IMPLEMENTATION HANDBOOK

COMMON GROUND

Empowerment, prevention of radicalisation and interculturality in youth work

A 3-day training course for youth workers · Session plans and printable materials

ERASMUS+ / CERV

BACKSLASH

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TITLE

Common Ground — Empowerment, prevention of radicalisation and interculturality in youth work. Implementation handbook.

FRAMEWORK

Erasmus+ / CERV

INTENDED FOR

Facilitation teams and youth workers who want to replicate the three-day training.

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Introduction

Empowerment, prevention of radicalisation and interculturality in youth work

Common Ground is a three-day training course for youth workers, within the framework of Erasmus+ / CERV. It works on four strands: empowerment, anti-radicalisation, interculturality and transferable skills. It starts from each participant's professional identity, practises difficult conversations with young people and ends with the design of participants' own workshops and a personal action plan.

This handbook brings together the session plans and printable materials for all three days so that any facilitation team can replicate the training.

HOW TO USE THIS HANDBOOK

- Each day opens with its key details and the sequence of activities with their duration.
- Every activity follows the same template: objective, step by step, materials to prepare and notes for the facilitator. Some also include reflection questions and a section on theoretical background.
- Printable materials (cards, templates, cases and role profiles) are in the annexes at the end of each day.
- Durations are indicative: adjust them to the pace and size of the group.

Programme overview

Three days with a clear journey: from professional identity (Day 1) to preventing radicalisation in practice (Day 2) and transfer through participants' own workshops and commitments (Day 3).

Day	Theme	Format	Content	Activities
Day 1	Identity and empowerment	Indoors	Professional identity, multiple identities, youth empowerment	6
Day 2	Preventing radicalisation	Outdoors · park	Radicalisation factors, difficult conversations, personal toolbox	5
Day 3	From learning to action	Indoors	Workshop design, self-assessment as a facilitator, action plan, evaluation and closing	6

BEFORE YOU START

- Review each day's annexes and print the materials in advance.
- The group agreements set in Activity 1.1 stay visible throughout the training.
- Day 2 takes place in a park: bring clipboards to write on, weigh materials down against the wind and identify a covered space in case of rain.
- Read the Day 2 cases and role profiles before the session to anticipate possible personal resonances in the group.

DAY 1

Identity and empowerment

Professional identity, multiple identities and youth empowerment

DURATION
5 h 30 min of activities

SPACE
Main room with open space and work tables

STRANDS
Empowerment · Interculturality

back slash

Day 1 agenda

Activity	Methodology	Min
1.1 Welcome and agenda	Plenary	30
1.2 Icebreaker · Positioning line	Movement / Plenary	30
1.3 My professional life line	Individual + Pairs + Plenary	75
1.4 Multiple identities map	Individual + Groups + Plenary	75
1.5 Check-in · Emotional thermometer	Movement	15
1.6 World Café · What empowers young people?	Rotating groups + Visual	105

ACTIVITY
1.1

DAY 1
Welcome and agenda

⏱ 30 minutes | Plenary | Main room with chairs in a circle

OBJECTIVE

To create a welcoming atmosphere, present the structure of the 3-day training and co-create the group's agreements.

STEP-BY-STEP IMPLEMENTATION

1. **Arrival and welcome (10 min).** Welcome participants with soft music. The facilitator welcomes everyone and briefly presents the project and its context (Erasmus+ / CERV). Ask each person to take a name card and write their name on it.
2. **Presenting the agenda (10 min).** Using the screen or a roll of paper, present the 3 days visually: thematic strands, working rhythm, methodology (non-formal education) and the day 4 visits. Leave room for brief questions.
3. **Co-creating the group agreements (10 min).** Ask the group: 'What do we need in order to learn together over these 3 days?' Write the proposals on flipchart paper. Summarise them into 5–6 agreed rules (confidentiality, respect, punctuality, voluntary participation, safe space). Put the paper up somewhere visible for the whole training (see Material 5).

MATERIALS NEEDED

- Projector or large screen
- Slide or poster with the 3-day agenda
- Roll of paper or whiteboard
- Thick coloured markers
- Coloured post-its
- Name cards / name tags
- Soft background music for arrival

NOTES FOR THE FACILITATOR

- Arrive 20 minutes early to set up the room and put the music on.
- If the group members don't know each other, you can also add a short round of names at this point.
- Co-created agreements generate more commitment than imposed ones. Don't go beyond 6.

ACTIVITY
1.2

DAY 1
Icebreaker · Positioning line

⏱ 30 minutes | Movement / Plenary | Room with open space to move around

OBJECTIVE

To get bodies and minds going, start getting to know each other and spark a first reflection on professional identity in a dynamic, playful way.

STEP-BY-STEP IMPLEMENTATION

1. **Explaining the dynamic (5 min).** Explain that an imaginary line will be created across the room: one end = 'strongly agree', the other = 'strongly disagree'. With each statement, everyone stands at the point on the line that reflects their position. There are no right answers.
2. **Positioning with statements (20 min).** Read the statements from Material 1, for example: 'I consider myself a youth worker by vocation', 'The facilitator's cultural identity influences how they work with young people', 'I'm clear about what kind of leader I am', 'Youth work can be politically transformative', 'I feel comfortable talking about radicalism with young people'. After each statement, invite 2–3 people from different positions to explain their position briefly (30 sec).
3. **Quick debrief (5 min).** Close by asking: What surprises or overlaps did we see? What does this tell us about the group? Connect with the strands of the training.

MATERIALS NEEDED

- Open space with no tables (or tables pushed aside)
- List of 6–8 prepared statements (Material 1)
- Masking tape to mark the line on the floor (optional)
- Cards or paper with the statements printed (optional)

NOTES FOR THE FACILITATOR

- Make sure the space allows people to move comfortably.
- Don't comment on or evaluate positions; the facilitator's role is to hold the space, not to steer.
- If the group is shy, start with lighter statements and gradually go deeper.

ACTIVITY
1.3

DAY 1
My professional life line

⏱ 75 minutes | Individual + Pairs + Plenary | Room with work tables

OBJECTIVE

To activate memory and reflection on one's own professional journey, identify key learning and connect personal experiences with the values of youth work.

STEP-BY-STEP IMPLEMENTATION

1. **Explanation and context (5 min).** Present the activity: 'We're going to draw our professional journey as a timeline. It can be literal or metaphorical: curves, mountains, rivers… Include key moments, important decisions, learning, influential people or changes of direction.'
2. **Individual creation (30 min).** Each person creates their life line in silence (or with music) on the Material 2 template. The facilitator circulates without intervening and may guide with questions out loud: 'When did you decide to work with young people?', 'What was your biggest learning?', 'Which moment changed the way you see the work?'
3. **Sharing in pairs (20 min, 10 min per person).** Form pairs (ideally people who don't know each other well). Each person presents their line to the other for 10 minutes. The listener doesn't interrupt and only asks questions at the end.
4. **Plenary synthesis (20 min).** Open the collective reflection: What common patterns appear? Which moments or people have shaped several people's journeys? Note the patterns on flipchart paper and connect them with the training's empowerment strand.

MATERIALS NEEDED

- A3 paper or pieces of roll paper (1 per person), or the Material 2 template
- Coloured markers or crayons (a variety on each table)
- Glue and scissors (in case people want to cut things out)
- Magazines or images for collage (optional)
- Soft instrumental music during the drawing phase
- Visible timer

NOTES FOR THE FACILITATOR

- Make sure there is real silence during the individual phase: it's a moment of introspection.
- Not everyone is an artist: make clear that the visual result doesn't matter — the reflection does.
- The life lines can stay on display in the room so the group can see them throughout the 3 days.

ACTIVITY
1.4

DAY 1
Multiple identities map

⏱ 75 minutes | Individual + Groups + Plenary | Room with work tables

OBJECTIVE

To broaden awareness of one's own social identities, reflect on how they influence work with young people and develop intercultural empathy.

STEP-BY-STEP IMPLEMENTATION

1. **Short theoretical input (10 min).** Briefly present the concept of multiple social identities: we all have simultaneous layers of identity that can be privileged or marginalised depending on the context. Use a simple visual model (a wheel or onion layers).
2. **Building your own wheel (20 min).** Each person completes their identity wheel (Material 3): their name in the centre; in the segments, different identity dimensions (gender, culture, profession, age, religion if relevant…) and how central or peripheral each one feels in their life right now. Work in silence.
3. **Reflection in small groups (25 min).** Groups of 3–4 people. Guiding questions: 'Which identities do you bring to your work with young people without being aware of it?', 'How might your identity affect your relationship with young people from different backgrounds?', 'What does your identity position make easier, and what does it make harder, in this work?'
4. **Plenary synthesis (20 min).** Each group shares 1–2 key insights. The facilitator gathers the main ideas on flipchart paper and connects them with the importance of self-awareness for intercultural work.

BACKGROUND

The concept of multiple identities is closely linked to the theory of intersectionality, coined by Kimberlé Crenshaw (1989) in the field of legal feminism and later extended to social and educational studies. Its central premise is that social categories (gender, race/ethnicity, class, age, religion, sexual orientation, disability…) do not operate independently but overlap and interact, producing unique experiences of privilege or discrimination.

MATERIALS NEEDED

- Printed 'identity wheel' template (Material 3, 1 per person) or blank paper to draw it
- Coloured markers
- Large post-its (2 different colours)
- Flipchart paper or whiteboard for the plenary
- Theoretical input: slide or card defining 'social identities' (gender, ethnic origin, class, age, religion, orientation, disability, etc.)

NOTES FOR THE FACILITATOR

- Make clear that this is a personal reflection and nobody has to share everything.
- If someone asks which identities to include, give them complete freedom: the wheel is theirs.
- This is a potentially sensitive moment: keep the space safe and free of judgement.

ACTIVITY
1.5

DAY 1
Check-in · Emotional thermometer

⏱ 15 minutes | Movement | Room with open space

OBJECTIVE

To reconnect the group after the break, take the emotional pulse and raise the energy for the afternoon.

STEP-BY-STEP IMPLEMENTATION

1. **Instruction (2 min).** Explain that the space is divided imaginarily: one end = lots of energy / feeling great, the other = low energy / tired. Everyone stands where they feel they are right now.
2. **Silent positioning (3 min).** The group moves in silence. The facilitator observes where each person stands.
3. **Round of voices (10 min).** Invite 4–5 people (especially from extreme or interesting positions) to share how they feel and what they need for the afternoon. Connect the group's energy with the pace of the afternoon.

MATERIALS NEEDED

- Open space to move around
- Optional: signs on the walls with words or numbers from 1 to 10

NOTES FOR THE FACILITATOR

- It's a transition, not therapy: keep the tone light and open.
- If the overall energy is low, adjust the pace of the next session.

ACTIVITY
1.6

DAY 1
World Café · What empowers young people?

⏱ 105 minutes | Rotating groups + Visual | Room with 3 distinct tables

OBJECTIVE

To co-create collective knowledge about youth empowerment, exploring which conditions foster it, which practices hinder it and which tools exist.

STEP-BY-STEP IMPLEMENTATION

1. **Setting up the tables and explanation (10 min).** Explain the World Café format: 3 tables with different questions. Groups rotate every 20 minutes. Each table has a host who summarises what came before. Ideas are written directly on the table paper. The 3 questions (Material 4): Table A: 'What conditions make genuine empowerment possible for young people?', Table B: 'Which professional practices unintentionally dis-empower?', Table C: 'What tools do we have, and what are we missing?'
2. **Round 1 (20 min).** Each group works at its first table. The host facilitates the conversation and makes sure everything is written down on the table.
3. **Round 2 (20 min).** Groups rotate. The host gives a 2-minute summary of the previous conversation before the new one begins.
4. **Round 3 (20 min).** Final rotation. The group now connects the ideas at the third table with what they have already discussed at the others.
5. **Collective visual synthesis (35 min).** Bring the whole group together in plenary. The hosts of each table present the key findings (5 min per table). The facilitator gathers common patterns, tensions and learning on a central sheet of flipchart paper. Close by connecting with the 4 strands of the training.

MATERIALS NEEDED

- 3 tables decorated differently (paper tablecloths, markers on each table)
- Roll paper to cover the tables (to write directly on them)
- Coloured markers on each table
- Central question card on each table (Material 4)
- Visible timer
- 1 fixed 'host' per table (a participant who stays)
- Post-its and glue for the final synthesis

NOTES FOR THE FACILITATOR

- Prepare the tables before starting: the visual atmosphere matters.
- Hosts should be people who are good at summarising: assign them yourself if necessary.
- Clearly label 'Table A', 'Table B', 'Table C' to make rotation easier.
- Photograph the table results at the end: they are evaluation material.

Annexes · Printable materials for Day 1

#	Material	Quantity
1	Statement cards — Positioning line (1.2)	1 set (print and cut)
2	Template: My professional life line (1.3)	1 sheet per participant (A3 or A4)
3	Template: Multiple identities wheel (1.4)	1 sheet per participant
4	Table question cards — World Café, tables A, B and C (1.6)	1 per table (laminate if possible)
5	Group agreements — facilitator reference guide (1.1)	Facilitator reference

Material 1 — Statement cards (Activity 1.2)

Print this page, cut out each card along the dotted line, and distribute them or read them aloud one by one. Under each statement: ◀ Disagree · Agree ▶

Card	Statement
A	I consider myself a youth work professional by vocation, not just by job title.
B	The cultural identity of the facilitator directly influences how they work with young people.
C	I have a clear sense of what kind of leader I am and how I position myself within teams.
D	Youth work can be transformative at a political and social level.
E	I feel comfortable openly discussing radicalisation with young people.
F	Non-formal education holds the same value as formal education.
G	I have enough resources to respond to emotional crisis situations with young people.
H	European projects genuinely change the lives of young people.

Material 2 — Template · My professional life line (Activity 1.3)

1 copy per participant (A3 preferred, or A4).

MY PROFESSIONAL LIFE LINE

Name: _____

Draw your journey here — it can be a line, a river, a mountain range… it's yours!

◀———————— TIME ————————▶

Past · beginnings ..... Present

Guiding questions to reflect on as you draw:

- When did you decide to work with young people? Was it a deliberate choice, or did it just happen?
- What has been your biggest learning experience as a professional so far?
- Which moment or person changed the way you see this work?
- What have been the most challenging moments? What did they give you?

• Where are you now, and where would you like to go?

Notes / reflections:

Material 3 — Template · Multiple identities wheel (Activity 1.4)

1 copy per participant.

MULTIPLE IDENTITIES WHEEL

Name: _____

What are multiple social identities? Every person carries layers of identity simultaneously. Some feel more central to who we are; others more peripheral. Some grant us privilege in certain contexts; others may marginalise us. There are no right or wrong answers.

Identity dimension	How central is this in your life right now? (1 = peripheral · 5 = very central)
Gender	1 ○ 2 ○ 3 ○ 4 ○ 5
Age / generation	1 ○ 2 ○ 3 ○ 4 ○ 5
Sexual / romantic orientation	1 ○ 2 ○ 3 ○ 4 ○ 5
Religion / spirituality	1 ○ 2 ○ 3 ○ 4 ○ 5
Profession / education	1 ○ 2 ○ 3 ○ 4 ○ 5
Cultural background / ethnicity	1 ○ 2 ○ 3 ○ 4 ○ 5
Social class / economic situation	1 ○ 2 ○ 3 ○ 4 ○ 5
Language(s) / mother tongue	1 ○ 2 ○ 3 ○ 4 ○ 5
Functional diversity / disability	1 ○ 2 ○ 3 ○ 4 ○ 5
Other identities you would like to add	1 ○ 2 ○ 3 ○ 4 ○ 5

Questions for reflection in small groups:

- Which identities do you bring to your work with young people without being fully aware of it?
- How might your identity position affect your relationship with young people from different backgrounds?
- What does your identity make easier, and what does it make more challenging, in this work?

Reminder: share only what you feel comfortable sharing. This reflection belongs to you.

Material 4 — Table cards · World Café (Activity 1.6)

Print 1 card per table · Laminate if possible. On every table: 'Write ideas directly on the paper tablecloth.'

Table	Central question	Questions to explore
A	What conditions make genuine empowerment possible for young people?	Which environmental factors (family, community, institution) are key? · When have we witnessed genuine empowerment in our own practice? · What conditions can we, as practitioners, help to create?
B	Which professional practices unintentionally dis-empower young people?	What do we do thinking we are helping, but which may actually limit young people's autonomy? · What power dynamics exist in youth work? · What should we stop doing?
C	What tools do we have, and what are we missing?	Which methodologies or approaches do we use that genuinely work? · What new tools do we need to develop or learn? · What resources (human, financial, training) are we lacking?

Material 5 — Group agreements (Activity 1.1)

Facilitator reference for the flipchart paper. Ask the group: *"What do we need in order to learn together over these 3 days?"* Collect their ideas and summarise them into 5–6 agreements. The suggestions below are a starting point:

Agreement	Description
Confidentiality	What is shared here, stays here.
Respect	Active listening. Speak from your own experience, not on behalf of others.
Punctuality	We respect everyone's time.
Voluntary participation	Each person decides how much to share. No one is obliged to contribute.
Safe space	No judgement. We can make mistakes and learn from them.
Phones and distractions	Full presence during sessions.

Tip: put up the co-created agreements where everyone can see them throughout the training. Don't impose them — propose them and let the group decide.

DAY 2

Preventing radicalisation

With young people and youth workers · outdoor session

DURATION
4 hours

SPACE
Outdoors · park

PARTICIPANTS
Young people aged 18–30 / Youth workers

back slash

Objectives of the day

GENERAL OBJECTIVES

- To understand the factors that contribute to radicalisation processes and develop a shared analytical framework.
- To practise difficult-conversation skills with young people who express exclusionary discourse or extreme ideas.
- To identify concrete strategies and the limits of the professional role in situations of radicalisation.
- To transfer the learning to each participant's own work context.

LEARNING OBJECTIVES (MEASURABLE)

- Participants can name at least 3 factors that contribute to radicalisation at different levels (structural, individual, group).
- Participants are able to apply at least 2 active listening and open-question strategies in difficult conversations with young people.
- Participants identify 1 clear limit of their professional role and know when to refer or activate protocols.
- Participants leave the day with a personalised 'kit' of tools applicable to their real context.

Day 2 agenda

Activity	Methodology	Min
2.1 Check-in · An object from the park	Plenary · Standing	15
2.2 The radicalisation pyramid	Groups + Input + Plenary	75
Break	—	15
2.3 Role play · A difficult conversation	Pairs + Plenary	75
2.4 My toolbox	Individual + Groups + Plenary	45
2.5 Check-out · My next step	Plenary · Standing	15

Note for the facilitator · Outdoor session. Prepare before arriving at the park: clipboards or hard folders to write on (one per person), materials weighed down with stones or heavy clips, an audible timer (bell or buzzer), and areas of the park identified for each activity. If it's very windy, prioritise areas with trees or natural shelter.

ACTIVITY
2.1

DAY 2
Check-in · An object from the park

⏱ 15 minutes | Plenary · Standing in a circle | Park

OBJECTIVE

To reconnect with the learning from Day 1, energise the group for the start of Day 2 and use the natural environment as a methodological resource.

STEP-BY-STEP IMPLEMENTATION

1. **Arrival and instruction (3 min).** The facilitator welcomes the group to the park. With the group standing in a circle, give the following instruction: "You have 2 minutes to find a natural object in the park — a stone, a leaf, a twig, a flower — that represents something you learnt yesterday or something you're taking away from Day 1. Come back here in 2 minutes."
2. **Individual search (2 min).** The group spreads out around the park. The facilitator can move among them without intervening.
3. **Sharing round (10 min).** Standing in a circle, each person shows their object and says in 1–2 sentences what it symbolises. No debate or comments — just listening. The facilitator doesn't evaluate or expand on each answer.
4. **Connecting with Day 2 (1–2 min at the end).** As the round closes, the facilitator points out 2–3 elements that connect with the day's content: "I can see words like identity, exclusion, complexity coming up… these are exactly the themes we'll keep working on today."

MATERIALS NEEDED

- No specific materials. The natural environment is the resource.
- Optional: an object of the facilitator's own, prepared in advance, to model the dynamic if the group is unsure.

REFLECTION QUESTIONS

- *What surprises you about what other people in the group have chosen?* (only if there is extra time)
- *Is there an object that represents something from Day 1 you haven't yet understood?*

NOTES FOR THE FACILITATOR

- Respect the pace: don't pressure anyone who doesn't want to share.
- If the group is very large (15+), you can speed up the round by asking only for the keyword, not the explanation.
- The point isn't the object itself, but for each person to pause and connect with their own learning.

ACTIVITY
2.2

DAY 2
The radicalisation pyramid

⏱ 75 minutes | Groups + Input + Plenary | 3–4 groups of 4–5 people | Areas of the park with a surface to work on

OBJECTIVE

To understand the factors that contribute to radicalisation processes, identify points for professional intervention and develop a common analytical framework shared by the group.

STEP-BY-STEP IMPLEMENTATION

1. **Introduction and handing out cases (10 min).** The facilitator briefly presents the activity: "We're going to build radicalisation pyramids from real, anonymised cases. The aim isn't to judge, but to understand which factors lead a young person to extreme positions and where we can intervene." Each group receives a printed case (Annex A). Allow 3–4 minutes to read it in silence and clear up any questions.
2. **Building the pyramid (25 min).** Each group draws a pyramid on roll paper on the ground or on a table. Layout: BASE (wide): structural factors — inequality, exclusion, discrimination, poverty, systemic racism. MIDDLE LEVEL: individual and group factors — search for identity, need to belong, trauma, victimhood narratives, influence of peers or authority figures. TOP (narrow): point of extreme action. With post-its of a different colour, the group marks at each level: where and how could a youth worker intervene?
3. **Group presentations (15 min).** Each group presents its pyramid in 3 minutes, taking turns. The facilitator doesn't comment yet: they note similarities and differences between cases on flipchart paper.
4. **Short theoretical input and common model (25 min).** The facilitator briefly presents (10 min; no slides if outdoors — use a laminated card) the key elements of the radicalisation model: push factors (rejection, exclusion, trauma) and pull factors (identity, belonging, purpose, reward). Then, in plenary, the group builds a common model on flipchart paper: which elements appear in every case? Which level offers youth workers the most room to intervene?

MATERIALS NEEDED

- Anonymised cases printed or written on cards (Annex A, 1 per group, laminated if there is a risk of rain or wind)
- Post-its in 2 colours (one for factors, another for intervention points)
- Roll paper or A1 paper (1 per group)
- Coloured markers (permanent, wind-resistant)
- Pyramid template drawn in advance (wide base = structural factors, top = extreme action)
- Laminated card with the short theoretical input (push/pull factors) for the facilitator
- Stones or clips to hold the paper down on the ground if it's windy

REFLECTION QUESTIONS

- *At which level of the pyramid do we, as youth workers, have the most capacity to intervene?*
- *Which structural factors are beyond our direct reach? How do we work with that?*
- *Is radicalisation a gradual process, or are there moments of rupture?*
- *What do all the cases analysed have in common?*

NOTES FOR THE FACILITATOR

- Radicalism isn't only religious or violent: remind the group of this if the conversation focuses only on jihadism or the far right. Invite them to think about political, identity-based and other forms of radicalism.
- The cases should be realistic but not traumatic: avoid graphic details or situations that might resonate painfully with the group's personal experiences.
- The theoretical input is a guide: if the group builds an equally solid model of its own, validate it and connect it with the theory.

ACTIVITY
2.3

DAY 2

Role play · A difficult conversation with young people

⏱ 75 minutes | Pairs + Plenary | 2 rounds + debrief | Pairs spread around the park

OBJECTIVE

To practise active listening, open questions and emotional management in conversations with young people who express exclusionary discourse or extreme ideas.

STEP-BY-STEP IMPLEMENTATION

1. **Preparation and handing out roles (10 min).** The facilitator explains the mechanics: there will be 2 rounds. In each round, one person plays a youth worker and the other a young person with exclusionary discourse. Hand out the role cards (Annex B), allowing 3 minutes to read them in silence. The facilitator answers questions about the profiles but not about how to act: that's part of the learning.
2. **Round 1 (15 min).** Pairs spread out around the park, far enough apart to ensure privacy. The conversation lasts 10 minutes. The person playing the 'youth worker' practises active listening (without interrupting or judging), open questions ("what makes you think that?", "how did you come to that conclusion?", "what would you need to change your mind?") and does not argue directly against the idea.
3. **Debrief in pairs after Round 1 (5 min).** Guided questions for the pair: How did you feel in your role? What worked? What was hardest? Was there a moment when you wanted to step out of the role?
4. **Swapping roles · Round 2 (15 min).** Roles are reversed: whoever played the 'young person' now plays the 'youth worker'. If possible, use a different youth profile from Round 1. Same dynamic.
5. **Debrief in pairs after Round 2 (5 min).** Same questions. Did anything change in the other role?
6. **Plenary debrief (25 min).** The whole group gathers in a circle. The facilitator guides the reflection with the debrief questions. The strategies that emerge are recorded on flipchart paper.

REFLECTION QUESTIONS

- *What was hardest from the youth worker's position?*
- *Which strategies worked? Which did NOT work? Which questions closed the conversation down?*
- *When did you feel the urge to argue or correct directly? What did you do with that?*
- *How did you feel in the role of the 'young person'? What did you expect from the other person?*
- *When do we need to go beyond the conversation? (protocols, referrals, informing other actors)*
- *What changes if this conversation happens in a group rather than in private?*

MATERIALS NEEDED

- Printed role cards (Annex B): 'young person' profiles and the generic 'youth worker' card
- Audible timer (bell, phone alarm)
- Flipchart paper to record strategies during the plenary debrief
- Markers
- Observation guide (optional, if working in threes: the third person observes and gives feedback)

NOTES FOR THE FACILITATOR

- The plenary debrief is the most important part: give it the time it needs, even if that means shortening Round 2.
- Before starting, remind the group that they can 'step out of role' at any time if they feel uncomfortable — just raise a hand or say 'pause'.
- The role cards should be realistic but not caricatured: the aim is to practise, not to reproduce stereotypes. If the group includes people with experiences close to the profiles, adjust them carefully.
- In the debrief, record the strategies that emerge on flipchart paper: that sheet is a concrete product of the group's learning.

ACTIVITY
2.4

DAY 2
My toolbox

⏱ 45 minutes | Individual → Groups of 3–4 → Short plenary | Individual and group areas in the park

OBJECTIVE

To transfer the day's learning to each participant's real work context. Everyone leaves with a personalised 'kit' of strategies, limits and concrete needs.

STEP-BY-STEP IMPLEMENTATION

1. **Instruction and individual work (15 min).** The facilitator gives each person the 'My toolbox' template (Annex C). Instruction: "You have 12 minutes to fill in your toolbox individually and in silence. There are no right answers: this is for you and for your work." People spread out around the park and work alone. The facilitator is available for questions but doesn't proactively intervene.
2. **Sharing in small groups (15 min).** Groups of 3–4 people. Each person shares what they've written in their toolbox (5 min max. per person). The group identifies: which tools do they have in common? What differences are there depending on their work contexts? The aim isn't to reach consensus, but to enrich each other.
3. **Short plenary · Collective synthesis (15 min).** The facilitator records the most frequently mentioned tools and the gaps identified on flipchart paper. Close by identifying: what do we need that we don't have? (training, protocols, institutional support, networks). The list stays visible and can be used to design future sessions or identify the group's training needs.

REFLECTION QUESTIONS

- *How are your toolboxes similar? How are they different?*
- *Which of someone else's tools would you like to add to yours?*
- *Which gaps do you share as a team or as a group of professionals?*

MATERIALS NEEDED

- Printed 'My toolbox' template (Annex C, 1 per person, A5 or A4)
- Pens or pencils (1 per person)
- Flipchart paper and markers for the plenary synthesis

NOTES FOR THE FACILITATOR

- The template is a personal product: it isn't collected or assessed. If someone doesn't want to share it in the small group, that's fine.
- What can be collected is the list of gaps from the plenary: it's valuable input for the organising team.
- If the role play ran over, this activity can be compressed: phase 1 in 10 min, skip phase 2 and go straight to a 10-minute plenary.

ACTIVITY
2.5

DAY 2
Check-out · My next step

⏱ 15 minutes | Plenary · Standing in a circle | Park

OBJECTIVE

To close the day with a concrete, applicable statement of intent, reinforcing a sense of action and individual responsibility.

STEP-BY-STEP IMPLEMENTATION

1. **Closing circle (12 min).** Standing in a circle, each person shares in 1 sentence: "My concrete next step when I get back to work is…" The facilitator listens without commenting. At the end, they can briefly echo the themes that have emerged.
2. **Facilitator's close (3 min).** Acknowledge the day's work. Briefly connect with the overall programme: what comes next and how the learning continues.

MATERIALS NEEDED

- No materials. Optional: each person can write their 'next step' on a post-it before sharing it aloud — and take it with them.

NOTES FOR THE FACILITATOR

- The 'next step' should be concrete and in the first person: "I'm going to talk to my coordinator about the referral protocol" is better than "apply active listening".
- If someone gives a very general answer, you can invite them to be more specific with a short question — "When exactly? With whom?" — without pressuring them.

Adaptations and contingencies

IF IT RAINS OR THE WEATHER IS BAD

- Have a covered back-up space identified (porch, marquee, inside a nearby building).
- The radicalisation pyramid can be done on tables in any space. The role play works well anywhere the pairs have privacy.

IF THE GROUP IS LARGE (20+ PEOPLE)

- Check-in: ask only for the keyword, without explanation (max. 10 seconds per person).
- Pyramid: groups of 5–6 people, up to 4 groups at the same time.
- Role play: add an observer to make trios, with an observation guide.
- Toolbox: hold the plenary on a shared sheet of card instead of roll paper.

IF THE GROUP IS SMALL (FEWER THAN 8 PEOPLE)

- Pyramid: 2 groups with different cases, or 1 group comparing 2 cases.
- Role play: rotate more profiles within the same pair; extend the debrief time.

IF SOME PEOPLE HAVE PERSONAL EXPERIENCES CLOSE TO THE TOPIC

- Remind everyone of the group agreements at the start of the day (especially confidentiality, respect and the right not to share).
- In the role play, allow someone to choose not to take part and to observe instead.
- Have a space ready for one-to-one listening if someone needs to step away from the group.

Evaluation of the day

OBSERVABLE LEARNING INDICATORS DURING THE SESSION

- During the Pyramid: the group identifies factors at all 3 levels and marks intervention points at no fewer than 2 levels.
- During the role play: the person playing the 'youth worker' uses at least 2 open questions without directly counter-arguing.
- During the Toolbox: everyone completes all 4 fields of the template.

QUICK EVALUATION AT THE END OF THE DAY (OPTIONAL): '1-2-3' ON POST-ITS BEFORE THE FINAL CHECK-OUT

- 1 thing I learnt today
- 2 things I want to keep practising
- 3 words that describe how I feel at the end of the day

The post-its can be stuck on roll paper and left visible. The organising team collects them to inform the design of future sessions.

Annexes · Printable materials for Day 2

Annex A — Cases for the Radicalisation pyramid (Activity 2.2)

Give each group a different case. Read them in advance to anticipate possible resonances with the participants' personal experiences. Shared criteria: anonymised (no real names or identifiable places), realistic, not caricatured (the people have understandable motivations, even if their ideas are problematic), a variety of contexts, and designed to analyse the process rather than morally judge the person.

Case	Person	Context	Main factor	First sign
A	Amir, 19	Online / social exclusion	Search for belonging + victimhood narratives	Us/them language, growing isolation
B	Yasmine, 23	Neighbourhood / group	Structural unemployment + peer group influence	Normalised hostility towards migrant shopkeepers
C	Djibril, 21	Identity / political	Identity-based exclusion + transnational ultranationalism	Sharing content from an extremist movement on social media
D	Sofia, 18	Religious / closed community	Threat narrative + very closed ideological environment	Direct hate speech towards a fellow participant
E	Marcos, 20	Far right / toxic masculinity	Male victimhood narrative + manosphere ecosystem	Misogynistic comments aimed at other participants

Case A · Online context — Amir, 19

Amir is 19. His parents emigrated when he was small. At school he was bullied because of his appearance and his accent. He has few close friends. Since he was 17 he has spent many hours on internet forums, where he finds communities that share his feeling of not fitting into society. He has recently started sharing content that blames certain ethnic groups for his family's financial problems. At the youth centre he attends, the educator notices that he increasingly talks in terms of 'us' and 'them'. When asked, he replies that he has 'finally found people who understand him'.

Case B · Neighbourhood and group context — Yasmine, 23

Yasmine is 23 and lives in a neighbourhood with high youth unemployment. For years she took an active part in the local youth centre, but in recent months she has stopped coming. When the youth worker bumps into her in the neighbourhood, she mentions that she now spends time with a group of young men and women who 'at least do real things'.

The group she's referring to has been involved in several incidents of harassing shopkeepers of foreign origin. Yasmine doesn't recognise these actions as violence: 'they took our parents' jobs, we're just letting them know they're not welcome'.

She has an older sister who lost her job last year and often shares these ideas at home. Their father has been looking for work for two years. Yasmine used to talk about wanting to study graphic design, but now she says 'that was naive'.

Questions for analysis: What structural factors do you see at the base of the pyramid in this case? At what point in the process could a youth worker have intervened? What role do family and the peer group play in this process? How would you work with Yasmine without making her feel that her economic frustration isn't legitimate?

Case C · Identity and political context — Djibril, 21

Djibril is 21 and came to Spain with his family five years ago. He speaks the language perfectly but feels he will never be 'from here'. At the centre where he works as a youth worker, he takes part in activities, but he increasingly comments on the 'cultural invasion' suffered by his community of origin in his home country.

He has started sharing content on social media from an ultranationalist movement in his country of origin that advocates expelling ethnic minorities. When asked, he says that 'defending your identity isn't violence' and that the Western media don't show 'the truth'.

There are no signs of direct violence in his immediate surroundings. However, his discourse has become noticeably more rigid over the last three months, and he has mentioned several times that he's thinking of going back to his country 'when things change'. The youth group includes people from the ethnic community Djibril mentions in his posts.

Questions for analysis: How do you distinguish between legitimate expression of identity and discourse that excludes others? What differences are there between this case and Case B in terms of risk factors? How can you intervene without the person feeling that their identity is under attack? What responsibility does the team have towards members of the group who may be affected by Djibril's discourse?

Case D · Religious context and closed community — Sofia, 18

Sofia is 18 and has just finished secondary school. She comes from a very religious family — evangelical Christian — that strictly limits her contact with the outside world. In recent weeks she has started attending a youth group at her church that preaches that LGBTI+ people are 'a threat to society' and that 'young people must be protected from that influence'.

Sofia has repeated these ideas in the employment guidance space run by your organisation, directing them at a fellow participant. This participant felt intimidated and reported it to the team.

Sofia sees nothing wrong in what she says: 'it's what I believe and I have the right to say it — freedom of expression exists'. There is no physical violence or direct threat. The team is torn between intervening with Sofia, protecting the participant affected, and not creating a conflict with her family or the religious

community.
Questions for analysis: Where is the line between religious freedom and hate speech in youth work? What responsibility does the professional team have towards the participant affected? How can you intervene with Sofia without the conversation becoming an attack on her beliefs? What protocols or support would you need to manage this situation?

Case E · Far right and toxic masculinity — Marcos, 20
Designed for a fifth group or as an additional in-depth case.
Marcos is 20 and has been taking part irregularly in the youth employment programme where you work for two years. He is intelligent and has a good sense of humour, but a history of conflictual relationships with authority figures, especially women.
In recent months he has started making increasingly frequent comments that 'women have too much power now', that 'men are the ones really discriminated against' and that 'feminism has destroyed the family'. He directs some of these comments at other participants in the programme, who have complained to the team.
Marcos intensively consumes content from 'manosphere' creators: videos, podcasts and forums that present men as victims of an oppressive system. In a private conversation with the youth worker, he mentions that he has 'a lot of respect' for certain leaders of that movement who propose that women should lose the right to vote.
There have been no incidents of physical violence, but the atmosphere in the group has changed: several female participants have reduced their attendance. The team is unsure whether this is 'just sexism' or whether there is something more worrying behind it.
Questions for analysis: Where is the line between 'normalised' sexism and gender-based radicalism? Does that distinction matter for our work? What individual and structural factors do you see at the base of the pyramid in this case? What effect is Marcos's behaviour having on the rest of the group, and how do we take it into account? How can you intervene with Marcos without the conversation turning into a clash of values that shuts down dialogue? At what point would this case stop being manageable by the team and require referral or a protocol?

Facilitator notes on the cases *(not to be handed to the group)*

Case	Note
B	Easily triggers positions on immigration. Remind the group that the aim is to analyse the process, not to debate migration policy. If there are people with their own migration experience, bear in mind that the case may resonate in different directions. Useful for working on structural factors and the link between economic inequality and radicalisation.
C	Works on transnational ethnic nationalism, a growing phenomenon among diaspora communities. Invites reflection on how narratives of collective victimhood can lead to excluding others. Useful for distinguishing between identity pride and exclusionary discourse, and for thinking about the team's responsibility towards the rest of the group.
D	The most delicate case in the set because it involves religious freedom and the rights of a specific group. Don't position the group against religion itself: focus the reflection on the limits of discourse in youth work spaces. It may spark intense debate: manage time carefully and use the analysis questions to redirect if the conversation becomes polarised.
E	Works on gender-based radicalisation, one of the fastest-growing vectors of extremism among young men in Europe. Don't let the group reduce it to 'he's sexist': the key question is whether there is a radicalisation process with identifiable factors and points of intervention. It also requires thinking about the team's responsibility towards the participants who have reduced their attendance, not only towards Marcos.

Case E · Pyramid levels guide *(for the facilitator, for the debrief if the group struggles to identify the factors)*

Level	Factors present in the case
Base · Structural	Crisis of masculinity amid changing gender roles; lack of healthy male role models; precarious youth employment; a digital ecosystem that amplifies and monetises misogynistic content.
Middle level · Individual and group	History of conflict with female authority figures; need for identity and belonging met by online communities; victimhood narrative ('men are the ones discriminated against'); emotional disconnection from face-to-face surroundings.
Top · Extreme action or discourse	Publicly advocating the removal of women's rights; a hostile climate in the workspace that excludes other participants; intensive consumption of content from movements classified as extremist by European bodies.
Intervention points	One-to-one conversation without a clash of values; connection with healthy male role models; group work on masculinities; attention to the impact on the rest of the group; coordination with the team on the limits of the space.

Annex B — Role cards for the Role play (Activity 2.3)

8 youth profiles. Each card includes the opening line, the background and acting cues so that the role is credible without being caricatured. Assign different roles in each round and read each card before the session to identify possible personal resonances in the group. On every card: *You can step out of the role at any time (raise your hand or say 'pause'). The role is not your personal opinion: playing a discourse doesn't mean you share it.*

Role	Person	Context
01	Carlos, 20	Unemployment and resentment towards immigration
02	Yasmine, 23	Hostility towards migrant shopkeepers and peer pressure group
03	Djibril, 21	Transnational ultranationalism and double identity exclusion
04	Sofia, 18	Hate speech towards LGBTI+ people from a religious environment
05	Marcos, 20	Misogyny and the manosphere ecosystem
06	Rania, 19	Early-stage jihadist radicalisation · online context
07	Pau, 22	Radical environmentalism and justification of symbolic violence
08	Andrei, 24	Conspiracy theories and radical distrust of institutions

ROLE 01 · Carlos, 20 — Unemployment and resentment towards immigration
Starting situation. *You've been coming to the youth centre for months. Today, in an informal conversation with the youth worker, you say:* "Immigrants take our jobs. My dad's been unemployed for two years and the people who come from abroad get work before us. It's not fair, and if you say so they call you a racist."
Your background (only the person playing the role knows this). Your father worked in construction and was laid off. There's tension in your neighbourhood between residents of different origins. You're frustrated, not aggressive. You want someone to understand you, not to correct you. If the youth worker really listens, you open up. If you feel judged, you shut down.
Core emotion. Frustration and a sense of injustice. A need to be heard.
How to act. You fold your arms if you feel judged. If the youth worker asks about your father, you soften.

ROLE 02 · Yasmine, 23 — Hostility towards migrant shopkeepers and peer pressure group
Starting situation. *The youth worker runs into you in the corridor after an activity. You comment, almost in passing:* "My group is right in what it does. Those shopkeepers come here, take everything and don't integrate. We're just letting them know they're not welcome. We don't do anything to them, we just make them feel that there are people here who don't want them."
Your background. Your older sister was laid off and blames globalisation and competition directly. Yasmine doesn't see the group's actions as violence. She's afraid of losing the group's acceptance if she changes her position. She isn't looking for conflict; she's looking for justice — even if her definition of justice is distorted.
Core emotion. Loyalty to the group and a sense of belonging. Fear of being excluded if she questions it.
How to act. You mention 'my group' with pride. If someone asks how you started thinking this way, you lower your tone.

ROLE 03 · Djibril, 21 — Transnational ultranationalism and double identity exclusion
Starting situation. *During a break you stay behind talking to the youth worker. You say calmly, as if it were a neutral opinion:* "I support the people in my country who are arguing that the minorities who arrived decades ago should go back to their own territories. It's not hate — every people has a right to its land. The media here don't report it properly because they have their own interests."
Your background. Djibril feels he doesn't fit in either here or there. In the ultranationalist movement of his country of origin he has found a sense of identity and belonging that he lacks in his everyday life. He isn't looking for confrontation. He genuinely believes he is being objective and reasonable.
Core emotion. A need for identity and to be recognised as someone intelligent and well informed.
How to act. You speak in a calm, confident tone. If someone questions your sources, you get defensive. If someone asks how you feel living here, you change register.

ROLE 04 · Sofia, 18 — Hate speech towards LGBTI+ people from a religious environment
Starting situation. *After a group activity, while you're stacking the chairs, you say to the youth worker:* "I don't understand why we have to talk about that so much at the centre. People like that are choosing a life that goes against nature. I don't hate them, but I don't think it should be celebrated. My church says it's a sin and I have the right to think what I believe."
Your background. Sofia has grown up in a very closed environment. She has no conscious ill intent. She believes she is exercising her freedom of thought. She feels attacked when someone questions her beliefs because she experiences it as an attack on her family and community.
Core emotion. A feeling of being discriminated against for her beliefs. Loyalty to her family and religious community.
How to act. You look puzzled when someone doesn't share your point of view. If people ask about your family, you get emotional.

ROLE 05 · Marcos, 20 — Misogyny and the manosphere ecosystem
Starting situation. *In a private conversation with the youth worker, after another lad in the group has started going out with a girl:* "Feminism has gone too far. Now we men are the ones being discriminated against. You'd

have to be really stupid not to see it. There are creators who explain perfectly how the system works and why men need to get our place back. Women want all the rights and none of the responsibility."
Your background. Marcos has few satisfying relationships and a history of rejection that he blames on 'women' as a category. In the manosphere he has found a community and a framework that makes sense of his distress. Deep down he is very lonely. If someone asks about his personal relationships without judging him, he cracks a little.
Core emotion. Deep loneliness and a sense of not being valued. A need to be seen as someone capable and relevant.
How to act. You speak confidently but avoid eye contact. If someone mentions a specific girl in your life, you quickly change the subject.

ROLE 06 · Rania, 19 — Early-stage jihadist radicalisation · online context
Starting situation. *In a one-to-one guidance session, when the youth worker asks how you are, you say with some intensity:* "I'm sick of being treated as if being Muslim were suspicious. Last week on the metro people gave me dirty looks again. And then they say we're free. Sometimes I think the only community that really protects me is the one that shares my faith. There are groups where people really understand each other."
Your background. Rania has experienced real, everyday Islamophobia. Her distress is legitimate. However, for months she has been in contact with online communities that mix religious identity with extreme victimhood narratives and some propaganda content. She hasn't taken any step towards violence, but her discourse is closing in. She needs to be heard in her real pain before she can take in anything else.
Core emotion. Legitimate anger at real discrimination. An urgent need to be understood and protected.
How to act. You start speaking with contained emotion. If you feel the youth worker understands your anger, you open up more. If you sense they're only half on your side, you withdraw.

ROLE 07 · Pau, 22 — Radical environmentalism and justification of symbolic violence
Starting situation. *You've been quieter than usual for weeks. Today, before the activity starts, you say:* "I don't believe in peaceful demonstrations any more. Politicians don't listen, companies do whatever they want and the planet is dying. There are groups doing real things — blocking pipelines, sabotaging machinery. I don't think it's wrong. If you don't act like that, who listens to you? Sometimes violence is the only answer when the system doesn't work."
Your background. Pau has a genuine conviction about the climate crisis and a history of frustrated activism. They have lost faith in institutional channels and are in contact with groups that justify illegal direct action. There is no violence towards people, but the line between direct action and radicalism is starting to blur for them.
Core emotion. Powerlessness turned into conviction. Needs someone to validate the urgency of the problem before being able to hear anything else.
How to act. You speak intensely but without aggression. If the youth worker questions climate change or plays the problem down, you shut down completely. If they validate the problem, you listen.

ROLE 08 · Andrei, 24 — Conspiracy theories and radical distrust of institutions
Starting situation. *During an activity about rights, you raise your hand and say:* "This is all very well, but what's the point if the system is controlled? The media lie, politicians obey whoever pays them and people who try to tell the truth disappear. I don't vote any more, I don't trust any institution. There are communities that know what's really going on. People who are asleep don't want to wake up because it's more comfortable."
Your background. Andrei experienced institutional corruption first-hand in his country of origin before migrating. His distrust has a real basis. However, he has drifted towards a conspiratorial worldview that has isolated him and makes him receptive to any alternative narrative, including some from far-right groups. There is no violence, but his readiness to believe anything that challenges 'the system' makes him vulnerable.
Core emotion. Deep-rooted distrust and a sense of being one of the few who 'see reality'. Intellectual pride.

How to act. You speak calmly and somewhat condescendingly. If someone acknowledges that there are real problems in institutions, you listen. If someone defends institutions without nuance, it confirms your position.

Additional short profiles *(short version from the main session plan, useful as an alternative)*

Profile	Situation
Laila, 22	You're taking part in a workshop in the programme. During the break you tell the youth worker: "People in my community don't accept me because I'm a woman and I've got an education. And people here don't accept me either because I'm Muslim. The only place I feel understood is in online groups. At least there are people there who think the system is rotten and needs to be changed from the roots." Your tone is tired, not aggressive.
Iván, 19	You're new to the programme. Today, leaving a group activity, you say to the youth worker: "I just don't trust lefties. They're all the same — they want to destroy the traditional family and real values. My group at school thinks the same. If you don't stand up for what's yours, nobody will." You're defensive but not hostile.

YOUR ROLE · YOUTH WORKER
You are a youth worker or youth officer. You have a relationship of trust with this person. You're not here to debate or persuade: your aim is to listen, understand and open up questions. Remember: active listening (without interrupting or judging), open questions, no direct counter-arguments. You can show surprise or curiosity, but avoid immediate judgement.
Questions you can use: "What makes you think that?", "How did you come to that conclusion?", "What would you need to change your mind?", "Can you tell me more about that?", "When did you start thinking this way?"

Facilitation notes for the role play *(do not print for the group)*

Topic	Guidance
Round 1	Roles with a lower emotional load for the group: 01 (Carlos), 03 (Djibril), 07 (Pau), 08 (Andrei). They allow people to practise active listening without triggering intense personal emotions.
Round 2	Roles with a higher emotional load or more complexity: 02 (Yasmine), 04 (Sofia), 05 (Marcos), 06 (Rania). They require more skill in not counter-arguing and more capacity for emotional containment.
Caution	If the group includes people with experiences close to a profile (Islamophobia, LGBTI+ identity, migration), avoid that role or use it with great contextual care and advance notice.
Signs it's working	The person playing the young person maintains the discourse without exaggerating or caricaturing. The person playing the youth worker asks open questions without debating or correcting directly. Silences occur: they're a sign the conversation is real.
Signs to intervene or pause	The young person escalates the discourse beyond what the card indicates. The youth worker debates, corrects or lectures instead of listening. Someone seems genuinely uncomfortable, not within the role. The conversation turns into a debate about the topic (immigration, feminism, etc.) rather than skills practice.

Annex C — Template · My toolbox (Activity 2.4)

Hand out on A5 or A4. It can be printed or handwritten before the session.

MY TOOLBOX

3 strategies I'm taking away for my work:

1. _____
2. _____
3. _____

1 limit I recognise in my professional practice:

_____

1 resource, training or support I need:

_____

1 specific situation in which I'm going to apply this:

_____

DAY 3

From learning to action

Workshop design, self-assessment, personal action plan and closing

DURATION
5 h 25 min of activities

SPACE
Room with work tables and free wall space

STRANDS
Transferable skills · All 4 strands integrated

back slash

Day 3 agenda

Activity	Methodology	Min
3.1 Design lab · A programme for young people	Groups + Design + Pitch	100
3.2 Me as a facilitator · Self-assessment	Individual + Pairs	45
3.3 Learning gallery	Visual + Individual + Group	60
3.4 Personal action plan (PAP)	Individual + Trios	50
3.5 Evaluation · Form + Visual barometer	Evaluation	25
3.6 Closing · Circle of recognition	Celebration + Plenary	45

ACTIVITY
3.1

DAY 3
Design lab · A programme for young people

⏱ 100 minutes | Groups + Design + Pitch | Work tables for each group

OBJECTIVE

To apply the learning from the training in a practical, creative way by designing a real workshop for young people that integrates at least 2 thematic strands.

STEP-BY-STEP IMPLEMENTATION

1. **Forming groups and the brief (10 min).** Groups of 3–4 people. The brief: design a 2-hour workshop for young people in your context that integrates at least 2 of the training's 4 strands (empowerment, anti-radicalisation, interculturality, transferable skills). You have 60 minutes to design it.
2. **Designing in groups (60 min).** Each group works with the template (Annex A): defining the objective, the specific audience, the step-by-step activities, the materials and how they would evaluate it. The facilitator circulates, asks prompting questions and avoids giving answers.
3. **Pitch presentations (30 min · 5 min per group).** Each group presents its design in 5 minutes (they can use their paper as a visual aid). After each pitch, 3 minutes of structured feedback from the rest of the group using the technique '1 thing I liked + 1 question + 1 suggestion'.

BACKGROUND

What is instructional design and why does it matter? Instructional design is the systematic process of planning learning experiences. In non-formal education, this process has to answer: what do we want young people to be able to do/think/feel at the end? Which methodologies suit that objective and that group? How do we create a coherent experience arc? How do we evaluate that learning has taken place?

Bernice McCarthy's 4MAT model, useful for the groups' designs. A good 2-hour workshop goes through all 4 phases, and the groups should include every one of them in their design:

Phase	What it brings
1. Why?	Connection with lived experience: spark motivation with an experience or question rooted in the group's reality.
2. What?	Conceptual content: which concepts, frameworks or information they need.
3. How?	Practice: apply the concepts in a concrete exercise.
4. What now?	Transfer: how they apply it in their own context.

How to facilitate the pitches and structured feedback. The technique '1 thing I liked + 1 question + 1 suggestion' (also known as '+ / ? / delta') starts by recognising the positive (which builds receptiveness), uses a question rather than direct criticism (less defensiveness) and ends with a concrete, future-oriented suggestion (actionable). Your role during the pitches: listen, note the patterns you see and, in the final synthesis, point out which methodological elements appeared most often and which were conspicuous by their absence.

MATERIALS NEEDED

- Printed workshop design template (Annex A, 1 per group) with sections: objectives, audience, methodology, activities, materials, evaluation
- A3 or roll paper for the visual design
- Coloured markers
- Post-its
- Visible timer
- Pitch assessment criteria written on flipchart paper (before starting)

NOTES FOR THE FACILITATOR

- Remind the groups that methodological creativity is welcome.
- Pitching is also practice in presenting and communicating: point this out.
- Photograph all the designs: they can become resources for the training report.

ACTIVITY
3.2

DAY 3
Me as a facilitator · Self-assessment

⏱ 45 minutes | Individual + Pairs | Room with tables

OBJECTIVE

To identify one's own strengths and areas for improvement as a facilitator and generate a personal development plan for facilitation skills.

STEP-BY-STEP IMPLEMENTATION

1. **Individual self-assessment (15 min).** Each person scores each of the 8 areas of the wheel (Annex B) from 1 to 5, both where they see themselves now and where they would like to be in 1 year. Colour in the resulting wheel.
2. **Peer feedback (20 min · 10 min per person).** In pairs, each person shares their wheel. The partner offers: 'Does this match what I saw of you during the training?', 'Which area seems strongest to you, judging by how you work?' It isn't an evaluation; it's an outside perspective.
3. **Group synthesis (10 min).** The facilitator invites reflection: Which area appears to be the most developed across the group? Which is the most challenging for the group? Connect with the personal action plan (Activity 3.4).

BACKGROUND

The 8 key facilitation competences in non-formal education. The 8 areas of the wheel are based on the IAF (International Association of Facilitators) facilitator competency framework, adapted to the context of European non-formal education (Erasmus+ / SALTO-Youth):

Competence	What it means in practice
1. Group management	Reading group dynamics, managing conflict, including diverse voices, handling dominant people.
2. Activity design	Choosing methodologies suited to the objective and the group, and sequencing them coherently.
3. Non-verbal communication	Use of space, voice, silences, eye contact. The body as a teaching tool.
4. Conflict management	Distinguishing productive from destructive conflict. Intervening without shutting down debate.
5. Inclusion and diversity	Adapting the process to different learning styles, languages, abilities and cultures.
6. Time management	Keeping the pace without sacrificing depth. Knowing when to extend and when to cut.
7. Feedback and evaluation	Creating moments of metacognitive reflection. Using formative evaluation during the process.
8. Care of the emotional space	Holding moments of emotional intensity without minimising or dramatising them.

The facilitator as a learner. Donald Schön (1983) described the reflective practitioner as someone who constantly learns from their own practice through a cycle: action → observation → reflection → experimentation. Competence

self-assessment is a tool within this cycle. The aim isn't to score 5 in everything, but to identify where to focus development over the coming months. Someone with strong design skills and weaker emotional management has a different profile from someone in the opposite situation, and both profiles have their strengths and risks.

MATERIALS NEEDED

- Printed facilitation competence wheel template (Annex B, 1 per person)
- Pen or fine marker
- Space to work in pairs

NOTES FOR THE FACILITATOR

- Adapt the 8 areas of the wheel to the group's context before printing.
- The 1–5 scale is a guide: what matters is the reflection, not the number.

ACTIVITY
3.3

DAY 3
Learning gallery

⏱ 60 minutes | Visual + Individual + Group | Room with available wall space

OBJECTIVE

To synthesise and consolidate the most significant learning from the training, share it visually and create a space for collective resonance.

STEP-BY-STEP IMPLEMENTATION

1. **Creating a personal card (20 min).** Each participant creates a visual card with their 3 key learning points from the training. They can use words, drawings, symbols or a combination. Write large and legibly.
2. **Setting up the gallery (5 min).** The cards are hung on the wall to form a gallery. They can be grouped by thematic strand if the group prefers.
3. **Silent tour with resonance post-its (20 min).** The whole group walks around the gallery in silence. When a card resonates with someone, they can leave a resonance post-it with 1 word or 1 symbol. Nobody speaks.
4. **Collective synthesis (15 min).** The facilitator reads aloud the learning points that resonated most. The group identifies: What are we taking away as a collective? What remains outstanding?

MATERIALS NEEDED

- A5 or A6 card (1 per participant)
- Thick coloured markers
- Masking tape or sticky tape to put them on the wall
- Small post-its (3 colours)
- Enough wall space to display all the cards

NOTES FOR THE FACILITATOR

- Leave the gallery up during the afternoon: it creates continuity.
- The silent phase is valuable: don't cut it short even if people get restless.

ACTIVITY
3.4

DAY 3

Personal action plan (PAP)

⏱ 50 minutes | Individual + Trios | Work tables

OBJECTIVE

To turn the learning from the training into concrete, verifiable commitments for everyday professional practice.

STEP-BY-STEP IMPLEMENTATION

1. **Individual reflection and writing (20 min).** Each person completes their PAP (Annex C) in silence. Answers should be specific (what, when, how) and realistic. The facilitator can guide with examples: 'it's not enough to say I want to be a better facilitator: say exactly what you're going to change in your next session'.
2. **Sharing in trios (20 min · ~6 min per person).** In groups of 3, each person presents their PAP. The other two ask questions to sharpen the commitments: 'How will you know you've done it?', 'What could stop you?' At the end, they agree how they'll follow up (WhatsApp, an email in 1 month, etc.).
3. **Sealing the commitment (10 min, optional).** If envelopes are used, each person puts their PAP in an envelope, seals it and writes their own address on it. The envelopes are kept and posted in 3 months.

MATERIALS NEEDED

- Printed PAP template (Annex C, 1 per person)
- Pen
- Envelope (optional, to seal the commitment and open it in 3 months)

NOTES FOR THE FACILITATOR

- Being specific is key: the more concrete the commitment, the more likely it is to be kept.
- Follow-up trios work better if there's already a relationship: let them form freely.

ACTIVITY
3.5

DAY 3
Evaluation · Form + Visual barometer

⏱ 25 minutes | Evaluation | Main room

OBJECTIVE

To gather feedback on the training to improve future editions and give a reflective close to the process.

STEP-BY-STEP IMPLEMENTATION

1. **Written form (10 min).** Each person completes the form (Annex D) individually and in silence. Anonymity is guaranteed.
2. **Visual barometer (15 min).** Each person writes on the roll paper: 1 thing under 'I'm taking away', 1 under 'I'm letting go' and 1 under 'I need more of'. They can use words, drawings or symbols. The facilitator reads some representative items aloud to give a collective close.

MATERIALS NEEDED

- Printed evaluation form (Annex D, 1 per person)
- Pens for the form
- Roll paper on the wall with 3 horizontal bands: 'I'm taking away…', 'I'm letting go…', 'I need more of…'
- Markers for the barometer

NOTES FOR THE FACILITATOR

- Collect the forms before moving on to the closing: don't leave it until the end.
- The visual barometer remains as a graphic record of the group.

ACTIVITY
3.6

DAY 3
Closing · Circle of recognition

⏱ 45 minutes | Celebration + Plenary | Room in a circle

OBJECTIVE

To close the training process meaningfully, generate mutual recognition among participants and give the facilitator space for a narrative synthesis of the process.

STEP-BY-STEP IMPLEMENTATION

1. **Appreciation post-its (15 min).** Each person writes an appreciation post-it to 2–3 people in the group (something they value about how that person took part, contributed or simply was). The post-its are handed over in person.
2. **One-word closing round (10 min).** Standing in a circle, each person says a single word they're taking with them as they leave this training. No explanations, no speeches.
3. **Narrative synthesis of the process (15 min).** The facilitator gives a narrative synthesis of the process: the journey the group has made, the key moments, what unexpectedly emerged, what is still alive. It's a gift for the group: prepare it carefully.
4. **Symbolic close (5 min).** A small closing gesture: a collective round of applause, a song, a group hug or a moment of silence. The facilitator chooses according to the group's energy.

MATERIALS NEEDED

- Coloured post-its (3–4 per person)
- Pens
- Soft music for the closing (optional)
- A symbolic object for the centre of the circle (a flower, a candle, an object the facilitator brings from home)

NOTES FOR THE FACILITATOR

- The narrative synthesis is an art: prepare it the night before using your notes on the process.
- Let the closing take its time: don't compress it if the group is in a beautiful moment.

Annexes · Printable materials for Day 3

Annex A — Workshop design template (Activity 3.1)

1 per group. *Instructions: complete each section with your group in 60 minutes. Be concise and specific. There are no right or wrong answers, only better or less well-argued designs.*

Section 1 · General information	
Workshop title	
Thematic strands integrated (tick the 2 that apply)	☐ Empowerment · ☐ Anti-radicalisation · ☐ Interculturality · ☐ Transferable skills

Section 2 · Audience and objectives	
Target audience (who they are, context, key characteristics)	
Main aim (1 overarching goal)	
By the end of the workshop, participants will be able to… (2–3 specific learning objectives)	1. · 2. · 3.

Section 3 · Methodology (4MAT model)
1. Why? Connection / motivation (what experience or question activates the group?)
2. What? Conceptual content (what concepts or frameworks do they need?)
3. How? Applied practice (what concrete exercise puts the content into practice?)
4. What now? Real-life transfer (how do they apply this in their own context?)

Section 4 · Detailed agenda (120 min)

Duration	Block / activity	Brief description

Section 5 · Activity breakdown (repeat for activities 1 to 4)	
Activity name	
Duration	
Specific objective	
Step by step (detailed description)	
Materials needed	
Reflection questions (2–3 concrete questions)	1. · 2. · 3.

Section 6 · Materials and evaluation
Full materials list (everything needed for the workshop)
How will you assess that learning took place? (method + instrument)
Success indicators (what will you see / hear if it works?)

Annex B — Facilitation competence wheel (Activity 3.2)

1 per person. Score each area from 1 to 5: where you see yourself now and where you would like to be in 1 year's time. Then colour in the resulting wheel. Adapt the 8 areas to the group's context before printing.

Area	Now (1-5)	In 1 year (1-5)
1. Group management	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
2. Activity design	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
3. Non-verbal communication	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
4. Conflict management	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
5. Inclusion and diversity	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
6. Time management	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
7. Feedback and evaluation	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5
8. Care of the emotional space	1 ○ 2 ○ 3 ○ 4 ○ 5	1 ○ 2 ○ 3 ○ 4 ○ 5

Annex C — Template · Personal action plan (Activity 3.4)

1 per person. Specific (what, when, how) and realistic answers.

MY PERSONAL ACTION PLAN

1 change in my professional practice:

_____

1 concrete action with my young people:

_____

1 resource to explore in the next 30 days:

_____

Follow-up agreed with my trio (how and when):

_____

Annex D — Evaluation form (Activity 3.5)

1 per person. Anonymous.

#	Question	Answer
1	What overall rating would you give the training?	1 ○ 2 ○ 3 ○ 4 ○ 5
2	Which activity or moment was most useful for you?	

#	Question	Answer
3	What would you change or improve?	
4	How would you rate the facilitation?	
5	Would you recommend this training? Why?	

Visual barometer (roll paper on the wall, 3 horizontal bands)
I'm taking away… · **I'm letting go…** · **I need more of…**



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