



Toolkit for youth workers



E-Learning A to Z

**Digital Content for Hard to
Reach Young People**

Szeged, Hungary
16-25 October 2021



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Erasmus+ Programme
of the European Union

A white wireframe dome graphic is positioned in the upper left corner of the slide, partially overlapping the white content area. It consists of a series of concentric circles and radial lines forming a hemispherical shape.A vertical bar graphic is located on the left side of the white content area. It is composed of three stacked rectangular segments: a green segment at the top, a teal segment in the middle, and a dark grey segment at the bottom.

Why quality digital content is important

Why digital content is important

Let's try and meet young people at their territory.

If you've lived under the rock for the past couple of years, here's the news: young people now mostly hang out online.

So if you need to reach out to them, you better learn how to do it on their territory, and so that they want to listen to you.

With this goal in mind, 23 youth workers and young leaders gathered in October in Szeged, Hungary: how to create engaging digital content for young people, especially those with fewer opportunities, and involve them in non-formal learning and civic processes.

The course was organized by [Association Innovaform](#) and attended by partners from Italy, Bulgaria, Portugal, Hungary, Spain, Romania and Lithuania.

“With the growing popularity in e-learning, the ‘e’ should mean more than electronic. It should be effective, efficient, and engaging”, says Mrs Judit Kriska-Jambor, President of Innovaform.



What is this toolkit

For the purposes of the training course, we put together theoretical and practical materials that will help youth workers, teachers, career coaches, and young leaders to support their target audiences more effectively.

You are welcome to use and share this toolkit with any people and organisations that you think would be interested to use it.

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A team building activity

Every good group work requires good teambuilding.
This game can be played face-to-face and also online.

Moonlanding

You are a member of a space crew scheduled to rendezvous with a mother ship on the lighted surface of the moon.

However, due to mechanical difficulties, your own ship was forced to land at a spot 200 miles from the rendezvous point.

During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip.

15 items are listed as being intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew, to allow them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through to number 15 for the least important.



Although this game is hard to win, the team members will enjoy trying to find survival ways together.

Moonlanding. Instructions

1. Provide a 'moon landing ranking chart' for every member of your group.
2. Ask each young person to take 10 minutes to decide their own rankings, and record the choices in the left-hand column (my ranking).
3. Invite everyone to get into groups of 3-4. Discuss their individual choices and refine their rankings based on the collective thoughts of the team. Record the group rankings in the second column (team rankings).
4. The correct answers were compiled by a team of scientists and engineers at NASA. Display the NASA 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Compare your individual and group answers with the correct answers and determine a score.
5. For each item, mark the number of points that your score differs from the NASA ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.
6. As the young people work together in a team, sharing thoughts and ideas, this should produce an improved score over the individual results. But will this be enough to survive?

Moonlanding. Ranking chart

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6. As the young people work together in a team, sharing thoughts and ideas, this should produce an improved score over the individual results. But will this be enough to survive?

My ranking	Salvaged items	Team ranking
	Box of matches	
	Food concentrate	
	50 feet of nylon rope	
	Parachute silk	
	Two .45 caliber pistols	
	One case of dehydrated milk	
	Two 100-pound tanks of oxygen	
	Stellar map	
	Self-inflating life raft	
	Magnetic compass	
	Five gallons of water	
	Signal flares	
	First aid kit containing injection needles	
	Solar powered FM receiver	
	Portable heating unit	
Score		Score

NASA Expert Analysis

Item	NASA Ranking	NASA's Reasoning
Box of matches	15	Virtually worthless -- there's no oxygen on the moon to sustain combustion.
Food concentrate	4	Efficient means of supplying energy requirements.
50 feet of nylon rope	6	Useful in scaling cliffs and tying injured together.
Parachute silk	8	Protection from the sun's rays.
Portable heating unit	13	Not needed unless on the dark side.
Two .45 caliber pistols	11	Possible means of self-propulsion.
One case of dehydrated milk	12	Bulkier duplication of food concentrate.
Two 100 lb. tanks of oxygen	1	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's -- each tank would weigh only about 17 lbs. on the moon.)
Stellar map	3	Primary means of navigation - star patterns appear essentially identical on the moon as on Earth.
Self-inflating life raft	9	CO ₂ bottle in military raft may be used for propulsion.

Magnetic compass	14	The magnetic field on the moon is not polarized, so it's worthless for navigation.
5 gallons of water	2	Needed for replacement of tremendous liquid loss on the light side.
Signal flares	10	Use as distress signal when the mother ship is sighted.
First aid kit, including injection needle	7	Needles connected to vials of vitamins, medicines, etc. will fit special aperture in NASA space suit.
Solar-powered FM receiver-transmitter	5	For communication with mother ship (but FM requires line-of-sight transmission and can only be used over short ranges.)

Scores

00 - 25	Excellent.	You and your crew demonstrate great survival skills!
26 - 32	Good.	Above average results. Yes, you made it!
33 - 45	Average.	It was a struggle, but you made it in the end!
46 - 55	Fair.	At least you're still alive, but only just!
56 - 70	Poor.	Sadly not everyone made it back to the mother ship!
71 +	Very poor	Oh dear, your bodies lie lifeless on the surface of the moon!

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Teambuilding activities are important in every group work, no matter the topic.

Blackout Poetry

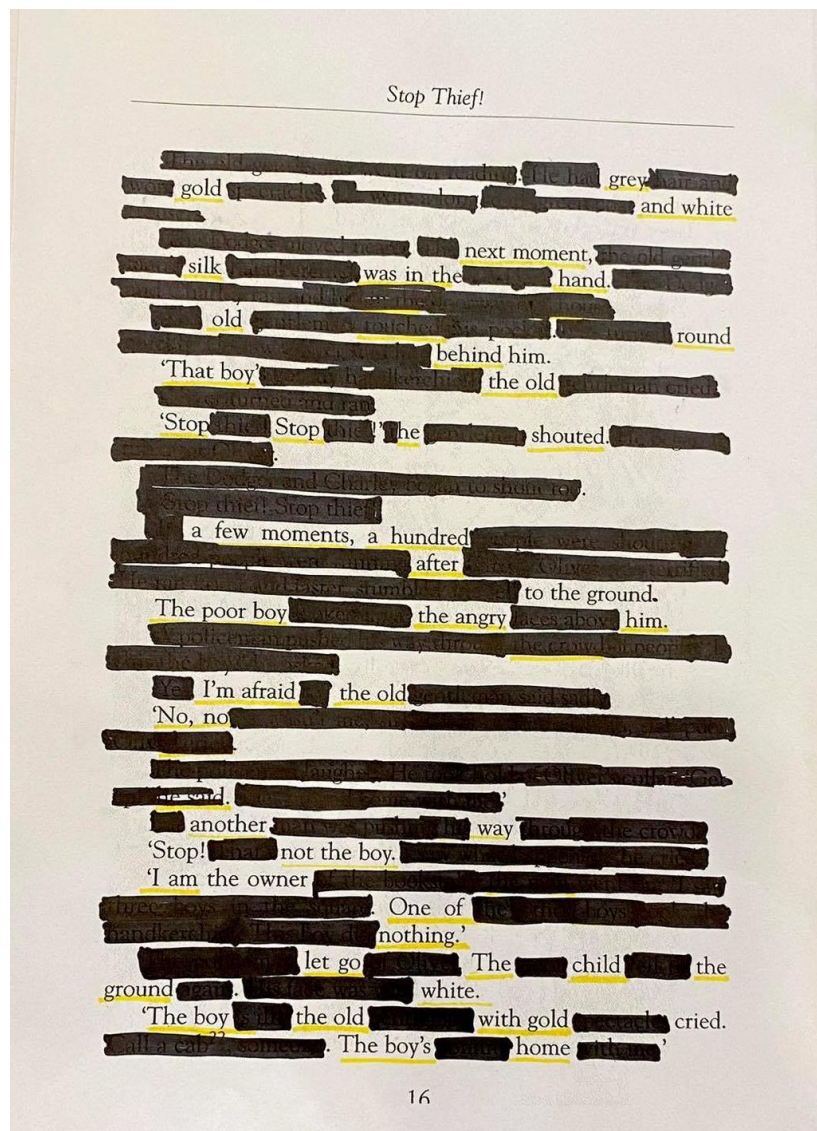
A creative reflection tool we used one of the evenings for the whole group.

Instruction:

Print the pieces of famous poetry and prose – one piece for each participant. Prepare black markers, crayons, charcoal.

Prompt the participants to cross out all words except for the words that are meaningful for them at that specific moment.

As a result, the team will have an artistic collection of literature pieces that make sense to each of them individually.



Suggestions for literature pieces (but you can prepare yours)

You know and I know and thee know
that as the yellow shade rips
as the cat leaps wild-eyed
as the old bartender leans on the wood
as the hummingbird sleeps
you know and I know and thee know
as the tanks practice on false battlefields
as your tires work the freeway
as the midget drunk on cheap bourbon cries alone at night
as the bulls are carefully bred for the matadors
as the grass watches you
and the trees watch you
as the sea holds creatures vast and true
you know and I know and thee know
the sadness and the glory of two slippers under a bed
the ballet of your heart dancing with your blood
young girls of love who will someday hate their mirrors
overtime in hell
lunch with sick salad
you know and I know and thee know
the end as we know it now it seems such a lousy trick
after the lousy agony but
you know and I know and thee know
the joy that sometimes comes along out of nowhere
rising like a falcon moon across the impossibility
you know and I know and thee know
the cross-eyed craziness of total elation
we know we finally have not been cheated
you know and I know and thee know
as we look at our hands our feet our lives our way
the sleeping hummingbird
the murdered dead of armies
the sun that eats you as you face it
you know and I know and thee know
we will defeat death..

Suggestions for literature pieces

If you're going to try, go all the way.

Otherwise, don't even start.

If you're going to try, go all the way.

This could mean losing girlfriends, wives, relatives, jobs and maybe even your mind.

It could mean not eating for three or four days.

It could mean freezing on a park bench.

It could mean jail.

It could mean derision, mockery, isolation.

Isolation is the gift.

All the others are a test of your endurance, of how much you really want to do it.

And, you'll do it, despite rejection and the worst odds.

And it will be better than anything else you can imagine.

If you're going to try, go all the way.

There is no other feeling like that.

You will be alone with the gods, and the nights will flame with fire.

DO IT. DO IT. DO IT. All the way

You will ride life straight to perfect laughter. It's the only good fight there is.

Suggestions for literature pieces

You can't reason people out of positions they didn't reason themselves into. No one responds well to having their identity attacked. No argument made in bad faith—that the person on the other side is a moron or a dupe or a racist or a snowflake—is ever going to be received in good faith.

Reason is easy. Being clever is easy. Humiliating someone in the wrong is easy too. But putting yourself in their shoes, kindly nudging them to where they need to be, understanding that they have emotional and irrational beliefs just like you have emotional and irrational beliefs—that's all much harder. So is not writing off other people. So is spending time working on the plank in your own eye than the splinter in theirs. We know we wouldn't respond to someone talking to us that way, but we seem to think it's okay to do it to other people.

If you can't be kind, if you won't empathize, then you're not on the team. That team is Team Humanity, where we are all in this thing together. Where we are all flawed and imperfect. Where we treat other people's point of view as charitably as we treat our own. Where we are civilized and respectful and, above all, kind to each other—particularly the less fortunate, the mistaken, and the afraid.

Suggestions for literature pieces

Dudley's birthday - how could he have forgotten? Harry got slowly out of bed and started looking for socks. He found a pair under his bed and, after pulling a spider off one of them, put them on. Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept.

When he was dressed he went down the hall into the kitchen. The table was almost hidden beneath all Dudley's birthday presents. It looked as though Dudley had gotten the new computer he wanted, not to mention the second television and the racing bike. Exactly why Dudley wanted a racing bike was a mystery to Harry, as Dudley was very fat and hated exercise - unless of course it involved punching somebody. Dudley's favorite punching bag was Harry, but he couldn't often catch him. Harry didn't look it, but he was very fast.

Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobbly knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning. He had had it as long as he could remember, and the first question he could ever remember asking his Aunt Petunia was how he had gotten it.

"In the car crash when your parents died," she had said. "And don't ask questions."

Don't ask questions - that was the first rule for a quiet life with the Dursleys.

Suggestions for literature pieces

As you set out for Ithaka
hope your road is a long one,
full of adventure, full of discovery.
Laistrygonians, Cyclops,
angry Poseidon—don't be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians, Cyclops,
wild Poseidon—you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.
Hope your road is a long one.
May there be many summer mornings when,
with what pleasure, what joy,
you enter harbors you're seeing for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber and ebony,
sensual perfume of every kind—
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to learn and go on learning from their scholars.
Keep Ithaka always in your mind.
Arriving there is what you're destined for.
But don't hurry the journey at all.
Better if it lasts for years,
so you're old by the time you reach the island,
wealthy with all you've gained on the way,
not expecting Ithaka to make you rich.
Ithaka gave you the marvelous journey.
Without her you wouldn't have set out.
She has nothing left to give you now.
And if you find her poor, Ithaka won't have fooled you.
Wise as you will have become, so full of experience,
you'll have understood by then what these Ithakas mean.

Suggestions for literature pieces

To Frodo it appeared that a white light was shining through the form and raiment of the rider, as if through a thin veil. Strider sprang from hiding and dashed down towards the Road, leaping with a cry through the heather; but even before he had moved or called, the rider had reined in his horse and halted, looking up towards the thicket where they stood. When he saw Strider, he dismounted and ran to meet him calling out: Ai na vedui Dunadan! Mae govannen! His speech and clear ringing voice left no doubt in their hearts: the rider was of the Elven-folk. No others that dwelt in the wide world had voices so fair to hear. But there seemed to be a note of haste or fear in his call, and they saw that he was now speaking quickly and urgently to Strider.

People with Fewer Opportunities. Profiling. Part 1

We all know this term – “young people with fewer opportunities”.

But what exactly stands behind it?

The exercise below was developed to match real-world scenarios with the EU terminology with one simple purpose.

For us, youth leaders, teachers, youth workers to understand who are young people with fewer opportunities among us.

Exercise input:

Cut and mix the definitions. Ask the teams to match the definitions with the real-world profiles.

People with Fewer Opportunities. Profiling

- young people from less serviced areas (limited public transport, poor facilities, abandoned villages)	Marisa lives in a village in central Portugal. It has 600 inhabitants, and there is no public transport available. When she needs to reach bigger cities, she hitchhikes.
- young people from urban problem zones	Hasan lives in a big city of Turkey, in an area, which is overinhabited and not completely safe.
- young people living on small islands or peripheral regions	Andre comes from the island of Pico from Azores archipelago. To get to the mainland, he needs to catch at least 2 planes and a boat.
- young people from remote or rural areas	Tatyana lives in a village in the west of Ukraine. There is no major production nearby. There is transport connection to bigger towns, but the ride takes at least 3 hours.
- young people with chronic health problems, severe illnesses or psychiatric conditions	Victor has a problem with his thyroid gland. He needs to take medication every day and go through special exams twice a year.
- young people with mental health problems	Joana is 19 and she has had epilepsy since she was 2. She knows how to handle it, but she needs to take regular medicine and avoid flashing lights.
- young immigrants or refugees or descendants from immigrant or refugee families	Khalid is 24. He has lived in the Turkish town of Gaziantep for 6 months. He is Syrian, and now is waiting when the war in his country ends.
- young people with linguistic adaptation and cultural inclusion problems	Gunesh is from Izmir, Turkey. She speaks good English and likes Games of Thrones. She wears a hijab.
- young people belonging to a national or ethnic minority	Nuno is Portuguese and lives with his family in Luxembourg. He is 18 and speaks some French. The only Portuguese school in the country has been announced to close soon.
- young people with learning difficulties	Jemma comes from London. She is 19. She has dyslexia – a reading disorder.
- young people with poor school performance	Anne is from a small town in France. She didn't receive her school certificate because she failed final examinations.
- lower qualified persons	Mark was always bad at school and didn't get any education afterwards.
- early school-leavers and school dropouts	Varvara left school after 8 th grade because her father was ill and she needed to work to help her family.
- mental (intellectual, cognitive, learning)	Lisbeth has Down syndrome. She is a kind and joyful person. She helps in a dogs shelter doing simple tasks.

People with Fewer Opportunities. Profiling

- physical, sensory	Alec is inventive and has a quick mind. But he has a disability – he lost his hands after an accident with homemade fireworks – they exploded while he was holding them.
- young people who are homeless, young people in debt or with financial problems.	Osvaldo worked as a pizza courier, using his own motorbike for work. Due to a road accident, he broke the bike which was bought on loan. Now he has lost the job and has to pay the loan.
- in long-term unemployment or poverty	Luka is a physical education teacher, and now he is going through the dark line of his life: he's been unemployed for a long time. It's not that there is no job at all, he is just unlucky and doesn't believe in himself.
- young people with a low standard of living, low income, dependence on social welfare system	Erica's family is very poor. She works temporary jobs which don't pay very well, and sometimes, when she is unemployed, she received subsidy from the government.
- young people facing discrimination because of gender, ethnicity, religion, sexual orientation, disability, etc.	Sergio is gay but he hides it from his family and friends. It's ok to be gay in his country, but because he lives in a very small community, he feels he will be stigmatized. He is very depressed.
- young people from broken families	Kathy's parents divorced when she was 8. Both her mother and father started new families. Since then she jumps in between two families, but in fact not belonging to any of them.
- young and/or single parents; orphans	Emilia's mother was 16 when she gave birth to her. She didn't know her father.
- (ex)offenders, (ex)drug or alcohol abusers	Mauricio is Italian who moved to Berlin. He had smoked marijuana but in Germany thanks to new acquaintances, he started using heroine. Now he quit but makes a huge effort to stay away from this group of people and surrounding.
- young people in a precarious situation	Before he knew it, Mike has got involved with a local gang which abuses youngsters demanding money from them and humiliating them, and he doesn't know the way out.
- young people with limited social skills or anti-social or risky sexual behaviours	Lora has very little connection with her university peers. She often abuses alcohol, goes out and has "one night stands".



A rational
minority
person

Hated

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People with Fewer Opportunities. Profiling. Part 2

Speaking of young people with fewer opportunities, it is important to understand that they need our help and interference.

However, it is just as important to keep ourselves from feeling pity and sorry – as they are just like us, with different circumstances – and some of them are pretty famous.

The exercise below prompts youth workers to look at the profiles of young people from different perspective – as those who achieved great results regardless of their obstacles.

Task: analyze the profiles and do a SWOT analysis.

Note to the workshop leaders:

Each profile is based on the biography of a real famous person. After the teams present their SWOT analyses, show the real people behind the profiles. Ask for feedback.

People with Fewer Opportunities. Profiling. Part 2

William's father wanted his son to attend a good school but on the day of the scholarship examination, the boy was ill. His family could not afford the school fees. Later William enrolled in a less prestigious school. He studied well, was interested in classical music and science fiction and participated in a rowing team.

During his last years in the university, William started feeling that his body slowly gives up: he experienced increasing clumsiness, including a fall on some stairs, and difficulties when rowing. His speech became slightly slurred. His family noticed the changes, and the medical investigation begun. The diagnosis was amyotrophic lateral sclerosis, the disease of slowly degrading neurons. He had a rare early-onset form of it. William soon changed to a wheel chair, thus missing many opportunities of social life which he adores.



Stephen Hawking

People with Fewer Opportunities. Profiling. Part 2

Mika was born in a remote village. His father was a cobbler, while his mother was a housemaid. As a child, Mika was plagued with numerous health issues. He was born with two adjoined toes on his left foot, and his face was permanently scarred by smallpox at the age of 7.

Mika's father slid into alcoholism, which made him abusive to his family and caused his business to fail. When Mika's mother enrolled him into a priesthood school against her husband's wishes, Mika's enraged father went on a drunken rampage. He was banished from his native village after assaulting the police chief. Mika became an atheist and started writing poetry.



Joseph Stalin

People with Fewer Opportunities. Profiling. Part 2

Hasan was known as a happy child, but "a bit of a loner" who was often bullied. One bully severely injured his head. All his teenage years Hasan spent among youngsters who were different from him – his family and 2 more were the only black people in the whole neighbourhood. He was severely beaten several times. Besides, the urban area where he lived wasn't very safe generally.

Hasan's home life was seldom stable; he frequently fought with his mother, whom a social worker described as having a "very suspicious, almost paranoid personality". After spending three years in ninth grade due to truancy and poor grades, he dropped out of school at age 17. Although he was interested in languages, he never explored literature (preferring comic books) and disliked math and social studies. Bruce worked at several jobs to help his mother pay the bills, later maintaining that she often threw him out of the house anyway. As a child, he was interested in storytelling, aspiring to be a comic-book artist.



Eminem

People with Fewer Opportunities.

Profiling. Part 2

Emilia was born to an unmarried teenage mother. She later said that her conception was due to a single sexual encounter and the couple broke up not long after. After Emilia's birth, her mother travelled to a rural area of her native region, and Emilia spent her first six years living in rural poverty with her maternal grandmother who was so poor that Emilia often wore dresses made of potato sacks, for which the local children made fun of her. Her grandmother taught her to read before the age of three.

Later, when she grew up, they moved to an urban area again, and Emilia started attending school. As she confessed, her poverty was constantly rubbed in her face as she rode the bus to school with fellow students. She began to steal money from her mother in an effort to keep up with her free-spending peers, to lie to and argue with her mother, and to go out with older boys. She once said that she had chosen not to be a mother because she had not been mothered well.

Although the mother didn't have relations with Emilia's biological father, the man didn't give up on his daughter. Her frustrated mother once again sent her to live with her dad, and this time she did not take her back. The father was strict, but encouraging, and made her education a priority. Emilia has always been good at acting.



Oprah

People with Fewer Opportunities. Profiling. Part 2

Rajesh was born in Africa to Indian parents and spent his teenage years between Tanzania and India – due to work of his father and studies in India. At the age of 17, Rajesh together with his family had to flee from Tanzania due to an armed revolution. They settled in one of European countries. Although Rajesh has always been interested in music, he started working in an airport. His colleagues liked him for quietness and politeness, until they discovered that he was gay. After that he was almost excluded from social life with his co-workers, and had very few friends.



Freddie Mercurie

People with Fewer Opportunities.

Profiling. Part 2. Prompts for the SWOT analysis

Task: each group receives one of the profiles above. The task is to identify the category of the person with fewer opportunities and answer the following questions.

Strength:

Which resources your organization has for work with this target group?

What is the advantage of working with this person – for the person. What is the advantage for the community? Are there any advantages for the organization, any other stakeholders?

Weaknesses:

Which resources are missing for work with this target group?

What could you improve?

What would you avoid?

Why is working with such categories may be challenging or unwanted?

Opportunities:

Which advantages/opportunities your organization will get working with this target group?

Which opportunities are there for this young person? For the community, other stakeholders?

Threats:

Which obstacles you may face?

Is involvement of this target group threatening you?

Can any of your weaknesses threaten your organization?

People with Fewer Opportunities.

Profiling. Part 3. How far can you go in life

Depending on your obstacles, some stages of life – like getting education, buying a home, getting married – are available to you to a bigger or smaller extent.

The idea of this exercise is to let the participants step in the shoes of people with fewer opportunities and see for themselves how far they can proceed in life according to their profile.

Input for the workshop facilitators: cut and distribute the roles – one role per participant. As them to stand in one line. Then, start asking questions one by one. Tell them to take 1 step forward if they consider they can do what is asked – according to their profile.

Then, arrange a debriefing.

Important: the participants can't reveal their roles before explicitly asked by the facilitator.

People with Fewer Opportunities.

Profiling. Part 3. How far can you go in life

You are an unemployed single mother.	You are the daughter of the local bank manager. You study economics at university.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are a soldier in the army, doing compulsory military service.
You are a 22-year-old lesbian.	You are the girlfriend of a young artist who is addicted to heroin.
You are a retired worker from a factory that makes shoes.	You are the owner of a successful import-export company.
You are the daughter of the American ambassador to the country where you are now living.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are the president of a party-political youth organisation (whose “mother” party is now in power).	You are an illegal immigrant from Syria.
You are a 24-year-old refugee from Afghanistan.	You are an unemployed school teacher in a country whose new official language you are not fluent in.
You are an HIV positive, middle-aged prostitute.	You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
You are a disabled young man who can only move in a wheelchair.	You are 17-year-old girl in the last living in the distant mountainous village with your parents.
You are an internally displaced young man.	You are 19-old man, ex-prisoner.
You are 27-year-old man, ex-drug addict living with your mother.	You are 24-year old young politician, political ex-prisoner.
You are 22-year old young mother who has just finished secondary school.	You are 24-year-old Syrian studying on the scholarship in Sweden.
You are a successful Eastern-European artist working in the western Europe.	You are 19-year old gay living in a very conservative family.

People with Fewer Opportunities.

Profiling. Part 3. How far can you go in life

These are the questions for the participants. Make sure to ask one by one, waiting for everyone to choose their answer for themselves.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.

People with Fewer Opportunities. Profiling. Part 3. How far can you go in life

Questions for debriefing:


1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
8. What first steps could be taken to address the inequalities in society?



Indoor and outdoor activities help to create a good work dynamic, especially if a part of work takes place at laptops and mobile phones.

Digital tools. Moodboarding

In the activities around engaging storytelling, we discussed with the participants the effective and creating approach of Moodboarding.



A mood board is a type of visual presentation or 'collage' consisting of images, text, and samples of objects in a composition. It can be based on a set topic or can be any material chosen at random. A mood board can be used to convey a general idea or feeling about a particular topic.

There are many tools for moodboarding online. Our participants used the one available at Canva.

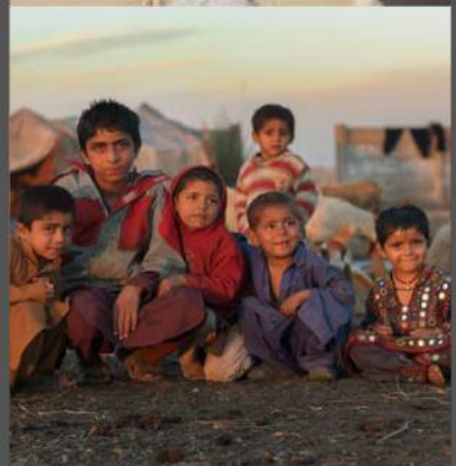


This is a moodboard to represent the category of young people with health issues.

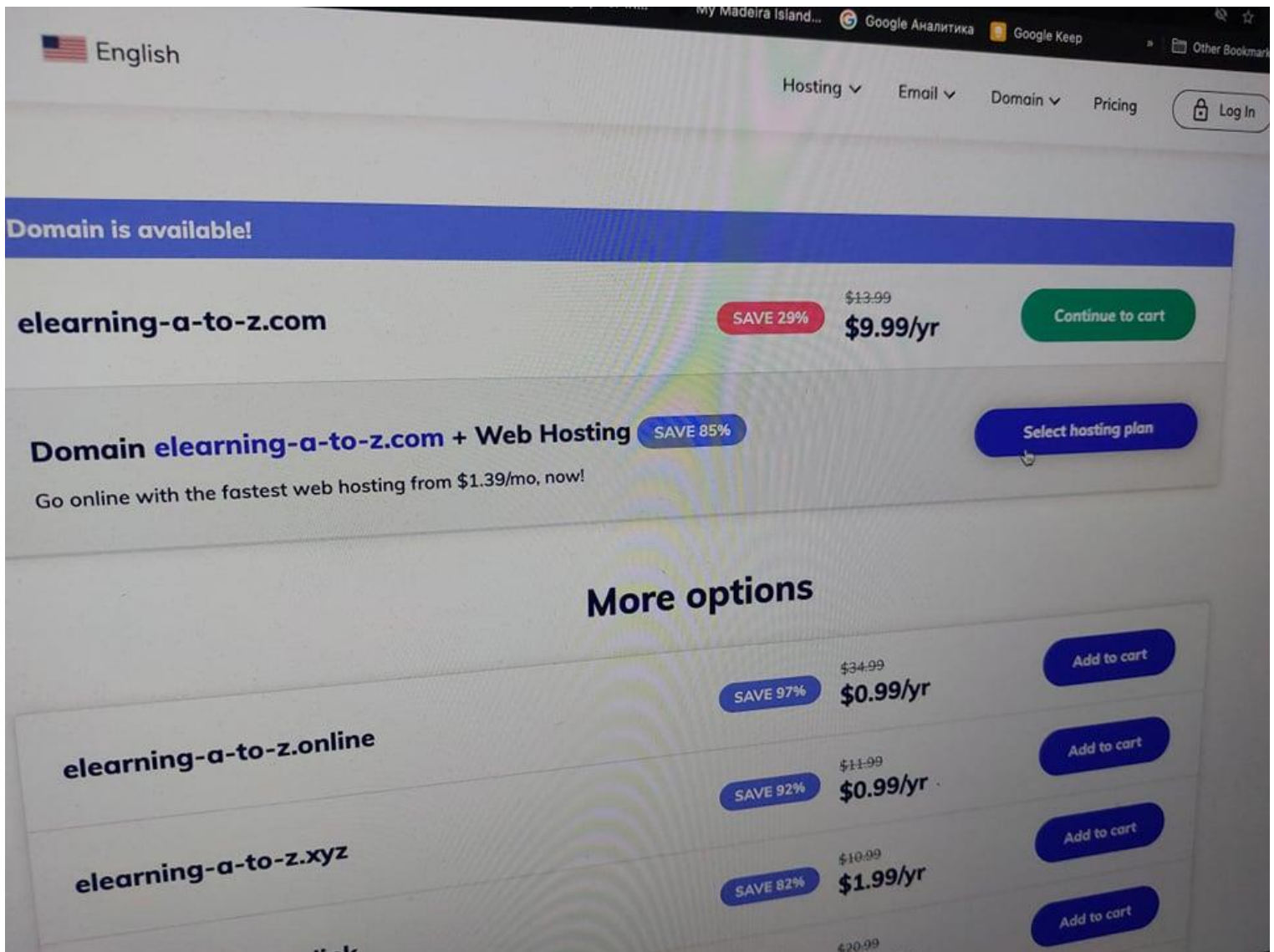


This is a moodboard to represent the category of young people from problematic urban zones.

Helping people in need



This is a moodboard to represent the category of young people from broken families.



A large part of the training course was working on the actual creating of online training materials. But before starting it, we walked the participants through the process of registering website, launching it on Wordpress and adding a Learning Management System plugin.

Lesson 1. Introduction to Gardner's Multiple Intelligences theory



The participants went through the whole process of creating the content for their first lesson online, creating an interactive quiz to check the knowledge, upload it on the project website and launch and review. Here are the courses we created within the project.

[How to speak at the UN as a student](#)

[How to use free platforms for social media content: a guide for NGOs](#)

[Make up classes](#)

[How to start investing](#)

[How to find your purpose in life](#)

[How to be successful as an artist](#)

[For musicians: how to record your voice professionally](#)

Useful links

1. Application for city games: [Actionbound](#)
2. [Google for non-profits](#)
3. [Professional Canva for non-profits](#)
4. [Learning Management System for Wordpress](#)
5. Communication, collaboration, and coaching platform, [Edmodo](#)
6. [Moodboard maker](#)
7. [Interactive lessons creator](#)



Digital is now. Make sure to leverage it

Send us your suggestions or comments or ideas for cooperation to:

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Keep in touch!