

Erasmus + Project

DYS IN YOUTH FIELD

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DYS in Youth Field

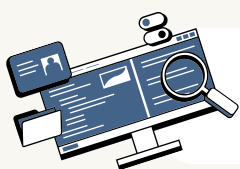
Empowering
inclusive youth work
through gamified
and digital tools



In-person Module

A Toolbox that brings
together a collection of
practical, DYS-friendly
activities that support
inclusive youth work and
non-formal learning

Project Logo



Project website:

<https://dysinyouth.eu/>



jovesólides
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LA SOLIDARIDAD
Y EL DESARROLLO



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Introduction

Dear **youth workers, trainers, facilitators and young people,**

Welcome to the **DYS in Youth Field Toolbox of In-Person Activities**. It is our pleasure to present this collection of practical activities designed to help make youth work more inclusive, accessible, and responsive to the diverse learning needs of young people.

This toolbox has been developed within the **DYS in Youth Field project** as a practical companion to the online learning resources. While the online course introduces the key concepts of Specific Learning Disorders (SLDs) and inclusive youth work, this toolbox translates those concepts into face-to-face, experiential activities that can be implemented in non-formal education settings. The activities encourage participation, collaboration, reflection, and active learning, while offering practical adaptations that support young people with SLDs and benefit diverse groups of learners.

The toolbox is adapted from the **DYS in Youth Field Online Course** and the **Additional Materials** developed throughout the project. Together, these resources provide youth workers with both the theoretical background and practical tools needed to create more accessible learning environments. All project materials are available on the official project website.

To ensure wider accessibility, the toolbox has been translated from **English** into the languages of all project partners: **French, Spanish, Italian, Macedonian, and Albanian**.

How to use this toolbox

The activities are organised into three levels of complexity:

- **Introductory** – suitable for facilitators who are new to the topic and for groups beginning to explore inclusion and SLDs.
- **Moderate** – activities requiring greater participant engagement and collaborative problem-solving.
- **Expert** – more advanced activities that encourage critical reflection, planning, and the application of inclusive practices in youth work.

Within each level, the activities progress from simpler to more complex, allowing facilitators to select activities according to the experience and needs of their group.

Each activity includes:

Learning objectives;
Number of participants needed;
Materials needed;
Step-by-step implementation;
Adaptations for young people with SLDs;
Facilitator notes with practical tips for inclusive delivery.



Introduction

Rather than offering a single approach, this toolbox encourages flexibility. Every young person has unique strengths, preferences, and support needs, and facilitators are invited to adapt the activities to their own context while ensuring meaningful participation for everyone.

We hope this toolbox inspires you to create welcoming, engaging, and accessible youth work experiences where every young person has the opportunity to learn, participate, and thrive.

We wish you every success in implementing these activities!

For those who would like to explore the **DYS in Youth Field Online Course** and become more familiar with the materials developed within the project, you can visit the website below or scan the QR code.

<https://edukacio.com/courses/dys-in-youth-field-course/>



All other project resources, including the **Additional Materials** and supporting publications, are available on the official DYS in Youth Field project webpage:

<https://dysinyouth.eu/>



The toolbox includes the following activities:

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Activity name

Creating Inclusive Youth Spaces: From Awareness to Action

Target group

- Youth workers
- Trainers
- Youth educators working with young people in non-formal education settings, including young people with SLD

Number of participants

10 - 25 participants

Training type

Introductory

Materials Needed:

- Flipchart or whiteboard
- Sticky notes
- Markers
- Printed case studies
- Projector (optional)

Objective/s of the activity:

- Increase understanding of inclusion in youth work;
- Recognise barriers faced by young people with SLD;
- Identify practical strategies to create more inclusive youth activities.

Brief introduction to the activity

This activity supports youth workers in translating the concept of inclusion into practical youth work actions. Building on **Module 2**, participants will explore how inclusion goes beyond access and participation, and how youth workers can create environments where young people with different abilities, backgrounds and learning needs feel respected, involved and able to contribute. Particular attention is given to young people with Specific Learning Disorders (SLD), who may face barriers related to communication, written information, organisation, processing time or confidence.



Facilitator note: This activity builds on the content presented in **Module 2** of the **DYS in Youth Field Course**. Facilitators who are not familiar with the course are encouraged to review the relevant module before implementing the activity. The module provides additional background, concepts, and practical resources that can help facilitators better understand and effectively deliver the activity. Link to the DYS Online Course: <https://edukacio.com/courses/dys-in-youth-field-course/>

Brief introduction to the activity

Activity implementation

Step 1 – Understanding inclusion in practice (20 minutes)

The facilitator writes the words **Diversity, Accessibility and Inclusion** on a flipchart and asks participants to discuss in pairs what each concept means in their daily youth work practice. After a short exchange, participants share examples with the group. The facilitator then introduces a reflective question to encourage deeper discussion:

“Can a youth activity be accessible without being truly inclusive? Why or why not?”

Participants are encouraged to consider the difference between simply removing barriers to participation and creating an environment where young people feel respected, supported, and able to contribute meaningfully.

The facilitator clarifies that inclusion is not only about allowing young people to be present, but about adapting activities, communication, and environments so that every young person can participate meaningfully.

Step 2 – Exploring barriers faced by young people with SLD (30 minutes)

Participants work in small groups. Each group receives a short case study describing a young person with SLD in a youth activity. Examples may include a participant who struggles with written instructions, a young person who needs more time to process information, or someone who avoids group discussion because of anxiety.

Groups identify the barriers experienced by the young person and consider **both individual and environmental factors** that may contribute to these challenges. They discuss how barriers may arise from the way activities are designed, instructions are communicated, the physical or digital environment, group dynamics, time constraints, or available support, rather than being located only within the young person.

Groups then propose practical adaptations that youth workers could make to the **activity, environment, communication, or support provided** to create a more inclusive experience.

Brief introduction to the activity

Step 3 - Building an inclusion toolbox (20 minutes)

Based on the previous discussion, participants create a shared “Inclusion Toolbox”. They collect simple strategies youth workers can use immediately, such as visual support, oral and written instructions, flexible timing, peer support, smaller task steps and alternative ways of participating. The facilitator groups the ideas and highlights that many adaptations benefit all young people, not only those with SLD.

Step 4 - Personal action planning (10 minutes)

Each participant develops a short implementation plan for applying the learning in their own youth work practice. Rather than simply listing actions, participants identify:

- **One action they can implement immediately** in their own youth work practice;
- **One action that requires organisational support**, such as changes in procedures, resources, or cooperation with colleagues;
- **One longer-term goal** for improving inclusion and accessibility in their youth work environment.

Participants briefly consider what support or resources they may need to implement each action. Volunteers may share their plans and commitments with the group.

Adaptations for young people with SLD

Use clear and simple language, combine oral and written instructions, break complex tasks into smaller steps and provide visual support. Allow additional time for reflection and participation, and encourage peer support where appropriate.

Debriefing:



Facilitator leads a group reflection using the following questions:

- ★ **What did you learn about inclusion that was new to you?**
- ★ **Which barriers are most common in your own context?**
- ★ **Which adaptation would be easiest to implement immediately?**
- ★ **How can inclusion improve the experience of all young people?**

Activity name**Mentimeter for Inclusive Participation****Target group**

- ☐ Youth workers
- ☐ Trainers
- ☐ Educators

Number of participants**10 - 30 participants****Training type****Introductory****Materials Needed:**

- Laptop
- Projector
- Internet connection
- Smartphones/tablets
- Mentimeter account

Objective/s of the activity:**Participants will:**

- Become familiar with Mentimeter;
- Create inclusive digital activities;
- Understand how anonymous participation supports young people with SLDs;
- Design simple interactive polls and reflections.

 Facilitator note

This activity builds on the **Additional Materials** developed under the DYS in Youth Field project. Facilitators are encouraged to review these materials before implementing the activity, as they provide additional background, practical guidance, and resources that can support effective delivery and help facilitators better understand the topic.

Additional Materials: <https://dysinyouth.eu/support-materials-2/>

Brief introduction to the activity

Mentimeter is an interactive digital platform that allows participants to answer questions anonymously using their phones. It encourages participation from individuals who may be reluctant to speak publicly, making it particularly valuable when working with young people with SLDs.

The activity introduces the platform while demonstrating practical applications for inclusive youth work.

Step 1 - Introduction (10 minutes)

The facilitator demonstrates Mentimeter and explains its features:

Word Clouds | **Multiple Choice** | **Ranking** | **Open-ended Questions** | **Scales**

Brief introduction to the activity

Step 2 – Participant Experience (15 minutes)

Participants join a prepared Mentimeter presentation.

Questions include:

- What does inclusion mean to you?
- Which teaching method helps you learn best?
- One word describing a supportive youth worker.

Participants immediately see the live results.

Step 3 – Create Your Own Activity (30 minutes)

Working in pairs, participants create a short Mentimeter activity that includes:

- one poll;
- one-word cloud;
- one reflection question.

Their activity should focus on supporting young people with SLDs and be designed with accessibility in mind (e.g. using clear and simple language, readable formatting, and inclusive questions suitable for diverse learners).



Facilitator note: Encourage participants to consider accessibility when designing their Mentimeter activities.

Step 4 – Peer Testing (20 minutes)

Groups exchange activities and test one another's Mentimeter presentations. Participants provide constructive feedback.

Debriefing:

Discuss:

- ★ How does anonymous participation improve inclusion?
- ★ Which Mentimeter feature was most useful?
- ★ How can digital participation reduce anxiety?
- ★ When should Mentimeter be used instead of traditional questioning?

Conclude that digital tools can increase participation when designed with accessibility in mind.



Activity name

Movement, Focus and Inclusion with GoNoodle

Target group

- ☒ Youth workers
- ☒ Trainers
- ☒ Youth educators working with young people in non-formal education settings, including young people with SLD

Number of participants

10 - 25 participants

Training type

Introductory

Materials Needed:

- ☒ Computer with internet access
- ☒ Projector
- ☒ Speakers
- ☒ Access to GoNoodle
- ☒ Flipchart and markers

Objective/s of the activity:

- ☒ Explore GoNoodle as a tool for inclusive youth work;
- ☒ Understand how movement can support focus, emotional regulation and participation;
- ☒ Experience different types of GoNoodle activities;
- ☒ Reflect on how movement breaks can be integrated into youth work sessions involving young people with SLD.

Facilitator note

This activity builds on the **Additional Materials** developed under the DYS in Youth Field project. Facilitators are encouraged to review these materials before implementing the activity, as they provide additional background, practical guidance, and resources that can support effective delivery and help facilitators better understand the topic.

Additional Materials: <https://dysinyouth.eu/support-materials-2/>

Brief introduction to the activity

This activity introduces GoNoodle as a practical tool for integrating short movement, dance and mindfulness breaks into youth work sessions. Participants will experience how movement can support concentration, emotional regulation, transitions and group participation. The activity is based on the DYS Support Material, which presents GoNoodle as a free digital platform with short movement, dance and mindfulness videos that can help young people manage energy levels, release tension, calm the body and build predictable routines that support self-regulation.

Brief introduction to the activity

Activity implementation

Step 1 – Selecting calming or energising content (20 minutes)

The facilitator briefly introduces GoNoodle and explains the difference between calming and energizing content. Participants are invited to experience a short activity from the **Movement** or **Dance** category and a short activity from the **Flow** or **Calming** category. The facilitator emphasizes that **movement-based activities should always be optional**, as they may create discomfort or anxiety for some young people. Alternative ways of participating, such as observing, following only selected movements, or choosing a non-movement option, should always be available.

After experiencing both types of activities, participants briefly reflect on how each activity influenced their energy, focus, mood, and comfort level. They also discuss how **participant choice and individual preferences** can be incorporated when using movement or calming activities with young people.

Step 2 – Using GoNoodle for transition support (25 minutes)

The facilitator explains that transitions between activities can be difficult for some young people, including those who experience executive functioning challenges. Participants work in small groups and receive short examples of youth work sessions. They identify moments where young people might lose focus, become overstimulated, or struggle to move from one task to another.

Rather than selecting a GoNoodle activity automatically, groups discuss which **type of activity would best suit the needs of the group and the specific transition**. They explain their choice by considering factors such as:

- 
- current energy and attention levels;
 - sensory preferences and possible sensitivities;
 - whether participants are familiar with the activity;
 - available space and practical conditions;
 - the purpose of the transition and intended learning outcome;
 - opportunities for participants to choose whether and how they participate.

The facilitator highlights **that the same activity may regulate one group while overstimulating another**. Youth workers should therefore observe the group, consider individual differences, and adapt their approach rather than assuming that a particular activity will have the same effect on everyone. Familiar videos or routines may be useful when introduced at predictable moments, while still allowing participants appropriate choice and alternative ways of participating.

Brief introduction to the activity

Step 3 – Practising social-emotional learning (25 minutes)

Participants explore mindfulness and breathing videos available on GoNoodle. After viewing one example, small groups discuss how these resources could be used as a group activity to talk about feelings, coping strategies, wellbeing and self-awareness. Participants identify situations where this could be useful, such as after a conflict, before a reflection activity, after lunch, or at the end of a demanding session. The facilitator underlines that the goal is not perfect movement performance, but participation, emotional regulation and group belonging.

Step 4 – Planning for practice (20 minutes)

Participants design a simple youth activity plan that incorporates one GoNoodle resource. They identify the purpose of the activity, when the GoNoodle video will be used, what benefit it is expected to provide and how it can support young people with SLD. Volunteers present their ideas to the group. The facilitator closes by reminding participants that movement breaks should be simple, predictable and adapted to the group's needs.

Adaptations for young people with SLD

Use familiar videos regularly to create predictable routines. Focus on participation and enjoyment rather than performance. Allow participants to engage at their own pace and select calming or energising activities according to the group's needs.



Facilitator note: As these activities may involve movement, emotions, and personal space, facilitators should pay close attention to participants' comfort and engagement. **Participation should always be voluntary**, and alternative ways of participating should be offered. If a participant appears uncomfortable, overwhelmed, or excluded, the facilitator should adapt the activity immediately—for example, by changing the movement or video, offering a quieter alternative, or, if necessary, switching to a different activity altogether.

Debriefing:

Facilitator leads a group reflection using the following questions:

- ★ Which GoNoodle activity was most useful and why?
- ★ How can movement support participation and engagement?
- ★ When are movement breaks most useful in youth work sessions?
- ★ How can predictable routines support young people with SLD?



Activity name

Changing the Conversation: Forum Theatre for Inclusive Language

Target group

- Youth workers
- Educators
- Trainers
- Social workers

Number of participants

10 - 30 participants

Training type

Moderate

Materials Needed:

- Flipchart or whiteboard
- Materials for writing: paper, markers
- Open space for role-play
- Cards containing non-inclusive language phrases (or the phrases written on a flipchart or whiteboard). Examples are provided below for phrases that must be incorporated into the role-plays. Each team receives at least 3 phrases.

Objective/s of the activity:

- To recognise how everyday language can unintentionally exclude or discourage young people with SLDs;
- To explore how communication influences participation, confidence, and group dynamics;
- To practise replacing non-inclusive language with respectful, strengths-based, and accessible communication;
- To build confidence in responding to situations where communication creates barriers.

Cards with non-inclusive language phrases

- "You just need to try harder."
- "Try to finish as quickly as you can."
- "You can't read properly?"
- "Just read the instructions carefully."
- "You probably missed that part."
- "You're one of our special needs participants."
- "You're not paying attention again."
- "You should already know how to do this."
- "Everyone else seems to have understood the instructions."
- "Let's keep going, and you can catch up."

Facilitator note

This activity builds on the content presented in **Module 4** of the **DYS in Youth Field Course**. Facilitators who are not familiar with the course are encouraged to review the relevant module before implementing the activity. The module provides additional background, concepts, and practical resources that can help facilitators better understand and effectively deliver the activity. Link of the DYS Online Course: <https://edukacio.com/courses/dys-in-youth-field-course/>

Brief introduction to the activity



The facilitator briefly introduces **Forum Theatre**, explaining that participants are not passive observers but "**spect-actors**" who can interrupt a scene, replace one of the actors, and explore alternative ways of communicating.

Participants are reminded that inclusive language is not only about the words we choose, it also includes tone of voice, giving enough processing time, offering alternative ways to participate, checking understanding, and creating an environment where every young person feels respected.

Participants are divided into groups of four to six people. Each group receives one everyday youth work situation together with **two or three Inclusive Language Cards**. Their task is to create a short role-play (3–5 minutes) in which the expressions from the cards are used naturally within the conversation. Participants should aim for realistic and respectful performances, avoiding exaggerated portrayals of barriers or experiences related to SLDs.

Possible situations could include:

Situation 1: A facilitator introduces a group activity and gives several instructions at once. One participant with dyslexia asks for clarification because they did not fully understand the task. The facilitator needs to respond in a supportive way and ensure that the participant can understand the instructions without feeling singled out or embarrassed.

Situation 2: During a workshop, participants are asked to read a text aloud in front of the group. One young person appears uncomfortable and reluctant to participate. The facilitator notices the hesitation and needs to consider how to respond respectfully, while ensuring that the young person is not pressured or put on the spot.

Situation 3: A group activity has a strict time limit, and the facilitator announces that only a few minutes remain. One participant needs more time to process the instructions, while the rest of the group is ready to continue. The facilitator needs to find an inclusive way to manage the time while allowing the participant to engage meaningfully in the activity.

Groups have approximately 15 minutes to prepare their performance. The first presentation should intentionally demonstrate communication that creates barriers to participation by using the language shown on their cards.

After each performance, the facilitator invites the audience to reflect:

- Which words or behaviours created barriers?

Brief introduction to the activity

- How might the young person have felt?
- At what moment did the communication become non-inclusive?

The group then repeats the scene using a more inclusive communication approach.



Facilitator note: During the second performance, the facilitator may briefly pause the action after the new approach is introduced and invite participants to reflect on how the change in communication affected the interaction and the young person's participation before allowing the scene to continue. This helps participants clearly connect specific communication changes with their impact.

Audience members may stop the action at any time by saying **"Stop!"** and replace one of the actors. The participant continues the scene using a different communication strategy while keeping the same situation.

Participants are encouraged to explore different approaches, such as using person-first language, simplifying instructions, avoiding comparisons, acknowledging strengths, allowing more processing time, checking understanding, or providing visual support.

Several participants may intervene during the same scene, allowing the group to compare different solutions and discuss which communication strategies best promote inclusion.



Debriefing:

Facilitator leads a group reflection using the following questions:

- ★ Which expressions had the strongest emotional impact?
- ★ Which interventions made the greatest difference?
- ★ Did changing only a few words change the atmosphere of the conversation?
- ★ Besides language, what other communication behaviours promoted inclusion?
- ★ Which communication strategy could you immediately apply in your own youth work practice?

Conclude by asking participants to work together to create an Inclusive Communication Charter by identifying five to eight communication principles they want to use in their everyday work with young people.

Finish by emphasising that inclusive language is not about avoiding certain words – it is about creating communication that enables every young person to participate, contribute, and feel valued regardless of their learning profile.



Activity name

Visual Thinking for Inclusive Participation: Planning with MindMeister



Target group

- Youth workers
- Trainers
- Youth educators working with young people in non-formal education settings, including young people with SLD

Number of participants

10 - 25 participants

Training type

Moderate

Materials Needed:

- Computers, tablets or smartphones
- Internet connection
- MindMeister account
- Projector
- Flipchart and markers

Objective/s of the activity:

- Understand visual thinking as an inclusive methodology;
- Learn how MindMeister can support planning and organisation;
- Explore collaborative mind mapping;
- Apply visual learning strategies to youth work activities.



Facilitator note

This activity builds on the **Additional Materials** developed under the DYS in Youth Field project. Facilitators are encouraged to review these materials before implementing the activity, as they provide additional background, practical guidance, and resources that can support effective delivery and help facilitators better understand the topic.

Additional Materials: <https://dysinyouth.eu/support-materials-2/>

Brief introduction to the activity



This activity provides youth workers with a practical introduction to **MindMeister** as a visual planning and collaboration tool that can support inclusive and flexible youth work practices. Building on the DYS Support Material, participants will explore how visual thinking may help some young people organise information, structure ideas, and actively contribute to group processes.

Particular attention is given to young people with SLD, who may benefit from colour-coded structures, reduced text overload, and collaborative ways of expressing their ideas. However, visual methods may not be preferred or effective for everyone, so youth workers should consider individual preferences and needs and offer alternative ways of processing and expressing information where appropriate.

Brief introduction to the activity

Activity implementation

Step 1 – Introducing MindMeister and its purpose (15 minutes)

The facilitator introduces MindMeister as an online mind-mapping application that allows users to visualise information, organise ideas, collaborate in real time, and present thoughts in a structured way. Participants are invited to reflect on situations where visual representations such as diagrams, drawings, or mind maps helped them understand, remember, or communicate information more easily. They may also consider **what made the visual representation helpful and whether there were situations where a visual approach was not useful or preferred.**

The facilitator highlights that visual organisation can support participation and learning, especially for young people who may find large amounts of written information challenging, while emphasising that preferences and learning needs vary between individuals.

Step 2 – Creating a mind map together (30 minutes)

Following the approach suggested in the DYS resource, the facilitator creates a shared mind map with the whole group. **Participants are first invited to suggest and agree on a topic relevant to youth work**, such as “**What makes a youth activity inclusive?**” This gives participants an opportunity to contribute to the focus of the activity and increases ownership of the process.

Once the topic is selected, it is placed in the centre of the mind map. Participants then suggest key themes, ideas, and questions, which are added as main branches. The facilitator encourages participants to organise and connect ideas collaboratively.

The facilitator also invites participants to use **colours, images, and icons purposefully**. These visual elements should support understanding rather than simply decorate the mind map. For example, colours, icons, and images can be used consistently to highlight relationships between ideas, distinguish different themes, or make key information easier to identify.

This step demonstrates how complex ideas can be organised visually and collaboratively, while recognising that visual elements should be selected according to their usefulness and participants’ preferences.

Brief introduction to the activity

Step 3 – Practice time in small groups (25 minutes)

Participants work in small groups and create their own mind maps on a topic relevant to young people's daily lives or youth work practice. Suggested themes include exam preparation, project planning, event organisation, awareness campaigns, or preparation of a youth activity.

As they develop their mind maps, groups are encouraged to consider **how a young person might use the tool themselves**: What information would they need to organise? How could the mind map help them express their ideas, make decisions, plan a task, or participate in a group process? Participants should also consider whether the chosen visual approach would be accessible and useful for different young people, recognising that not everyone prefers visual methods.

Groups are encouraged to use keywords, colours, images, and connections between ideas rather than long written descriptions. **Visual elements should be used purposefully to support understanding and organisation**. During the exercise, the facilitator circulates among the groups, providing support and helping participants explore different ways of organising information visually and considering how they could adapt the tool for use directly with young people.

Step 4 – Reflection and transfer to practice (20 minutes)

Each group presents its mind map and briefly explains its structure and choices. The facilitator leads a discussion on how MindMeister could be integrated into participants' own youth work activities. Participants reflect on situations where visual planning could improve participation, support collaborative learning or help young people organise information more effectively. The activity concludes with a discussion on how visual thinking can contribute to more inclusive and accessible youth work practices.

Adaptations for young people with SLD

Use colour-coded branches, images and icons to reduce text overload and make information easier to understand. Break complex topics into smaller visual sections and provide templates or partially completed maps when participants need more structure. Collaborative mind maps can also reduce individual pressure and support peer learning.



Facilitator note

Encourage participants to consider accessibility when using **MindMeister**, including different levels of digital skills, screen fatigue, and individual preferences for visual or digital tools. **In case of technical issues or limited access to technology, the facilitator should have a Plan B by preparing a paper-based mind-mapping activity**, so that the session can continue without relying on the digital tool.



Debriefing:

Facilitator leads a group reflection using the following questions:

- ★ How did visual thinking influence the way you organised information?
- ★ What advantages did you notice compared to traditional note-taking?
- ★ How can mind mapping increase participation among young people?
- ★ How could MindMeister support some young people with SLD?
- ★ In which youth work activities would you use this tool?
- ★ What potential limitations might arise when using digital mind mapping, such as screen fatigue, access to technology, different levels of digital skills, or individual preferences?
- ★ How could youth workers address these limitations or provide alternative ways of participating?



Facilitator note: Emphasise that digital mind mapping is one possible tool for supporting participation and organisation. It should be adapted to the needs and preferences of the young people, with non-digital or alternative methods available when appropriate.

Activity name

Choosing the Right Digital Tool for Inclusion

Target group

- Youth workers
- Trainers
- Youth educators working with young people in non-formal education settings, including young people with SLD

Number of participants

10 - 25 participants

Training type

Moderate

Materials Needed:

- Computers, tablets or smartphones with internet access
- Projector
- Flipchart
- Printed description of the digital tools: Canva, Mentimeter, MindMeister and GoNoodle.

Objective/s of the activity:

- Understand how digital tools can support inclusion and accessibility;
- Identify the strengths and limitations of different digital tools;
- Match digital tools to specific learning needs and participation barriers;
- Develop confidence in selecting appropriate digital tools for youth activities.

Facilitator note

This activity builds on the content presented in **Module 5** of the **DYS in Youth Field Course**. Facilitators who are not familiar with the course are encouraged to review the relevant module before implementing the activity. The module provides additional background, concepts, and practical resources that can help facilitators better understand and effectively deliver the activity. Link of the DYS Online Course: <https://edukacio.com/courses/dys-in-youth-field-course/>

Brief introduction to the activity

This activity helps youth workers reflect on how digital tools can be used purposefully to support inclusion in youth work. Building on Module 5, participants will explore how tools can promote accessibility, engagement, creativity and participation when they are selected according to the needs of learners. The focus is not on using technology for its own sake, but on choosing tools that reduce barriers and support young people with SLD in understanding information, expressing ideas, collaborating and participating actively.

Brief introduction to the activity

Activity implementation

Step 1 – What makes a digital tool inclusive? (15 minutes)

The facilitator opens the activity by asking participants which digital tools they currently use in youth work and whether they usually consider accessibility when choosing them. Before introducing the principles of inclusive digital learning, participants are invited to reflect on a time when a digital tool created barriers rather than removed them. They discuss what caused the barrier, who may have been affected, and what could have been done differently. After a short exchange in pairs, participants share examples with the group.

The facilitator then introduces key principles of inclusive digital learning, **including accessibility, participation, flexibility, visual support, and engagement**.

Together, the group identifies basic criteria for choosing a tool: ease of use, visual support, low text load, collaboration options, accessibility, language options, and relevance for the learning objective.

Step 2 – Exploring the tools (25 minutes)

Participants are divided into small groups. Each group receives information about one or two DYS tools, such as **Canva, GoNoodle, MindMeister or Mentimeter**. They analyse what the tool is used for, which learning barriers it may help reduce, and what challenges it could create for young people with SLD. If internet access is available, groups briefly test the tool.

The facilitator encourages participants to think beyond technical functions and focus on the youth work purpose: for example, MindMeister can support idea organisation, GoNoodle can support focus and self-regulation, Mentimeter can support anonymous participation, and Canva can support visual expression.

Step 3 – Matching tools to youth needs (25 minutes)

Each group receives short participant profiles describing young people with different strengths, preferences and needs. Examples may include a young person who is creative but finds it difficult to organise ideas, a participant who engages well with interactive tasks but loses concentration quickly, someone who is confident in written communication but feels anxious speaking in front of a group, or a participant who understands and remembers information particularly well when it is presented visually.

Brief introduction to the activity

Groups select the most appropriate digital tool for each profile and explain their choice, considering both the young person's strengths and the support they may need. They should also identify one possible risk or barrier and one adaptation needed to make the tool easier and more inclusive to use.

The facilitator collects the answers and highlights that tool selection should start from the individual's learning needs, strengths, preferences, and the learning objective—not from the popularity of the tool.

Step 4 - Designing an inclusive mini-activity (15 minutes)

Groups design a short youth work activity using multiple digital tools. The activity should include a clear objective, a simple explanation of how the tools will be used, and at least two possible approaches or adaptations for supporting young people with SLD. Groups are encouraged to consider different ways the activity could be implemented depending on participants' strengths, preferences, needs, available technology, and level of digital confidence.

Each group presents its idea briefly, explaining the different solutions they considered and why they might be appropriate in different contexts. The facilitator closes by emphasising that there is rarely one solution that works for everyone; digital tools should increase access and participation, not add unnecessary complexity or barriers.

Adaptations for young people with SLD

Demonstrate the tool before asking participants to use it. **Reduce text-heavy tasks, use visual formats and offer templates or examples.** Allow participants to work in pairs and provide non-digital alternatives when needed.



Facilitator note

After each group presentation, invite other participants to provide brief, constructive peer feedback on the inclusiveness and accessibility of the proposed activity. **Encourage them to identify one strength of the approach and suggest one possible adaptation or improvement.** This allows participants to exchange practical ideas and consider how the activity could better respond to different strengths, preferences, and support needs.



Debriefing:

Facilitator leads a group reflection using the following questions:

- ★ What characteristics make a digital tool inclusive?
- ★ Which tool would be most useful in your context?
- ★ What barriers could digital tools help reduce?
- ★ What should youth workers consider before introducing technology into an activity?

Activity name

Canva Bingo: The Quick Design Challenge

Training type

Moderate

Target group

■ 14 - 29 years old (Youth / Young people)

Profile: Suitable for both beginners who are just starting to discover graphic design and more experienced users who want to test their creative boundaries and learn hidden features.

Number of participants

Optimal group size:

10 - 25 participants

Note: Can be implemented individually or in small teams of 2-3 people (which encourages teamwork and peer-to-peer learning).

Materials Needed:

For participants: Smartphones, tablets, or laptops with internet access and the Canva app installed (or opened via browser).

For organizers: A computer and a projector/screen to showcase the results, a timer/clock.

Objective/s of the activity:

To develop participants' digital literacy and visual communication skills through non-formal and gamified learning;

To foster creativity, critical thinking, and problem-solving by giving participants abstract or constraint-based design challenges;

To encourage peer-to-peer learning and collaboration as participants help each other find and master different tools within the platform.

Participant note:

Canva also offers additional features through its **Pro version**, which requires a paid subscription. If participants wish to use Pro features, they should be informed that Canva may offer a free trial period (subject to Canva's current terms and availability). Any decision to use the Pro version or start a trial is optional and should be made before beginning the activity.

Facilitator note

This activity builds on the **Additional Materials** developed under the **DYS in Youth Field** project. Facilitators are encouraged to review these materials before implementing the activity, as they provide additional background, practical guidance, and resources that can support effective delivery and help facilitators better understand the topic.

Additional Materials: <https://dysinyouth.eu/support-materials-2/>

Brief introduction to the activity

Instead of giving one big card at the beginning, the game is a race of **5 (or 3) separate rounds**. For each round, you reveal the task. The first team to finish the round shout **"BINGO!"** and gets points. This takes about 1,5 - 2 hours.

Brief introduction to the activity

Here is the plan for the 5 rounds (also can do in 3 rounds):

Round 1: The Warm-up (Super Easy) Time 8 – 10 minutes

The Task: Find a template and change it.

Example: "Find a birthday invitation template. Change the text to your team's name and change all the colours to green."

Goal: Just to learn how to open Canva, search for things, and change text/colours.

Round 2: The Photo Magic (Easy) – 10 - 12 minutes

The Task: Use simple photo tools.

Example: "Take a selfie of your team. Delete the background of the photo and place your team on top of the Eiffel Tower or the Moon."

Goal: Learn how to upload photos, remove backgrounds, and use layers.

Round 3: The Funny Meme (Medium) - Time - 12 -15 minutes

The Task: Create something funny from scratch.

Example: "Make a funny meme about life at our youth centre using elements, shapes, and texts."

Goal: Learn how to search for graphics (elements) and combine text with images for a creative idea.

Round 4: The Future Vision with AI (Advanced) Time – 15-17 minutes

The Task: Use Canva's AI (Artificial Intelligence) tools.

Example: "Use the AI image generator. Type 3 crazy words (like 'flying futuristic youth centre') and create a cool poster with that image."

Goal: Discover the new AI tools inside Canva and practice "prompting" (typing words to get images).

Round 5: The Grand Finale – Motion Design (Expert) Time – 15-17 minutes

The Task: Make things move.

Example: "Create a 5-second video post for Instagram. It must have an animated title that flies in and music in the background."

Goal: Learn how to use animation, video timing, and audio features.

How to Score and Win:

1st place to shout "**BINGO**" in a round gets 3 points.

2nd place gets 2 points.

All other teams who finish before the timer runs out get 1 point.

The team with the most points after Round 5 (or 3) wins the whole game!



Debriefing:

Talk in a circle.

This takes about 10–15 minutes. It is a time to think about what we learned today. Use these simple questions:

★ 1. Thinking about the experience (What happened?):

How did you feel during the race? Was it easy or hard to work in a team where everyone has different skills?

Which round or task made your team talk or laugh the most?

★ 2. Discoveries and learning (What did we learn?):

What new Canva tool or feature did you find today (maybe with the help of your teammate) that you did not know before?

Imagine your team needs to make a real poster about an important topic for youth.

Which tool from today's game will be your team's "superpower"?

Activity name

Learning from Real Stories: Building Inclusive Practice through Case Studies



Target group

- Youth workers
- Educators
- Volunteers working with young people in non-formal education settings, including young people with SLD

Number of participants

10 - 25 participants

Training type

Moderate

Materials Needed:

- Printed case studies (Harry and Odhran)
- Flipchart
- Sticky notes
- Markers
- Reflection worksheets
- Projector (optional)



Facilitator note

This activity builds on the content presented in **Module 6** of the **DYS in Youth Field Course**. Facilitators who are not familiar with the course are encouraged to review the relevant module before implementing the activity. The module provides additional background, concepts, and practical resources that can help facilitators better understand and effectively deliver the activity. Link of the DYS Online Course: <https://edukacio.com/courses/dys-in-youth-field-course/>

Objective/s of the activity:

By the end of this activity participants will

- Analyse real-life examples of inclusive youth work;
- Identify effective strategies that support young people with SLDs;
- Reflect on challenges youth workers may encounter;
- Share and analyse their own experiences of working with young people, learning from peers' perspectives;
- Develop practical solutions applicable in their own work.

Brief introduction to the activity

This activity uses authentic case studies from inclusive youth work to help participants understand how tailored support can positively influence the lives of young people with SLDs. Participants work collaboratively to identify successful approaches, barriers, and lessons learned before connecting these findings to their own practice.

The activity promotes reflection, peer learning and critical thinking while encouraging participants to consider how they can create more inclusive learning environments.



Brief introduction to the activity

Step 1 – Introduction (10 minutes)

The facilitator introduces the importance of learning from real-life examples.

Briefly explain that successful inclusion is built through understanding individual needs, creating supportive environments and providing meaningful opportunities.

Step 2 – Reading the Case Studies (15 minutes)

Divide participants into small groups.

Each group receives **one case study (Harry or Odhran)**.

Participants read the story together and discuss:

- What strengths of the young person were recognised and build upon?
- What barriers did they experience?
- What support did the youth worker or others provide?
- Which strengths were actively built upon?
- How did the support enable the young person to use their strengths and achieve positive outcomes?



Facilitator note: Encourage participants to adopt a strengths-based perspective, recognising that effective support is not only about removing barriers but also about creating opportunities for young people to use and develop their individual strengths.

Step 3 – Group Analysis (20 minutes)

Each group discusses:

- **What made the intervention successful?**
- **Which inclusive strategies were used?**
- **Which barriers remained?**
- **What would you have done differently?**

Groups record their answers on flipchart paper.

Step 4 – Gallery Walk (15 minutes)

Groups display their posters.

Participants circulate around the room, reading each other's work and adding additional ideas using sticky notes.

Brief introduction to the activity

Step 5 - Connecting to Practice (20 minutes)

Participants individually complete a reflection sheet:

- Which strategy could I immediately apply?
- What barriers exist in my organisation?
- What support do I need to become more inclusive?

Volunteers share reflections.

Debriefing:

Use the following questions:

- ★ What surprised you most?
- ★ Which strategy seemed most effective?
- ★ Why is personalised support important?
- ★ How can youth workers promote confidence rather than focusing on limitations?
- ★ Which ideas will you implement first?

Conclude by emphasising that consistent encouragement, structured support and meaningful participation are key elements of inclusive youth work.



Activity name

World Café: Building Inclusive Youth Work Across Europe

Target group

- Youth workers
- Educators
- Trainers
- Social workers and other professionals working with young people

Number of participants

15 - 30 participants

Training type

Expert

Materials Needed:

- Flipchart paper (one per discussion table)
- Markers
- Sticky notes
- Timer

Objective/s of the activity:

- To explore the diverse realities experienced by young people with SLDs across Europe;
- To identify common barriers and successful practices in inclusive youth work;
- To encourage collaborative reflection and exchange of experiences between participants;
- To co-create practical recommendations that can strengthen inclusive youth work regardless of national context.

Table signs displaying the discussion themes

Discussion Themes

Table 1 - Participation

Explore the factors that may prevent or discourage young people with SLDs from fully participating in youth activities. Encourage participants to consider barriers related to communication, activities, social interaction, or the learning environment.

Question: What prevents young people with SLDs from fully participating in youth activities?

Discussion Themes

Table 2 – Accessibility

Identify barriers that may exist in non-formal education and youth work environments and discuss how activities, communication, materials, and physical or digital environments could be made more accessible.

Question: Which barriers still exist in non-formal education and youth work environments?

Table 3 – Support Systems

Discuss the types of support that are currently available to young people with SLDs and identify gaps where additional support, resources, or cooperation may be needed.

Question: What support already exists for young people with SLDs, and what is still missing?

Table 4 – Youth Workers

Reflect on the knowledge, skills, attitudes, and practical approaches youth workers need to create inclusive environments and respond effectively to diverse needs.

Question: Which competences and approaches are essential for creating inclusive youth work?

Table 5 – Looking Ahead

Encourage participants to think beyond current practices and imagine how inclusive youth work could develop in the future, including changes in methods, policies, environments, and youth worker competences.

Question: What should inclusive youth work across Europe look like in five years?



Facilitator note: Before the discussion begins, briefly explain the focus of each table and encourage participants to provide concrete examples and practical solutions rather than focusing only on identifying problems.



Facilitator note

This activity builds on the content presented in **Module 3** of the **DYS in Youth Field Course**. Facilitators who are not familiar with the course are encouraged to review the relevant module before implementing the activity. The module provides additional background, concepts, and practical resources that can help facilitators better understand and effectively deliver the activity. Link of the DYS Online Course: <https://educacio.com/courses/dys-in-youth-field-course/>

Brief introduction to the activity

The facilitator introduces the **World Café** methodology, explaining that participants will explore different aspects of inclusive youth work through a series of structured discussions. The aim is to exchange experiences, build on one another's ideas, and identify practical solutions that can be applied across different European contexts.

Five discussion tables are prepared, each focusing on a different theme related to the realities of young people with SLD. Participants are divided among the tables and spend 12–15 minutes discussing the assigned question, recording key ideas, challenges, and possible solutions on flipchart paper or sticky notes.

One participant at each table is assigned as the table host. The table host remains at the same table throughout the activity and is responsible for welcoming each new group, briefly summarising the key points discussed by the previous group, and encouraging participants to build on and further develop the ideas already recorded.

After each discussion round, participants rotate to a new table, while the table hosts remain in place to maintain continuity and support the exchange of ideas.

Once all groups have visited every discussion table, each group selects one theme and prepares a short presentation summarising the main challenges, key findings, and proposed solutions. The activity concludes with a plenary discussion, during which participants compare ideas, identify common priorities, and reflect on how the proposed recommendations could be applied in their own organisations and local contexts.



Debriefing:

Invite participants to reflect on both the discussions and the collaborative process. Conclude by emphasising that, although the realities of young people with SLD may differ across Europe, many challenges are shared. Through collaboration, exchange of experiences, and the adoption of inclusive practices, youth workers can play a key role in creating accessible and supportive environments where every young person has equal opportunities to participate and thrive.

Activity name

Inclusive Role-Play: Practising Everyday Communication

Target group

- Youth workers
- Young people with SLD

Number of participants

8 - 24 participants

Training type

Expert

Objective/s of the activity:

Participants will:

- Practice inclusive communication; Build confidence in everyday interactions;
- Strengthen empathy and problem-solving skills;
- Learn how to facilitate role-play activities with young people with SLDs.

Materials Needed:

- Scenario cards
- Everyday objects (shopping bag, menu, bus ticket, etc.)
- Flipchart
- Observation sheets

Facilitator note

This activity builds on the content presented in **Module 6** of the **DYS in Youth Field Course**. Facilitators who are not familiar with the course are encouraged to review the relevant module before implementing the activity. The module provides additional background, concepts, and practical resources that can help facilitators better understand and effectively deliver the activity. Link of the DYS Online Course: <https://edukacio.com/courses/dys-in-youth-field-course/>

Brief introduction to the activity

Role-playing provides a safe environment for practising real-life situations. Young people with SLDs often benefit from repeated opportunities to rehearse communication before encountering similar situations in everyday life.

This activity demonstrates how role-play can improve independence, confidence and social participation.

Step 1 - Icebreaker (10 minutes)

Participants discuss situations where asking for help may feel difficult.

Examples:

Supermarket | **Café** | **Public Transport** | **Pharmacy** | **School**

Brief introduction to the activity

Step 2 – Role Assignment (10 minutes)

Participants form pairs.

Each pair receives one scenario

- **Grocery Store**
- **Restaurant/Café**
- **Public Transport**

Step 3 – First Role Play (20 minutes)

Participants perform the scenarios.

Observers complete an observation sheet noting:

- **Communication skills**
- **Body language**
- **Clarity**
- **Respectful interaction**
- **Inclusion**

Step 4 – Reflection and Feedback (15 minutes)

After each performance participants reflect as a group using a strengths-first approach:

- **What went well? (Identify the strengths and effective inclusive practices observed)**
- **What could be improved?**
- **How could communication become more accessible for someone with an SLD?**



Facilitator note: Encourage participants to begin feedback by recognising positive strategies and strengths before offering constructive suggestions for improvement.

Step 5 – Repeat with Adaptations (20 minutes)

Participants repeat the scenarios after incorporating feedback.

Examples:

- **Using simpler language;**
- **Allowing extra thinking time;**
- **Providing visual supports;**
- **Checking understanding;**
- **Offering positive reinforcement.**



Debriefing:

- ★ Which adaptations made communication easier?
- ★ How did feedback improve performance?
- ★ Which strategies support confidence?
- ★ How can these scenarios be adapted for different SLDs?
- ★ How could you use role-play in your own youth work?

Finish by highlighting that practice in safe environments prepares young people for independent participation in society.

Activity name

Celebrating Neurodiversity with Creative Differences

Target group

- Youth workers
- Educators
- Young people

Number of participants

10 - 25 participants

Training type

Expert

Materials Needed:

- Creative Differences Handbook
- Flipchart
- Sticky notes
- Markers
- Large paper

Objective/s of the activity:

Participants will:

- Understand the principles of neurodiversity;
- Recognise strengths associated with different learning profiles;
- Challenge stereotypes;
- Co-create an inclusive learning environment.

Facilitator note

This activity builds on the **Additional Materials** developed under the DYS in Youth Field project. Facilitators are encouraged to review these materials before implementing the activity, as they provide additional background, practical guidance, and resources that can support effective delivery and help facilitators better understand the topic.

Additional Materials: <https://dysinyouth.eu/support-materials-2/>

Brief introduction to the activity

Using the Creative Differences Handbook, participants explore neurodiversity through discussion, reflection and collaborative activities. Rather than viewing SLDs as deficits, participants examine the strengths, creativity and unique perspectives that neurodiverse individuals bring to communities.

The session promotes empathy while encouraging youth workers to create inclusive environments where everyone can succeed.

Step 1 – Brainstorm (10 minutes)

Participants answer:

- "What makes people learn differently?"

Responses are written on a flipchart.

Brief introduction to the activity

Step 2 – Exploring the Handbook (20 minutes)

Small groups review selected sections of the Creative Differences Handbook. Each group identifies:

- **One myth about neurodiversity;**
- **One strength;**
- **One practical recommendation;**
- **One action youth workers can implement.**

Step 3 – Strengths Mapping (20 minutes)

Participants work in small groups to create a poster titled:

- **"Different Minds, Different Strengths."**

Each group explores one or more neurodivergent profiles (Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, ADHD, or Autism) and discusses:

- **Possible strengths or abilities** that some individuals with this profile may have (without assuming these apply to everyone).
- **How a youth worker can recognise and build on these strengths** in learning and youth activities.



Facilitator note: Emphasise that neurodivergent people are individuals with diverse experiences. The aim is to identify potential strengths and inclusive practices, not to stereotype or define people by their diagnosis.

Step 4 – Creating an Inclusion Charter (25 minutes)

Examples:

- **Everyone has enough time to respond.**
- **We communicate clearly.**
- **Mistakes are part of learning.**
- **We respect different learning styles.**
- **We support one another.**

Each participant signs the charter.

Debriefing:

Reflection questions:

- ★ **What assumptions changed today?**
- ★ **Why is strengths-based thinking important?**
- ★ **Which recommendation from the handbook will you use?**
- ★ **How can your organisation become more inclusive?**

Finish by emphasising that inclusion is not achieved by treating everyone the same, but by recognising and responding to individual needs while valuing everyone's strengths.



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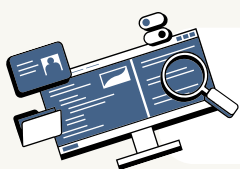
**Empowering
inclusive youth work
through gamified
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In-person Module

A Toolbox that brings together a collection of practical, DYS-friendly activities that support inclusive youth work and non-formal learning

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Project website:

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