or complete missions related to the topics of the online modules.

In the introductory communications, invite participants to create a **Personal**

Development Journal. You could share a template and encourage them to write a brief entry about their goals, aspirations, or what motivated them to join the training, as well as to reflect on the learning outcomes after each activity of the itinerary. Make sure to send some reminders along the way.

Implementing the Training Itinerary. This itinerary integrates five online learning modules and one outdoor activity.

| 1 | THE FLEXIBLE MINDSET: THRIVING IN A DYNAMIC WORLD | Online |

- This module promotes the importance of a flexible mind, intended as the ability to transform every challenge into a growing opportunity.

| 2 | EMBRACING CHANGE: CULTIVATING ADAPTABILITY AND FLEXIBILITY | Online |

- This online module proposes a self-reflection about flexibility and adaptability, inviting learners to analyse their strengths and weaknesses and identify areas for improvement.

| 3 | THE POWER OF EFFECTIVE COLLABORATION | Online |

- This online module helps learners apply the notions acquired about flexibility to collaboration. It proposes a practical task aimed at reinforcing active listening, empathy, and respect.

| 4 | COLLABORATION VS COOPERATION | Online |

- This module guides learners towards a deeper understanding of the concept of teamwork, differentiating collaboration from cooperation.

| 5 | LOST | Online |

- This module proposes a practical critical thinking task, stimulating learners' reflection on the importance of bringing collaboration into their everyday lives.

| 6 | THE ISLAND | Outdoor |

- This outdoor activity challenges learners to bring their skills in a collaborative task where they can improve how to manage transition and uncertainty. "The Island" is a practical challenge that emphasises the transformative potential of collaboration, where learners will become aware of how cooperation and collaboration can help them turn challenges into sound victories.

Debriefing: At the end of this activity, invite participants to reflect on:
- the overall individual and collective learning experience;
- the key takeaways from the training itinerary;
- the key differences between the individual learning experience in "Lost" and the collaborative efforts with their peers during "The Island";
- how they can apply the developed competencies in personal, educational or professional contexts.

THE HIDDEN COMMUNICATION

🟩 Developed by Lascò

Objectives & Learning Outcomes

The activity aims to create a group characterised by skills of active listening. Each group member will cultivate their awareness of the need for various communication strategies adapted to context and content. Based on specific situations, they would learn how to manage interactions in different domain-specific situations. They will learn how to intentionally contribute to the common good and develop awareness that other people may have different backgrounds or personal circumstances.

☐ Communication
☐ Collaboration
☐ Growth Mindset
☐ Critical Thinking
☐ Managing learning

☐ Decoding Nonverbal Cues
☐ Unlocking Effective Communication
☐ Follow the instructions

☐ Silence and Noise

Competences & Activities

This itinerary includes three e-learning modules on the INKEY platform and one outdoor learning activity.

Activities	Key Competences
Unlocking Effective Communication	🟢 Communication
Decoding Nonverbal Cues	🟢 Communication
Follow the Instructions	🟢 Communication
Silence and Noise	🟢 Communication

Throughout the itinerary, learners are also expected to foster their collaboration, critical thinking, managing learning, and growth mindset skills.

🕐**Duration**: This itinerary can be implemented over 1-2 days.

Materials
☐ Cones or other objects serving as obstacles for the outdoor learning activity
☐ Notes with written sentences or actions

THE HIDDEN COMMUNICATION
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. Kickstart the training itinerary by setting the stage for a warm and inviting atmosphere. Lay the groundwork for a successful learning journey by taking one or more of the following initial steps:

Welcome Toolkit

Prepare a welcome toolkit for participants, including, for instance:
- A welcome letter;
- The training itinerary's overview and schedule, highlighting key topics or milestones;
- A video-tutorial or brief instructions on how to use the INKEY Platform;
- A resource list (e.g., recommended readings, videos or supplementary materials related to the training topics)

Welcome Emails

- Create personalised welcome emails for each participant, conveying your excitement for their participation and emphasising;
- Outline the various support channels available for their convenience.
- Include some essential logistical information and offer a snapshot of the training itinerary's schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

Recommended: Invite participants to create a **Reflection Journal**. At the start of the training, provide participants with a digital Reflection Journal template that includes sections for their goals, aspirations, and motivations for joining the program. Encourage them to use it not only for personal reflections but also to curate and showcase their learning experiences and achievements, adding a reflective section after each activity or module in the itinerary (e.g., key takeaways, insights gained, and any relevant materials from their learning experience). Participants can also include links to resources they found particularly valuable, such as articles, videos, or additional reading materials. Stress the importance of

regularly updating their journals and the benefits of having a comprehensive record of their progress and send periodic reminders and prompts to encourage participants to revisit and update their portfolios, highlighting specific reflection questions or areas of focus. Towards the end of the training, participants can review their entire journal to gain a holistic view of their growth, which can be a valuable resource for self-assessment, future planning, and discussions during debrief sessions.

Implementing the Training Itinerary. This itinerary integrates five online learning modules and one outdoor activity.

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1 | UNLOCKING EFFECTIVE COMMUNICATION | Online

- "Unlocking Effective Communication" is a module that underlines the
- importance of effective communication and how it is connected to personal knowledge, mindset, and competencies. This online module provides learners with effective communication principles, asking them to put their communicative abilities into an authentic task.

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2 | DECODING NONVERBAL CUES | Online

- Communication is powerful when layered on different levels, and some of them
- are not always so clear: it is fundamental to decode non-verbal cues to
- understand emotions which are essential when it comes to building a
- relationship and promoting empathy. The second online module further explores
- communication by introducing principles and practical examples of nonverbal
- communication, supporting participants in learning how to identify nonverbal
- cues, such as gestures, tone of voice and facial expressions.

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3 | FOLLOW THE INSTRUCTIONS | Online

- This activity brings learners to a new stage: the importance of effective
- communication as an essential contribution to well-played teamwork.

  Debriefing: Consider inviting participants who completed this activity to share their experience in a Group Thinking Log, hosted on a collaborative whiteboard.

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4 | SILENCE AND NOISE | Outdoor

- This outdoor activity represents a shared moment where the group can practise
- all the skills and abilities learned through the digitalised journey, thus
- experiencing the different aspects of communication and strengthening their
- communication skills together with their peers.

  Debriefing: At the end of this activity, invite participants to reflect on:
  - the overall individual and collective learning experience;
  - the key takeaways from the training itinerary;
  - the key differences between the individual learning experience in "Lost" and the collaborative efforts with their peers during "The Island";

- how they can apply the developed competencies in personal, educational or professional contexts.

Collaboration Shows the Way to Success!

Developed by CSI

Objectives & Learning Outcomes

The activity aims to provide individuals with strong collaboration abilities, preparing them to contribute effectively to team-based environments in a variety of contexts.

Effective communication objective: Develop the capacity to convey ideas in a collaborative context in a clear and succinct manner, thereby improving participants' communication skills and enabling a collaborative environment where information is accurately and fully transmitted.

Teamwork objective: Develop the ability to work smoothly within a team, understanding different points of view and using unique skills, while improving teamwork skills through active listening, conflict resolution, and understanding for different perspectives, ultimately contributing to a cohesive and effective team dynamic.

Competences
- Communication
- Collaboration
- Flexibility

Online Activities
- Types of Communication Styles
- The Flexible Mindset: Thriving in a Dynamic World
- The power of Effective Collaboration

Competences & Activities

This itinerary proposes the integration of 3 online learning modules and 1 outdoor activity mainly aimed at fostering communication, flexibility, and collaboration.

Activities	Key Competences
Types of Communication Styles	Communication
The Flexible Mindset: Thriving in a Dynamic World	Flexibility
The power of Effective Collaboration	Collaboration

Outdoor Activities	
▱ Treasure Hunt	🌿☀ Treasure Hunt **Collaboration / Communication Flexibility**
	Participants are expected to develop abilities in communication, flexibility, teamwork, and critical thinking during the course journey.
	🕐 **Duration**: The itinerary can be implemented over 1 day.
	Materials ▱ Coloured pens and/or pencils ▱ A3/A4 sheets of paper

Collaboration Shows the Way to Success!
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the outset of the training itinerary, foster a welcoming and engaging environment for learners, making sure they have the necessary information about what to expect and how they can make the most out of their learning experience. Here are some possible actions:

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- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

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- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

You could also arrange a synchronous introductory activity, either online or in person. In addition to the presentation of the overall learning pathway, you could show each participant a set of pictures representing emotions and ask them to choose a fun photo from their galleries or develop a short video to share with others how those emotions look like for them. The outputs of this activity could be collected on a shared virtual board, like *Padlet* (https://padlet.com/) or *Miro* (https://miro.com/).

Implementing the Training Itinerary. The "Collaboration Shows the Way to

Success!" itinerary integrates three online learning modules, and one outdoor activity.

1	**Types of Communication Styles	Online**

- The first online Module is intended to help participants get familiar with the various types of communication styles. The course investigates communication's basic function in human existence and introduces three important communication styles: passive, aggressive, and forceful. This module seeks to raise understanding of various communication styles to facilitate more effective and peaceful relationships.

  Debriefing: At the end of this module, you could invite learners to collect and share their thoughts through a Learning Journal or a Forum (e.g., through *Slack, Digipad, Flip, Linoit* or *Mural*) to create an atmosphere of trust.

2	**The Flexible Mindset: Thriving in a Dynamic World	Online**

- This is a course of study designed to provide young people with the knowledge and skills they need to succeed in a world of perpetual change and difficulties.

  Debriefing: After completing the challenge, invite participants to reflect on their experiences.

3	**The power of Effective Collaboration	Online**

- The module investigates the value of effective teamwork. Learn useful tips for fostering effective collaborations and improving teamwork.

  Debriefing: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share:
  - how they felt,
  - what obstacles they identified and
  - how they solved them as a team

4	**Treasure Hunt	Outdoor**

- Teamwork, cooperation, and collaborative learning are strengthened, and communication is developed, by encouraging the group to look for and solve the riddles.

  Debriefing: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share how they felt, what obstacles they identified and how they solved them as a team.

Manage Your Learning!

Developed by CSI

Objectives & Learning Outcomes

The activity strives to empower individuals by providing them with effective tools for regulating their learning processes, allowing them to become self-directed and successful learners. Goal Setting and Monitoring objective: Develop the ability to define specific learning objectives and track progress, while learning to create SMART learning objectives and effectively monitor progress, make necessary adjustments, and stay motivated throughout the learning process. Resource Allocation objective: Improve the capacity to find and use learning resources successfully, by teaching participants to seek out and utilize a variety of learning materials, technology, and support systems to enhance their understanding and mastery of subjects.

Competences

☐ Critical Thinking
☐ Managing Learning
☐ Self-Regulation

Online Activities

☐ How to evaluate options
☐ Find the target
☐ Setting SMART goals for self-education
☐ Utilise resources and tools

Outdoor Activities

☐ Contact with Nature and Self

Competences & Activities

This itinerary proposes the integration of 4 online learning modules and 1 outdoor activity mainly aimed at fostering critical thinking, managing learning and self-regulation.

Activities	Key Competences
How to evaluate options	Critical Thinking
Find the target	Self-regulation
Setting SMART goals for self-education	Managing Learning
Utilise resources and tools	Managing Learning
Contact with Nature and Self	Wellbeing

Throughout the itinerary, learners are expected to develop abilities in critical thinking, self-regulation, managing learning, and wellbeing during the course journey.

🕐 **Duration**: This itinerary can be implemented over 1 day.

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Materials
- ☐ Pen/Pencils
- ☐ Electronic device or smartphone
- ☐ Sheets of paper (A3/A2)

Manage Your Learning!
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the beginning of the training itinerary, prioritise creating a positive onboarding experience for learners. Ensure they feel welcomed and informed about what lies ahead. You could consider implementing one or more of the following activities:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Virtual Scavenger Hunt

- Compile a list of items or information participants will find in the online learning modules.
- Ask participants to find these items online and encourage them to share descriptions of when and where they found each item in a designated space (forum or group chat)
- Consider introducing a collaborative challenges or task that require participants to team up and work together to solve specific problems or complete missions related to the topics of the online modules.

In the introductory communications, invite participants to create a **Personal**

Development Journal. You could share a template and encourage them to write a brief entry about their goals, aspirations, or what motivated them to join the training, as well as to reflect on the learning outcomes after each activity of the itinerary. Make sure to send some reminders along the way.

Implementing the Training Itinerary. This itinerary integrates four online learning modules and one outdoor activity mainly aimed at fostering critical thinking, managing learning, and self-regulation.

1	HOW TO EVALUATE OPTIONS | Online

- This is a critical thinking module that teaches learners how to make informed judgments about academic pursuits and professional paths, allowing them to have a better knowledge of complicated situations.

2	FIND THE TARGET | Online

- Through this online module participants will understand the importance of setting goals. This e-learning lesson emphasizes the necessity of creating clear goals and objectives for personal and professional success. Setting attainable goals allows people to prioritize their activities, stay motivated, and discover their strengths and shortcomings.

3	SETTING SMART GOALS FOR SELF-EDUCATION | Online

- This microlearning practice is designed to increase goal setting and learning efficacy by focusing on SMART goals.

4	UTILISE RESOURCES AND TOOLS | Online

- This is an e-learning module about efficiently managing learning. This program provides learners with the skills and tactics they need to properly manage their learning, time, and resources.

5	CONTACT WITH NATURE AND SELF | Outdoor

- This practice is designed to help people connect with their emotions, share them with friends or peers, and create beautiful visual images and experiences in a natural setting. The learning outcomes are self-reflection, respect for one's own time, and contemplation of one's environment.

Debriefing: After the activity, the facilitator can open a group discussion space for participants to share their experiences, reflections, and learning. They can discuss, arguments used, difficulties encountered and conflict resolution strategies. The facilitator can synthesise the key points that emerged from the group discussion and highlight positive aspects and areas for improvement. He or she can also provide individualised feedback to participants, acknowledging their strengths and suggesting areas for growth.

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The Value of Being Mindful!

Developed by CSI

Objectives & Learning Outcomes

The activity focuses on equipping people with self-regulation abilities, allowing them to control emotions, stay motivated, and change their learning tactics for improved success and well-being.

Emotional Regulation objective: Develop the ability to properly manage and regulate emotions, while building emotional intelligence and resilience to deal with challenges, disappointments, and stressors with poise and adaptation.

Motivation and Self-discipline objective: Develop self-discipline and drive for consistent and focused effort, while gaining the ability to define and prioritize goals, stay organized, and persevere in the face of obstacles, ultimately building a strong feeling of self-motivation and determination.

Competences

- Self-Regulation
- Wellbeing
- Empathy

Online Activities

- Recognising emotions
- Mindfulness techniques
- Understanding self
- The Power of empathy

Outdoor Activities

- Pocket Guide to Self-Regulation

Competences & Activities

This itinerary proposes the integration of 4 online learning modules and 1 outdoor activity mainly aimed at fostering self-regulation, wellbeing, and empathy.

Activities	Key Competences
Recognising emotions	Self-regulation
Mindfulness techniques	Self-regulation
Understanding self	Wellbeing
The Power of empathy	Empathy
Pocket Guide to Self-Regulation	Self-regulation

Throughout the itinerary, learners are expected to develop abilities in self-regulation, wellbeing, and empathy during the course journey.

Duration: This itinerary can be implemented over 1-2 days.

Materials

☐ Sheets of paper (A3/A2)
☐ Pens/Pencils
☐ Each participant creates their own Guide with presentation of other activities, including video tutorials and films.

The Value of Being Mindful!
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. Kickstart the training itinerary by setting the stage for a warm and inviting atmosphere. Lay the groundwork for a successful learning journey by taking one or more of the following initial steps:

Welcome Toolkit

Prepare a welcome toolkit for participants, including, for instance:
- A welcome letter;
- The training itinerary's overview and schedule, highlighting key topics or milestones;
- A video-tutorial or brief instructions on how to use the INKEY Platform;
- A resource list (e.g., recommended readings, videos or supplementary materials related to the training topics)

Welcome Emails

- Create personalised welcome emails for each participant, conveying your excitement for their participation and emphasising;
- Outline the various support channels available for their convenience.
- Include some essential logistical information and offer a snapshot of the training itinerary's schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

Recommended: Invite participants to create a **Reflection Journal**. At the start of the training, provide participants with a digital Reflection Journal template that includes sections for their goals, aspirations, and motivations for joining the program. Encourage them to use it not only for personal reflections but also to curate and showcase their learning experiences and achievements, adding a reflective section after each activity or module in the itinerary (e.g., key takeaways, insights gained, and any relevant materials from their learning experience).

Implementing the Training Itinerary. This itinerary integrates four online learning modules and one outdoor activity.

1	**RECOGNISING EMOTIONS	Online**

- This instructional module delves into the study of emotion recognition. Emotion awareness is critical for emotional regulation and self-control. It is the foundation upon which we build our abilities to more correctly and efficiently perceive and traverse emotional environments.

2	**MINDFULNESS TECHNIQUES	Online**

- This microlearning course immerses the participants in mindfulness practices. It will provide them with the tools they need to deal with stress, improve concentration, and improve their mental and physical health.

3	**UNDERSTANDING SELF	Online**

- The module delves into self-management principles, assessing basic values, passions, strengths, and areas for development to chart a course to success and personal fulfilment.

4	**THE POWER OF EMPATHY	Online**

- This microlearning course intends to investigate and build empathy in order to improve personal and professional relationships. It guides participants in understanding, practicing, and recognizing empathy through self-reflection prompts, interactive situations, and quizzes.

5	**POCKET GUIDE TO SELF-REGULATION	Outdoor**

- This activity can assist participants in developing coping techniques for managing and overcoming difficult emotions in stressful situations, as well as variety of activities and projects that individuals can use as coping mechanisms for emotions such as fear, worry, tension, frustration, and rage.

FOREVER YOUNG

🇪🇸 Developed by Femxa

Objectives & Learning Outcomes

This itinerary is aimed at ensuring that participants will growth personally and mentally, fostering empathy to elder people and trying to focus on that aspects of the age and the personal development that they must take into account for themselves. The aim is to be aware that they are not going to be young forever, and for this, they will need to be empathic, as far as being aware of the life changes.

The focus of this itinerary are interpersonal competences, and that is why the hybrid mode is recommended, as face-to-face sessions facilitate the development of these skills.

Learning outcomes:
- Competences to know themselves.
- Growing in adaptability and self-knowledge.
- Communication and empathy to collaborate with others.

Competences

- ▱ Well-being
- ▱ Growth mindset
- ▱ Communication

Online Activities

- ▱ Understanding self
- ▱ Designing my persona

Outdoor Activities

- ▱ Empathy through active listening

Competences & Activities

This itinerary proposes the integration of three online learning modules and one outdoor activity aimed at fostering empathy and communication.

Activities	Key Competences
🖥 Understanding self	🟢 Well-being
🖥 Designing my persona	🟢 Growth Mindset
🌿 Empathy through Active Listening	🟢 Communication

Throughout the itinerary, learners are also expected to foster their collaboration, and self-regulation skills.

🕐 **Duration**: The itinerary can be implemented over 1-3 days.

Materials

- ▱ Sheets of paper (A3/A2)
- ▱ Pens
- ▱ A timer

▢ A computer and internet connection

FOREVER YOUNG

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the outset of the training itinerary, foster a welcoming and engaging environment for learners, making sure they have the necessary information about what to expect and how they can make the most out of their learning experience. Here are some possible actions:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaking and evaluation activities

- Make time during the first outdoor session to organize icebreaking activities to allow participants to know each other.
- At the end of each session allow participants to evaluate the session and to suggest improvements on the activities and on the organization of the activities.

Implementing the Training Itinerary. The "Forever young" itinerary integrates two online learning modules and one outdoor activity.

1	UNDERSTANDING SELF	Online

- The first online Module sets the ground for learners to explore who they are, their strengths and what can they improve to achieve their personal and professional goals in life. This activity will also help them to align their goals with their principles and personal strengths.

- **Debriefing**: At the end of this module, you could invite learners to create a personal board that collects what they have learned about themselves and help them to visualize their goals. They can use Canva https://www.canva.com/ or any tool they want.

2	**DESIGNING MY PERSONA	Online**

Through the second online module, learners will have the chance to reflect about how they see themselves in 10 years from now. This activity will help them to continue the work they started on the first module and set lifegoals for the long term.

Debriefing: The same tools used on module 1 can be used in this second activity to help learners to fully develop their personal board with adding their life goals and expectations on the long term.

4	**EMPATHY THROUGH ACTIVE LISTENING	Outdoor**

The outdoor activity is the test bed in which learners have the opportunity to transfer their skills in a real-life situation, have fun with their peers, and challenge their skills. Their emotional awareness will be taken further by exploring connections with people with different cultures, backgrounds, beliefs, values, opinions, or personal circumstances, eliciting the expression of different views and adopting a systemic approach. Hence, thanks to this activity, the group will be able to apply the developed knowledge and skills, transferring procedures and cognitive behaviours into a real-life context.

Debriefing: At the end of this activity, invite participants to reflect on:
- the overall individual and collective learning experience;
- the key takeaways from the training itinerary;
- how they can apply the developed competencies in personal, educational or professional contexts.

inkey

YOU DON'T KNOW ME

🇪🇸 Developed by Femxa

Objectives & Learning Outcomes

This itinerary is aimed at ensuring that participants will master crucial skills for living and working. During this itinerary, participant will gain communication, empathy, and problem-solving skills. This itinerary has been designed as a blended itinerary under the flipped classroom methodology. Students are required to do online learning activities before attending the face-to-face sessions, to put into practice what they have learn in practice with other students.

The focus of this itinerary are interpersonal competences, and that is why the blended mode is recommended, as face-to-face sessions facilitate the development of these skills.

Competences
- Flexibility
- Communication
- Self-regulation

Online Activities
- How would you do it?
- Collaboration vs Communication
- The power of empathy

Outdoor Activities
- Let's Hold Hands

Competences & Activities

This itinerary proposes the integration of three online learning modules and one outdoor activity mainly aimed at fostering interpersonal skills such as collaboration, communication, empathy, and teamwork skills.

Activities	Key Competences
How would you do it?	Communication
Collaboration vs Cooperation	Self-regulation
The power of empathy	Teamwork
Let's hold hands	Empathy Collaboration Flexibility

Throughout the itinerary, learners are also expected to foster critical thinking and leadership skills.

🕐 **Duration**: This itinerary can be implemented over 2-4 days.

Materials
- Computer and internet connection
- Tape

YOU DON'T KNOW ME

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the beginning of the training itinerary, prioritise creating a positive onboarding experience for learners. Ensure they feel welcomed and informed about what lies ahead. You could consider implementing one or more of the following activities:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaking and evaluation activities

- Make time during the first outdoor session to organize icebreaking activities to allow participants to know each other.
- At the end of each session allow participants to evaluate the session and to suggest improvements on the activities and on the organization of the activities.

Implementing the Training Itinerary. This itinerary integrates three online learning modules and one outdoor activity.

| 1 | HOW WOULD YOU DO IT? | Online |

- This module allows students to explore three possible scenarios based on real-life situations and ask the participant to reflect on their reaction in similar situations, to understand and work on empathy skills.

| 2 | COOPERATION VS COLLABORATION | Online |

- This online module proposes a comparison between the concepts of cooperation and

. collaboration, to help participants to understand the similarities and differences between
. the two concepts and adapt their behaviour to real-life situations in which the level of
commitment required cab be different.

| 3 | **THE POWER OF EFFECTIVE COLLABORATION | Online** |

. This online module helps learners to check the practical application of collaboration skills
. in real-life situations and the benefits of collaborate with others.
.

| 4 | **LET'S HOLD HANDS | Outdoor** |

. This outdoor activity challenges participants to work together for achieving a common
. goal. This activity will encourage them to put into practice what they have learned on the
. online modules and enhance the learning experience by participating in a collective
. learning activity.
.
. Debriefing: At the end of this activity, invite participants to reflect on:
. - the overall individual and collective learning experience;
. - the key takeaways from the training itinerary;
. - the key differences between the individual learning experience in "How would you
do it" and the collaborative efforts with their peers during "Let's hold hands";
. - how they can apply the developed competencies in personal, educational or
professional contexts.

COOPS MOVIE

Developed by Femxa

Objectives & Learning Outcomes

In today's fast-changing world, young people must get used to living and working with different people and in different organisational roles. To facilitate soft skills related to change, communication, personal development and above all collaboration, this itinerary is created, focused on practical activities that encourage and promote cooperation.

The focus of this itinerary are cooperation and communication, and that is why the face-to-face mode is recommended, as the outdoors environment will facilitate the development of these skills.

- ▢ Communication
- ▢ Collaboration
- ▢ Growth Mindset
- ▢ Critical Thinking
- ▢ Well-bein

- ▢ Decoding Nonverbal Cues
- ▢ Unlocking Effective Communication
- ▢ Follow the instructions

☐ Silence and Noise

Competences & Activities

This itinerary includes one e-learning module on the INKEY platform and three outdoor learning activity.

Activities	Key Competences
Types of communication styles	Communication
Crossing blindly	Cooperation
Nature's scavengers	Well-being
Filmmaker for a day	Communication

Throughout the itinerary, learners are also expected to foster their collaboration, critical thinking, managing learning, and problem-solving skills.

🕒**Duration**: This itinerary can be implemented over 5-7 days.

Materials

- ▢ Cones or other objects serving as obstacles.
- ▢ Recording devices and internet connection.
- ▢ Bags, list of items to collect and a prize.
- ▢ Computer and internet connection.

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COOPS MOVIE
INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. Kickstart the training itinerary by setting the stage for a warm and inviting atmosphere. Lay the groundwork for a successful learning journey by taking one or more of the following initial steps:

Welcome Toolkit

Prepare a welcome toolkit for participants, including, for instance:
- A welcome letter;
- The training itinerary's overview and schedule, highlighting key topics or milestones;
- A video-tutorial or brief instructions on how to use the INKEY Platform;
- A resource list (e.g., recommended readings, videos or supplementary materials related to the training topics)

Welcome Emails

- Create personalised welcome emails for each participant, conveying your excitement for their participation and emphasising;
- Outline the various support channels available for their convenience.
- Include some essential logistical information and offer a snapshot of the training itinerary's schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Self-assessment

- Students will be encouraged to make use of the self-assessment tool of INKEY project, to check their level on each of the LifeComp skills prior to the participation in this training itinerary.
- Those with lower levels will be encouraged to complete more online activities, in order to help them to achieve a proficiency level.

Implementing the Training Itinerary. This itinerary integrates one online learning modules and three outdoor activity.

| 1 | TYPES OF COMMUNICATION STYLES | Online |

- This activity helps students to understand the different types of communication styles and
- prepare themselves for the face-to-face activities, and also to recognize their own communication style and adapt it in real-life situations.

| 2 | CROSSING BLINDLY | Outdoor |

- The group will consist of 9-12 people and the facilitator, who will explain the task. Although

- it is designed to be done outdoors, it could be converted to online with a Minecraft or
- similar type game.
- The idea is that there will be two voices in the group, who will give directional directions
- (one of them only for front and back) and one for right and left, in a very military way. The
- intention is that two take control and synchronise so that the objective is achieved, i.e. the
- blind person gets to their target as quickly as possible. This exercise involves cooperation
  between three participants, active listening and concentration.

3	NATURE'S SCAVENGERS | Outdoor

- The idea is for the group to become environmental *police (cops)*. In this way, it will be able
- to assign resources and methodologies to collect waste in an outdoor area. Observation,
- joint collaboration for a common goal, and teamwork will be encouraged.
- After the collection, the causes of environmental damage will be analysed and presented
- in the documentary to be made in activity 4.

4	FILMMAKER FOR A DAY | Outdoor

- Activity 4 is closely related to activity 3, so that within the group, each participant will
- record with the mobile device what the others or oneself are doing. At the end of the
- report, a joint work will be done where each one of them will record: an analysis of the
- facts, list the environmental damages, make a presentation of the facts, give testimonies
- in first person, and summarise the day in a few words, all based on activity Filmmaker for
- a day. To encourage cooperation (co-ops) in groups, each group will record a maximum
- of 1.5 minutes and show it to the rest of the group once it has been edited, so that
- everyone can finally evaluate it and designate the finalist who has best captured the
- exercise on video.

  Debriefing: At the end of this activity, invite participants to reflect on:
  - the overall individual and collective learning experience;
  - the key takeaways from the training itinerary;
  - the key differences between the individual learning experience in "Lost" and the
    collaborative efforts with their peers during "The Island";
  - how they can apply the developed competencies in personal, educational or
    professional contexts.

Building Bridges: A Journey of Self-Discovery and Collaborative Reflection

🇬🇷 Developed by KEAN

Objectives & Learning Outcomes
The aim is for the group to gradually bond and acquire communication skills. Initially, our aim is for them to relax and gain awareness and self-control. Then once the ice is broken and they feel more comfortable in the group we can move to a next level of reflection and critical thinking. Through the group

process participants will have the opportunity to contemplate, reflect and revise potentially rigid views.

Competences

- Self-Regulation
- Empathy
- Communication
- Collaboration
- Flexibility
- Critical Thinking
- Mindset growth

Online Activities

- Scanning
- What to do?

Offline Activities

- Who is who?

Outdoor Activities

- Cross blindly overcoming obstacles
- Youth assembly

Competences & Activities

This itinerary proposes the integration of two online learning modules, one offline and two outdoor activities aimed at fostering Flexibility, Collaboration, Empathy and Critical thinking.

Activities	Key Competences
Scanning	Self-regulation
What to do?	wellbeing
Who is who?	Flexibility
Cross blindly overcoming obstacles	Collaboration Communication
Youth assembly	Critical thinking Flexibility

Throughout the itinerary, learners are also expected to foster their communication, teamwork, synchronisation, and coordination skills.

🕓 **Duration**: The itinerary can be implemented over 1 day.

Materials
- Music player
- A sheet of cardboard with a silhouette of a woman drawn on it and another with a silhouette of a man for each group
- Coloured pens and/or pencils
- Tape
- A4 sheets of paper
- Eye blindfold/Mask

Building Bridges: A Journey of Self-Discovery and Collaborative Reflection

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the outset of the training itinerary, foster a welcoming and engaging environment for learners, making sure they have the necessary information about what to expect and how they can make the most out of their learning experience. Here are some possible actions:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

You could also arrange a synchronous introductory activity, either online or in person. In addition to the presentation of the overall learning pathway, You could show each participant a set of pictures representing emotions and ask them to choose a fun photo from their galleries or develop a short video to share with others how those emotions look like for them. The outputs of this activity could be collected on a shared virtual board, like *Padlet* (https://padlet.com/) or *Miro* (https://miro.com/).

Implementing the Training Itinerary. The "Building Bridges: A Journey of Self-Discovery and Collaborative Reflection" itinerary integrates two online learning modules, one offline and two outdoor activities.

1	Scanning	Online

The first online Module intents to help participants relax and release any tension or anxiety they might have in a group of people they are not familiar with.

Debriefing: At the end of this module, you could invite learners to collect and share their thoughts through a Learning Journal or a Forum (e.g., through *Slack, Digipad, Flip, Linoit* or *Mural*) to create an atmosphere of trust.

2	Cross blindly overcoming obstacles	Outdoor

Through the first outdoor activity the group needs to focus on teamwork and collaboration to achieve the common goal.

Debriefing: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share:
- how they felt,
- what obstacles they identified and
- how they solved them as a team

3	What to do?	Online

The second online activity, will help participants develop their reflection and flexibility skills, help them find solutions and favour assertiveness in their everyday relationships. This activity can be performed individually online through the INKEY platform or as a group activity offline.

Debriefing: At the end of this module, invite learners to share their thoughts about the learning activity on their Learning Journal, via the Forum or through sticky notes on an online whiteboard.

4	Who is who?	Offline

With the next offline activity, the group will reflect on the gender stereotypes associated with violence.

Debriefing: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share how they felt, what obstacles they identified and how they solved them as a team.to participate in a debate.
You can use the following topics as conversation starters:
- What conclusions do you draw from comparing the various works?
- What stereotypes emerge from the groups' work and the presentations?
- What consequences could arise from identifying perpetrators and victims of

- violence on the basis of stereotypes?
- Who can be victims or aggressors?
- How can you use this lesson in your life?

5 Youth assembly | Outdoor

- Through the last outdoor activity, learners will have the opportunity to strengthen their critical thinking, teamwork, synchronisation, and coordination aiming at talking about problems and solutions on a specific theme.

Debriefing: After completing the challenge, invite participants to reflect on their experiences. Encourage them to share how they felt, what obstacles they identified and how they solved them as a team.

Empowerment Through Connection: Nurturing Communication, Confidence, and Compassion

Developed by KEAN

Objectives & Learning Outcomes

The activity aims to develop communication including self-presentation, self-expression, the cultivation of self-confidence, self-esteem and self-awareness as well as the development of basic communication skills. We also aim with these activities to enhance empathy, emotional empowerment, the cultivation of emotional intelligence and the development of mutual respect and solidarity. Finally, we aim to cultivate team spirit, inclusion and integration and constructive cooperation.

Competences
- Empathy
- Communication
- Collaboration

Online Activities
- Follow the instructions

Offline Activities
- Introduce yourself

Competences & Activities

This itinerary proposes the integration of one online learning module, two offline and one outdoor activity mainly aimed at fostering communication, empathy and collaboration.

Activities	Key Competences
Follow the instructions	Communication
Introduce yourself	Communication

☐ Who are you	🌳 Who are you	● Empathy
	🌳 Let's hold hands	● Collaboration Communication
Outdoor Activities	Throughout the itinerary, learners are also expected to foster emotional empowerment and cultivate emotional intelligence and develop mutual respect and solidarity.	
☐ Let's hold hands		

🕒 **Duration**: This itinerary can be implemented over 1 day.

Materials
- ☐ Camera-phone
- ☐ Paper and pen/pencil
- ☐ Adhesive tape

Empowerment Through Connection: Nurturing Communication, Confidence, and Compassion

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. At the beginning of the training itinerary, prioritise creating a positive onboarding experience for learners. Ensure they feel welcomed and informed about what lies ahead. You could consider implementing one or more of the following activities:

Welcome Video

- Record a short video (2-3 minutes) introducing yourself and the training itinerary.
- Express genuine excitement about having participants on board.
- Provide an overview of what participants can expect throughout the training.
- Share how they can reach out to you.

Welcome Message

- Send a personalised welcome email to each participant.
- Express enthusiasm about their participation and highlight the value they bring to the group.
- Indicate the available support and communication channels.
- Include any important logistical details and a brief overview of the training itinerary schedule.

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft

Virtual Scavenger Hunt

- Compile a list of items or information participants will find in the online

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Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

learning modules.
- Ask participants to find these items online and encourage them to share descriptions of when and where they found each item in a designated space (forum or group chat)
- Consider introducing a collaborative challenges or task that require participants to team up and work together to solve specific problems or complete missions related to the topics of the online modules.

In the introductory communications, invite participants to create a **Personal Development Journal**. You could share a template and encourage them to write a brief entry about their goals, aspirations, or what motivated them to join the training, as well as to reflect on the learning outcomes after each activity of the itinerary. Make sure to send some reminders along the way.

Implementing the Training Itinerary. This itinerary integrates one online learning module, two offline and one outdoor activity.

1	**INTRODUCE YOURSELF	Offline**

- This activity intends to develop their own perception of how they
- introduce/communicate themselves to others.

2	**FOLLOW THE INSTRUCTIONS	Online**

- Through this online module participants will understand the importance of
- providing and following correct instructions.
-

3	**WHO ARE YOU	Offline**

- Moving on to this offline activity participants will increase the perception of their
- self and of others and will increase their sense of empathy.

4	**LETS HOLD HANDS	Outdoor**

- This outdoor activity challenges learners to bring their skills in a collaborative task
- where they can improve how to manage transition and uncertainty. "The Island"
- is a practical challenge that emphasises the transformative potential of
- collaboration, where learners will become aware of how cooperation and

- collaboration can help them turn challenges into sound victories.

- Debriefing: After the activity, the facilitator can open a group discussion space for participants to share their experiences, reflections and learning. They can discuss, arguments used, difficulties encountered and conflict resolution strategies.
- Synthesis and conclusions: The facilitator can synthesise the key points that emerged from the group discussion and highlight positive aspects and areas for improvement. He or she can also provide individualised feedback to participants, acknowledging their strengths and suggesting areas for growth.

Quest for Mastery: Skills, Teamwork, and Emotions

🇬🇷 Developed by KEAN

Objectives & Learning Outcomes

The activity aims to enhance participants' abilities in navigating complex situations through the acquisition of new strategies and strengthened decision-making skills. The progression from individual skill-building to team-oriented tasks aims to foster effective communication, cooperation, and cultural adaptability among team members.

Competences

- Communication
- Collaboration
- Critical Thinking

Online Activities

- What do you think
- Decoding nonverbal cues

Competences & Activities

This itinerary includes three e-learning modules on the INKEY platform and two outdoor learning activities.

Activities	Key Competences
🖥 What do you think	🔵 Critical Thinking

Follow the instructions		Decoding nonverbal cues	Communication

Follow the instructions	Communication

Outdoor Activities

Let's hold hands		Let's hold hands	Communication Collaboration

Treasure hunt		Treasure hunt	Communication Collaboration

Throughout the itinerary, learners are also expected to foster their collaborative decision-making skills, role awareness and leadership. Develop creativity, familiarise themselves with new technologies through digital activities. Problem solving and lateral thinking.

🕐 **Duration**: This itinerary can be implemented over 1-2 days.

Materials
- Pen, paper
- Adhesive tape to make a mark on the floor

Quest for Mastery: Skills, Teamwork, and Emotions

INSTRUCTIONS FOR IMPLEMENTING THE ITINERARY

Introduction. Kickstart the training itinerary by setting the stage for a warm and inviting atmosphere. Lay the groundwork for a successful learning journey by taking one or more of the following initial steps:

Welcome Toolkit

Prepare a welcome toolkit for participants, including, for instance:
- A welcome letter;
- The training itinerary's overview and schedule, highlighting key topics or milestones;
- A video-tutorial or brief instructions on how to use the INKEY Platform;
- A resource list (e.g., recommended

Welcome Emails

- Create personalised welcome emails for each participant, conveying your excitement for their participation and emphasising;
- Outline the various support channels available for their convenience.
- Include some essential logistical information and offer a snapshot of the training itinerary's schedule.

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readings, videos or supplementary materials related to the training topics)

Introduction Forum

- Create an online discussion forum. You could use tools like Slack, Microsft Teams or Google Groups.
- Encourage participants to introduce themselves by sharing their names, backgrounds, fun facts or a hobby.
- Ask participants to describe their expectations and goals for the learning experience briefly.
- Set an example by posting your own introduction first to encourage participation.

Icebreaker Poll

- Use an online polling tool (e.g., Google Forms, Metimeter, Sli.do or Poll Everywhere) to create icebreaker questions or quizzes.
- Craft questions related to the topics of the training itinerary or general interests.
- Share the poll link and encourage participants to respond at their convenience.
- Consider sharing poll results to stimulate discussions.

Recommended: Invite participants to create a **Reflection Journal**. At the start of the training, provide participants with a digital Reflection Journal template that includes sections for their goals, aspirations, and motivations for joining the program. Encourage them to use it not only for personal reflections but also to curate and showcase their learning experiences and achievements, adding a reflective section after each activity or module in the itinerary (e.g., key takeaways, insights gained, and any relevant materials from their learning experience). Participants can also include links to resources they found particularly valuable, such as articles, videos, or additional reading materials. Stress the importance of regularly updating their journals and the benefits of having a comprehensive record of their progress, and send periodic reminders and prompts to encourage participants to revisit and update their portfolios, highlighting specific reflection questions or areas of focus. Towards the end of the training, participants can review their entire journal to gain a holistic view of their growth, which can be a valuable resource for self-assessment, future planning, and discussions during debrief sessions.

Implementing the Training Itinerary. This itinerary integrates five online learning modules and one outdoor activity.

1	WHAT DO YOU THINK	Online

- With this activity, participants will learn to analyse complex problems, question assumptions and make informed decisions. The aim is to become familiar with different sources of information, evaluate them, draw reasoned conclusions and develop innovative solutions. The learning outcomes are creativity, flexibility and

awareness.

2   LET'S HOLD HANDS | Outdoor

This outdoor activity represents a shared moment where the group can practise all the skills and abilities learned through the digitalised journey, thus experiencing the different aspects of communication and strengthening their communication skills together with their peers.

Debriefing: At the end of this activity, invite participants to reflect on:
- the overall individual and collective learning experience;
- the key takeaways from the training itinerary;
- the key differences between the individual learning experience in "Lost" and the collaborative efforts with their peers during "The Island";
- how they can apply the developed competencies in personal, educational or professional contexts.

3   TREASURE HUNT | Outdoor

This next outdoor activity will help the group enhance their leadership and problem-solving skills.

- Debriefing: By encouraging the group to search for and solve the riddles, teamwork, cooperation and collaborative learning is enhanced and communication is developed.

4   FOLLOW THE INSTRUCTIONS | Online

This activity brings learners to a new stage: the importance of effective communication as an essential contribution to well-played teamwork.

Debriefing: Consider inviting participants who completed this activity to share their experience in a Group Thinking Log, hosted on a collaborative whiteboard.

5   DECODING NONVERBAL CUES | Online

Communication is powerful when layered on different levels, and some of them are not always so clear: it is fundamental to decode non-verbal cues to understand emotions which are essential when it comes to building a relationship and promoting empathy. The second online module further explores communication by introducing principles and practical examples of nonverbal communication, supporting participants in learning how to identify nonverbal cues, such as gestures, tone of voice and facial expressions.

4. MOOC

The consortium developed a MOOC to help youth workers and trainers integrate the project's results into their work.

The Course is structured into ten modules with video lessons and knowledge checks:

1. The European Framework for the Personal, Social and Learning to Learn Key Competence

2. Implementing the LifeComp Framework for NEETs' employability: Best Practices and Opportunities

3. Understanding the challenges and needs of the different categories of the NEET population

4. Tailoring learning experiences around the needs of our target: the InKey Methodology

5. Evaluating the personal, social and learning to learn key competence: the InKey Skills Assessment Tool

6. Overview of the Learning Blocks

7. Presentation of the InKey Platform

8. Blended Training Itineraries: Methodological Guidelines

9. Blended Training Itineraries: How to Plan and Implement Them

10. Look Forward: Tailoring the InKey Model for Different Scenarios

The MOOC is available at https://app.inkey.eu/login in English, Greek, Italian, Spanish and Portuguese.