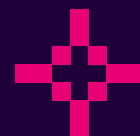


# E-MPACT

YOUTH FOR INCLUSIVE E-EDUCATION



## TOOLKIT



IFM-SEI



Co-funded by  
the European Union



# E-MPACT

YOUTH FOR INCLUSIVE E-EDUCATION

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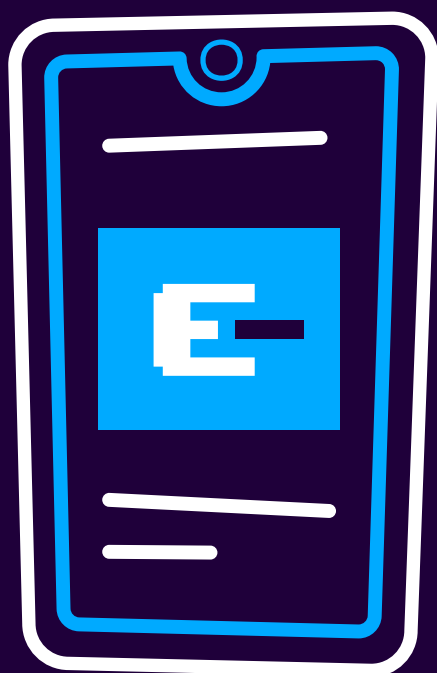


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# INTRODUCTION



In this toolkit you will find information, activities, and guidance on how to use different electronic-based resources in your youth-based activities. If you are a facilitator, a youth organisation or anyone that engages with young people using non-formal education, this will be helpful for you!

E-learning and digitalisation can help you reach more young people, engage with people living remotely or who cannot travel, and excite younger generations using new methods – there are so many benefits!

## **WHO WE ARE?**

The International Falcon Movement - Socialist Education International (IFM-SEI) is an international movement working to empower children and young people to take an active role in society and fight for their rights. We are an umbrella organisation for child and youth-led movements all over the world, delivering socialist education based on our values of equality, democracy, solidarity, peace, cooperation and anti-capitalism.

It is our firm belief that children's voices are valuable in decision-making processes both on issues directly affecting them and on global issues. IFM-SEI's non-formal education principles and methods aim to empower and equip children and youth to be active participants in civil society and to have their voices heard, despite their background.



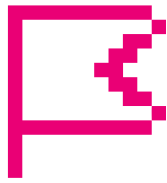
## **WHAT IS THIS TOOLKIT ABOUT?**

This toolkit was created in Harare, Zimbabwe in December 2023 by an international group of young people from 8 countries across 4 world regions. It is part of E-mpACT, a 3-year project funded by the European Union. E-mpACT: Youth for Inclusive e-ducation aims to address the youth needs impacted by Covid-19 pandemic, in specific addressing digitalisation, non-formal education, and international solidarity in bringing changes to our societies.

It also tries to ensure that any future policies on digitalisation consider the needs of marginalised communities and address challenges and barriers that everybody, especially marginalised communities, face in active e-participation.

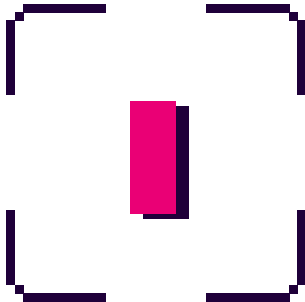
Importantly, this toolkit is for anyone, large or small organisation, urban or remote, with lots of resources or limited capacity – we have designed this toolkit with different contexts in mind.

## YOUTH FOR INCLUSIVE E-EDUCATION

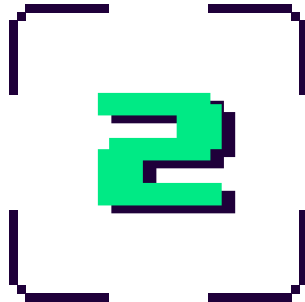


### AIMS:

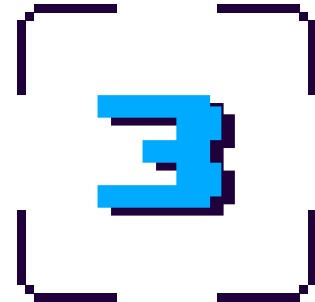
This toolkit has been created to enhance how youth-led organisations can use electronic technologies to improve and increase their youth-based activities. With this, we have 3 key aims for this toolkit:



**Provide e-learning and blended learning activities to engage young people with**



**Show different ways to use digitalisation and e-learning and how to apply in your unique context**



**Inspire youth workers to get creative and develop new ways to use different technologies**

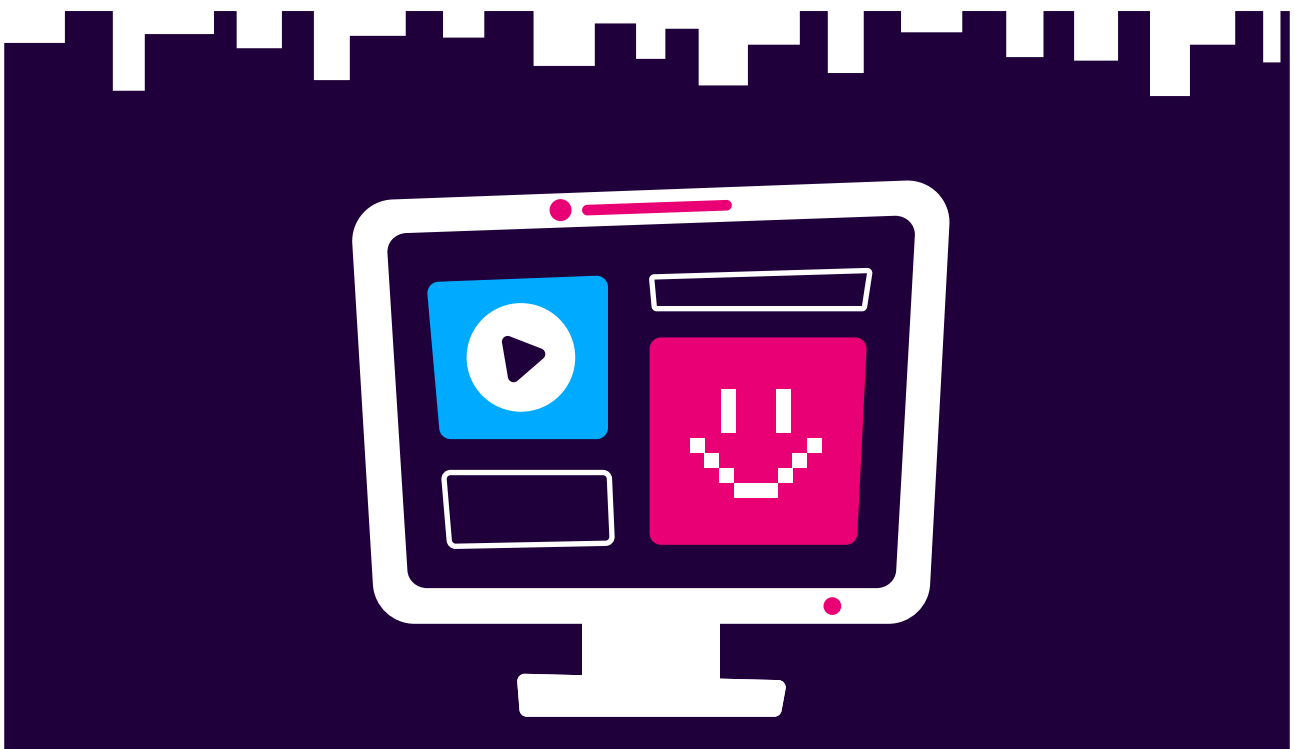
With every action of this toolkit, inclusivity, accessibility, global engagement and open knowledge sharing is at the heart of the decision.

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## HOW TO USE THE TOOLKIT

This toolkit is a short book full of educational resources showing how you can use e-learning and digitalisation in your youth-based activities. It doesn't matter if you have limited access to the internet, no computer or one smartphone in a group, this toolkit will show you ways to use what resources you have to your advantage. First, we explain the key terms around e-learning and digitalisation and useful tips to

optimise your work and provide lots of platforms and services you can use. Then, we will give you different activities for different ages and different situations. Importantly, you can change these activities to suit your unique situation (and we'll give you guidance on how), and finally we will show you how you can evaluate these activities so you can understand its impact and how you can improve for next time.





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# TIPS & TRICKS FOR VIRTUAL ACTIVITIES



**Use Video Conferencing Features:**

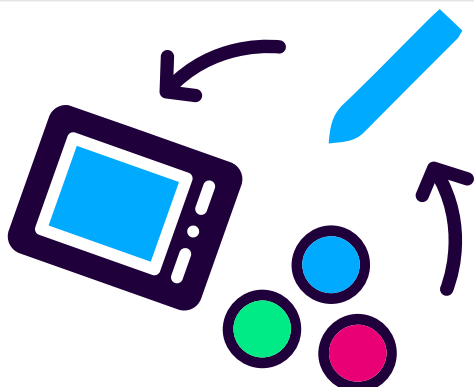
Take advantage of video conferencing tools that allow screen sharing, video.



**Create Private Rooms:** During video calls, create private rooms to split a large group up – it will help encourage more to participate.

*Top Tip:*

*Create a fun and creative online space by encouraging participants to change their background or create an avatar!*



**Encourage Interaction:**

Create rules about when participants can mute or turn off their camera (a video call when everyone is on mute with cameras off is a cold and empty space) and encourage people to react to each other.



**Adapt, Adapt, Adapt:**

Be free to adapt our activities and guidance to suit your unique context.



**Use an Award Ceremony:**

present badges or awards to teams based on specific achievements demonstrated throughout the competition. Awards can include categories like Best Avatar Design, Most Creative Team Photo, Most Engaged Team, etc. Teams celebrate their accomplishments and recognize each other's contributions.

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# ENGAGING IN E-LEARNING WITH LIMITED INTERNET OR RESOURCES

**Download Content Before:** Download all the materials (info-sheet, quizzes, games etc) when internet is available for access during offline periods. Prioritise what needs to be done with and without internet access.

**Cross - Device Learning:** Many e-learning platforms that offer mobile apps support cross-device learning. You can seamlessly switch between devices, such as transitioning from a smartphone to a tablet or a computer, without losing their progress.

*Top Tip:*

*Don't forget to use our list of platforms!*

**Offline Communication:** Use messaging apps that allow offline messaging to stay connected with Participants and Facilitators.

**Synchronization:** Mobile apps often include synchronisation features, allowing progress made in offline mode to be synced with the online platform once an internet connection is restored. This ensures a smooth transition between online and offline learning experiences.

**Adaptive Platforms:** Use adaptive learning platforms that adjust content based on your progress, even when offline.

**Take Advantage of community resources:** If applicable, use Wi-Fi provided in public spaces, a local library might have computers, use public buildings for charging outlets.

**Utilise Mobile Phones:** If you do not have access to computers or laptops, take advantage of how widespread mobile phones are and think of activities that can be done on a smaller interface.

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# GLOSSARY



**Blended learning:** the combination of traditional, face-to-face learning methods with e learning methods



**Digital literacy:** ability to use electronic technology and the internet (also known as eLiteracy)



**Digitalisation:** converting information into a digital format



**eLearning:** learning through digital resources such as computers, tablets and mobile phones



**Gamification:** using games or points-based activities to engage and motivate learners



**International Solidarity:** the expression of unity for all people and a common desire for universal peace, cooperation, and respect



**Social Impact:** an effect on people and communities that happens as a result of an action

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# PLATFORMS

**Top Tip:**

*These platforms all offer their service for free (with slightly reduced features) or a paid subscription*



## Topic related Educational Platforms (Free courses, trainings)

**Coursera.org and Udemy:** Online learning platform offering courses, programs and degrees. You can ask for financial aid for paid courses and learn for free.

**PeerTube:** Your own "homemade YouTube" to upload videos for a group.

**Top Tip:**

*You could upload an explainer video for participants to watch any time – great for remote learners!*



## Platforms for implementing e-learning activities:

**Jitsi Meet** video call platform without the need for accounts.

**BigBlueButton:** a virtual classroom with features like breakout rooms, whiteboard, and broadcasting of YouTube / PeerTube, real-time sharing of slides.

**Cisco Webex:** video conference platform offering a free plan with features like screen sharing, polling, and whiteboarding.

**Moodle:** allows organizations to create and manage online courses, that is free to download, modify and share with others. It can be customized and used for blended learning activities.



### Fun learning:

**BadgeOS:** allows organisations to create and issue badges for achievements, skills, and accomplishments.

**Virtual Interactive Bitmoji**

**Escape Room:** Participants navigate a virtual environment, solving puzzles and completing tasks.

**Mentimeter:** enables interactive presentations and quizzes. It's widely used for live polling, quizzes, and engaging the audience in real-time.

**Skribbl.io:** an online drawing and guessing game.

**Slido:** a Q&A and polling platform for virtual meetings and events.

**Discord:** Belong to an educational club, a gaming group, or a worldwide community. You can set up private channels, invite participants and give members special powers.



### Get Creative!

**JWebsites:**

**Avatarify:** lets you animate an image with your movements.

**Hubs.mozilla.com:** Participants can shape design their own digital spaces to

create connections within or outside of your organisation.

**Recroom.com:** You can build and play games together.

**Scratch:** create interactive stories, games, and animations.

**CoSpaces.io:** enables participants to create virtual reality experiences, including games, simulations, and interactive stories. They can design 3D spaces and characters.

**Charat:** an online character maker that allows participants to create and customize anime-style characters. It provides a range of options for customization, making it suitable for character design enthusiasts.

**Storyboard That:** Build your own storyboard, comic, scene, image. They provide 2 free uses a week.

**Canva:** Design your own posters, flyers, leaflets, social media post, and much more.

## YOUTH FOR INCLUSIVE E-EDUCATION



### APPS:

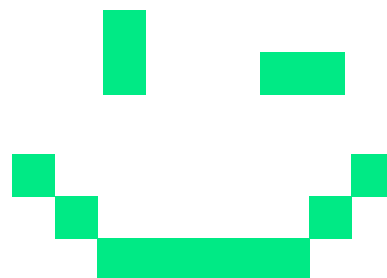
**Doodle Buddy (iOS):** create digital art and doodles.



**Bitstrips (iOS, Android):** create personalized avatars and comic strips.

**FlipaClip (iOS, Android):** create animated cartoons.

**Bloxels (iOS, Android):** create your own video games.



**Puppet Pals (iOS):** create and animate characters and animation.

### Top Tip 1:

*Don't forget to explore DVDs/CDs as engaging resources to involve youth in activities. Local libraries, community centers, and educational institutions may have a variety of DVDs/CDs available for borrowing or purchase.*

### Top Tip 2:

*Research your local government or NGOs for any initiatives providing trainings, devices/equipment and internet.*



# ACTIVITIES

## SELF-CONFIDENCE AND TEAM BUILDING

### Exploring Definitions and Understanding the Core Principles



#### Self-confidence

Self-confidence is an attitude about your skills and abilities. It means you accept and believe in yourself, understand your strengths and weaknesses, and have a positive view of yourself to trust your abilities. For more information and to discover its relation to team building, please scan the QR.

**Source: WZB Berlin Social Science Center**



#### Team building

Team building is the process of encouraging members of a group to work well together more effectively as a team. It builds collaboration, communication and trust between group members that promotes participation and productivity. For more information, please scan the QR.

**Source: Chartered Management Institute (CMI)**

**Top Tip:**

*You can choose to do this activity in two parts, with the first part as a warmup activity, or as 2 separate activities.*

# ACTIVITIES

## NAME: PORTRAIT

**Age group:**

13-20

**Timing:**

60  
minutes

**Location:**

Online  
and/or  
In-person

**Participants:**

4-20

**Objectives:**

- Reflect on personal strengths
- Provide positive feedback to peers
- Foster peer connections and understanding

**Overview:**

Participants select a card from [JYL](#) that symbolizes their strength, create a digital avatar of themselves, and receive positive feedback from peers.

**Preparation:**

- Download [JYL cards](#) (page 23)
- Prepare platforms for video uploads (Google Drive, PeerTube)
- Identify facilitators for breakout rooms/smaller groups





# INSTRUCTIONS:



1. Welcome participants and explain the activity. You can use an icebreaker for introductions.
2. Using the QR codes above, deliver a brief talk on self-confidence and its role in teamwork.
3. Share all the JYL cards with the participants and ask the them to look at each card and decide which cards best represent their strongest or most favourite qualities and strengths.
4. Using these cards, the participants should create their own virtual avatar that represents their favourite qualities and strengths.
5. Participants share their work in the group and explain the features they have chosen. Other participants are encouraged add more features they think the person has.

*Top Tip:*

*If you have a large group, split it up into smaller groups/breakout rooms.*

*Suggested Platforms:*

*Bitmoji • Avatarify • Webex*

*Top Tip:*

*If you cannot access the internet, participants can draw their own.*



**NAME: SCAVENGER HUNT**

**Age group:**  
**14-22**

**Timing:**  
**60 minutes**

**Location:**  
**Online/  
In person**

**Participants:**  
**3-4 in each group**

**Objectives:**

- Team Building and Collaboration
- Digital Literacy and Platform Familiarization
- Competition and Creative Task Engagement

**Overview:**

Activity includes revealing participants creativity, collaboration with new team members, and showcasing their unique strengths.

**Preparation:**

- Write out the different activities so the facilitator can easily read them out
- Create and prepare Badges or Awards, if required
- Plan and communicate time frames for each segment of the activity

**INSTRUCTIONS:**

1. Split the participants into Teams of 3/4, and task them to create their own team name and logo that reflect their team's strengths.
2. Explain to the participants they must complete the following tasks as quickly as possible to the best of their ability. Only one task is given at a time, and the facilitator will

*Suggested Platforms:*

*Hubs Mozilla, Recroom, Avatarify, Discord, BadgeOS*

## YOUTH FOR INCLUSIVE E-EDUCATION

only give the instructions for the next task once the previous one is completed. If this is an online activity, they can either email the answers, say it in a video call, write it in a group chat.

### THE SCAVENGER HUNT TASKS:



**Riddle or Poem:** Write a riddle or poem which reflects qualities of the group. (If you're struggling you could use ChatGPT.com).



**Fact:** Research using the internet, books, or other people, to list 3 of your favourite facts.



**Favourites:** Participants find out everyone's favourite colour and list themselves from oldest to youngest.



**Storytime:** Create a short story that includes the words: Whale, Computers, Democracy and Clown.



**Puzzle:** Find a logic puzzle that is suited for the age group.



**Group Photo:** Take a funny group photo that can include whatever props, facial expressions or poses!



**Memory:** Provide the funniest memory you have about your youth organisation.

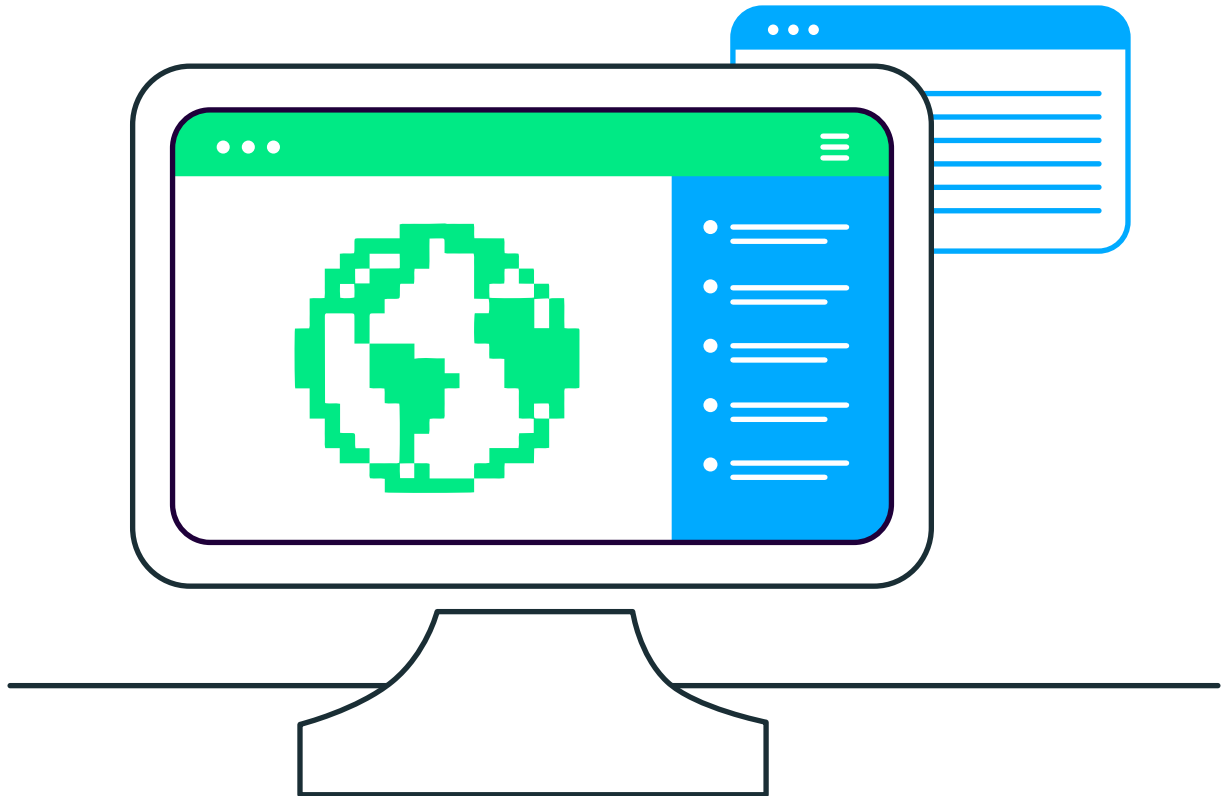
The facilitator welcomes all the teams back and encourages participants to share their completed tasks.

**Top Tip:**

*In case of online activity, you can use activities like:*

*Digital Treasure Hunt – Participants search for specific digital symbols / artifacts hidden within the virtual environment, following signs provided. Symbols can be digital introduction videos of participants to foster networking among them.*

*Virtual Escape Room – Teams work together to solve puzzles and uncover hidden objects.*



# **CLIMATE CHANGE**

## **Exploring Definitions and Understanding the Core Principles**



### **Climate Change**

Climate change is a long-term change in the average weather patterns that define Earth's climates. Human activities are the main cause of climate change, primarily due to the burning of fossil fuels, deforestation etc. With these changes, extreme temperatures, rising sea levels and extreme weather. For more information, please scan the QR.

**Source: United Nations (UN)**

# ACTIVITIES

## NAME: DICE DISCUSSION

### Age group:

11+

### Timing:

20  
minutes

### Location:

Online /  
In-person

### Participants:

5+

### Overview:

Participants roll a dice to determine a specific aspect of climate change to think of an example for.

### Objectives:

- Create awareness of different areas that are impacted by climate change.
- Get the group thinking about examples beyond their own experiences.
- Equip the group with lots of examples to prepare for the next Part of the activity.

### Preparation:

- Have a dice ready, if you don't have a dice, there are many free websites with a virtual dice like this: [Google Dice](#).
- Write out or display the Theme Key for everyone to see and refer to.





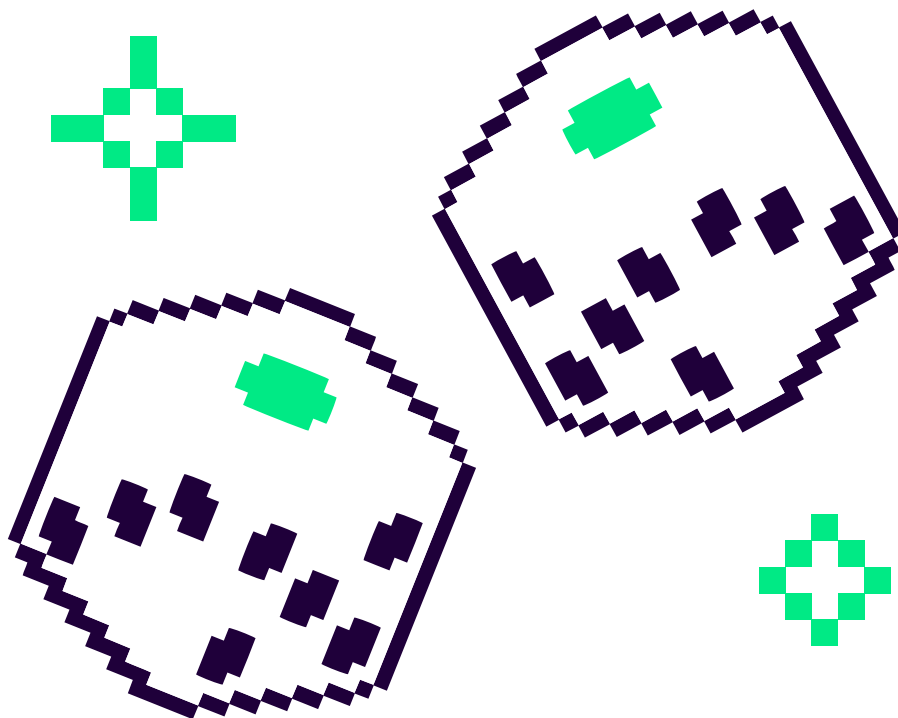
# INSTRUCTIONS:



1. Stand in a circle/in breakout room. A participant will roll a dice and using the theme key. The participant will name a positive or negative impact concerning that theme in relation to climate change. (EXTRA: To make it harder, encouraged for 13+, you can roll the dice twice and link two themes).
2. The person then chooses someone at random to give a real-life example of that impact.
3. The chosen person then rolls the dice, and the activity is repeated until everyone has rolled the dice.

## THEME KEY

1. Environmental
2. Social
3. Economic
4. Local Community
5. National
6. Global



## NAME: WHAT IF...?

**Age group:**

**11+**

**Timing:**

**60  
minutes**

**Objectives:**

- Explore the different impacts of climate change.
- Show how our actions today can create a more positive world in the future.
- Engage in thinking about climate change in a creative environment.

**Location:**

**Online/  
In person**

**Participants:**

**5+**

**Preparation:**

- Review the suggested platforms beforehand so you are familiar
- Consider what kind of leading questions you can ask to encourage more detail in the posters

**Overview:**

In teams, participants must think about the difference between a world with and without climate change and how the impacts of climate change differ depending on where you are and your age.

## INSTRUCTIONS:

1. Depending on group size, participants will put themselves into pairs or threes,
2. Each team will pick any age group and location at random. (try and avoid teams having the same)
3. Then the team will have a group discussion about how their age group and location would be impacted by these 2 scenarios:
  - 'What If... there was a world without climate change'

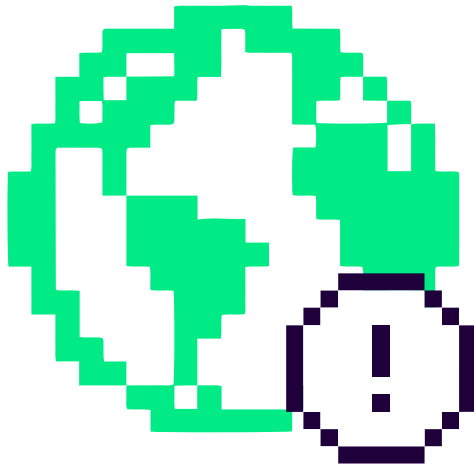
## YOUTH FOR INCLUSIVE E-EDUCATION

- 'What If... our world did nothing about climate change'

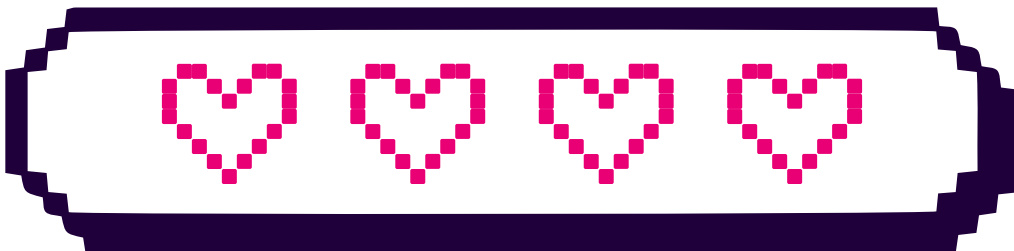
4. Create a poster using one of the platforms from the list to show the impact of both scenarios on your chosen age and location. You can be as creative as want, and there are no rules how you present your information.
5. Present your work to the rest of the group and share your ideas.

### Suggested Platforms:

CoSpaces, Canva,  
Doodle Buddy,  
Storyboard That.



**LOADING...**





## FEMINISM, FEMICIDE, AND DOMESTIC VIOLENCE



### Exploring Definitions and Understanding the Core Principles



#### Feminism

By breaking down societal norms and expectations, Feminism ensures that girls have equal access to opportunities, education, and resources via advocating for decreasing gender-based stereotypes. For more information, please scan the QR.

**Source: International Women's Development Agency (IWDA)**



#### Domestic Violence

Domestic violence refers to any form of abusive behavior in any relationship where one person seeks to gain power and control over another. It can be physical, emotional, psychological, or financial abuse. For more information, please scan the QR.

**Source: United Nations (UN)**



#### Femicide

Femicide refers to the intentional killing with a gender-related motivation driven by stereotyped gender roles, discrimination towards woman and girls, unequal power relations and harmful social norms. For more information, please scan the QR.

**Source: UN Women**



### What relates all of them to Covid-19?

During COVID-19, UN reports showed an increase in domestic violence cases, especially impacting youth with limited mobility and accessibility. Increasing violence risks emphasized the need of E-learning as vital for education, empowering youth through modern platforms to bridge educational disparities **post-COVID-19.**

Source: UN Women

## USEFUL PLATFORMS:

1. [Safe and Equal](#) - Providing information to understand Domestic violence, Help and support, Training and professional development.
2. [Training for Gender Equality Community of Practice](#) - A knowledge-sharing platform (available in English, French and Spanish) for trainers and experts on training for gender equality. It features good practices and innovative tools, promotes information-sharing and inspires discussion on key issues related to training for gender equality.
3. [CEASE Violence](#) - The free e-learning platform focuses on how to recognise the warning signs of domestic violence and gives practical advice on how to react and refer to an employee or colleague facing domestic violence.
4. [Safe YOU](#) - is a multi-stakeholder mobile application and platform that is designed to empower and protect women and girls from violence, as well as raise awareness on key gender-based issues. Users not only have access to emergency assistance but free forum discussions with service professionals, safe spaces for open peer to peer dialogue, and up to date information about where to seek help.

5. **HELP Courses** - The course provides a comprehensive overview of International and European women's rights and gender equality standards, case-law and good practices. It is the first HELP course to provide a single resource on gender equality and justice covering the extensive CoE standards, monitoring reports and soft-law instruments on the matter. It is useful for the professionals and civil organizations working in the field of

Gender equality. (available in 16 languages). Then, we will give you different activities for different ages and different situations. Importantly, you can change these activities to suit your unique situation (and we'll give you guidance on how), and finally we will show you how you can evaluate these activities so you can understand its impact and how you can improve for next time.

## GUIDELINES:

When working on sensitive topics like violence, you should consider the well-being of the youth involved by providing open and safe space to speak up. Here are some steps to follow:



Create a Safe and Supportive Environment. Ensure that the space where youth share their stories is safe, supportive, and confidential. Establish ground rules for respectful communication and active listening.



Encourage youth to participate voluntarily and empower them to share their stories in their own words and on their own terms. Respect their decisions if they choose not to share certain details or experiences.

## YOUTH FOR INCLUSIVE E-EDUCATION



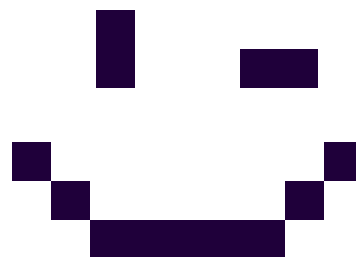
Recognize the potential impact of discussing experiences of violence on the youth's emotional well-being. Provide resources for mental health support and offer opportunities for debriefing and processing emotions.



Be mindful of cultural norms, values, and beliefs that may influence how youth perceive and discuss experiences of violence. Adapt communication approaches to be culturally sensitive and inclusive.



Encourage youth to not only share stories of victimization but also stories of resilience, strength, and empowerment. Highlight practical examples where youth have addressed violence or supported others in need.



# ACTIVITY

## NAME: BUT WHAT CAN I DO? ( INTRODUCTION )

**Age group:**  
**13 - 20**

**Timing:**  
**60  
minutes**

**Type of  
Activity:**  
**Online**

**Participants:**  
**4 - 30**

### Overview:

Youth share stories about instances of violence they've witnessed, experienced, or intervened in. They then collaborate to produce peer-to-peer educational videos using modern digital tools and platforms.

**Objectives:**

- Explore various responses to violence and abuse
- Foster a sense of responsibility for promoting empathy and standing against violence
- Reflect on the role of being a "helper" in situations of violence

**Preparation:**

Prepare discussion guides for breakout groups and familiarize yourself with platforms

Suggested platforms: BigBlueButton, PeerTube, Virtual Escape Rooms, Bitmoji Storytelling

**INSTRUCTIONS:**

**PART I: STORYTELLING AND DISCUSSION**

Remind participants about the different forms of violence and abuse, emphasizing their impact on human rights. Invite examples from the group.

1. Divide participants into small breakout groups and provide them with discussion guides.

2. Facilitate discussions within groups, focusing on experiences of witnessing or experiencing violence, responses to such

situations, and ways to support survivors.

3. Allocate 20 minutes for discussions, ensuring participants feel comfortable expressing themselves honestly.

4. Invite the entire group again and foster sharing of observations and insights from the discussions. Share local hotlines and policies to provide support.

## **PART 2: PEER-TO-PEER BROADCASTING**

1. Reflect on the discussions from Phase 1 and emphasize the importance of peer-to-peer broadcasting for educational purposes.
2. Allow participants to choose a focus area within topics like domestic violence, femicide, or feminism for their educational video.
3. Provide an overview of the digital tools available for video creation and allocate 10 minutes for exploration.
4. Participants decide whether to continue in their current groups or form new ones and begin creating their videos. Allocate 1 hour for this task.
5. Encourage participants to use animations and graphics to make their videos engaging and impactful.
6. After 1 hour, ask groups to present their work and engage in group discussions to share insights and feedback.

# **YOUTH RIGHTS**

## **Exploring Definitions and Understanding the Core Principles**



Young people often face discrimination and obstacles to their rights, limiting their potential. In this section, we aim to promote these rights by addressing the specific challenges and barriers faced by youth. Through practical simulations and discussions, these scenarios are a guide to understanding and advocating for youth rights effectively. For more information and resources, please scan the QR.

**Source: Combination of International documents and platforms**

# ACTIVITY

**Age group:**

**13 - 20**

**Timing:**

**60  
minutes**

**Overview:**

Participants role-play, they create digital stories and perform scenarios in front of another group to have discussions.

**Location:**

**Online  
and/or  
In-person**

**Participants:**

**4 - 15**

## INSTRUCTIONS:

1. Divide participants into two groups.
2. Give them scenarios and assign teams to role-play. Give them 15 minutes to prepare.
3. Give them 10 minutes to perform, and encourage another group to start discussions about what was the idea, which youth rights have been violated, what they would change/How they would behave in such situations etc.

**Top Tip:**

*To make the activity more inclusive, check our platforms to let participants create their digital stories using modern tools.*

# YOUTH RIGHTS SCENARIOS

### **NEW IN SCHOOL**

Scenario: A family and their young teenage daughter recently moved to a new country. The daughter joins a new school where she is the only person of her religion. The teachers do not recognise her religion and do not allow the daughter to practice her faith in the school premise. The students start to bully her because of her faith and the teachers do nothing to stop it.

### **DIFFERENT TO EVERYONE ELSE**

Scenario: A family with young children are the only people in their local community of a different ethnicity. They are friendly and courteous, but they speak a different second language and practice different cultural traditions. Their local community leaders ignore this family, do not invite them to community events, make it very hard for them to use public services like enrolling for school or going to the doctors.

### **DENIED ENTRANCE**

Scenario: A young person in a wheelchair is excited to spend a Friday night out with friends. However, upon reaching the venue, they are denied entry while their friends are allowed in. The doorman says the wheelchair cannot go into the building because it will take up too much space.

### **CHILD LABOR**

Scenario: A young boy, belonging to an economically disadvantaged family, is forced to leave school and work long hours in dangerous conditions in a local factory to support his family. He is working illegally as he is below the legal age limit of his country and the factory owner frequently employs underage people to save costs.

### **BAD BOSS**

Scenario: A young person is starting their first full-time job after they successfully finished their apprenticeship. However, their manager exploits the young person, and changes the employment contract after it was signed and their salary is rarely not paid on time, often underpaid, and says they are too young to understand the reasons why.



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# EVALUATION

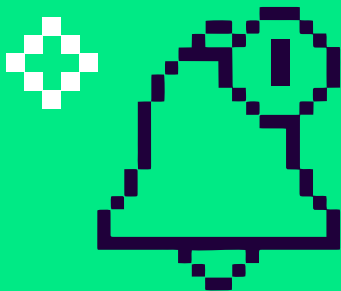
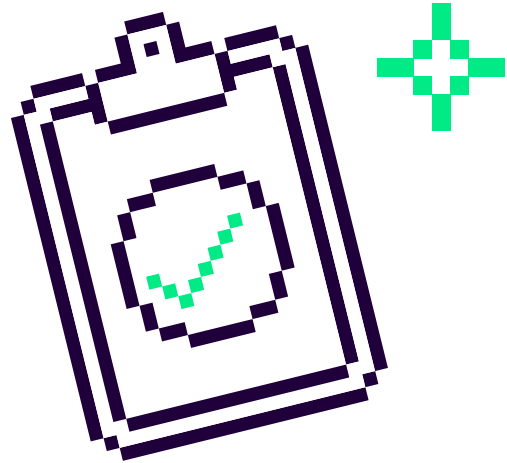
## INTRODUCTION TO EVALUATION METHODS:

In the next few pages, you are going to find a lot of different evaluation methods to use after the end of an activity. Evaluation has to take place straight after the end of an activity. As a facilitator, you need to store the data to easily reflect upon the evaluation. This is to further your facilitating skills and encourage participants to reflect on their learning and/or

their way of learning and participation. Before evaluating the participants, you also need to reflect upon your teaching to always perform better. After, you can evaluate either what the participant has learned or how they felt about the activity. This is to make sure the participants' minds are clear and they understand takeaways.

## EVALUATION METHODS

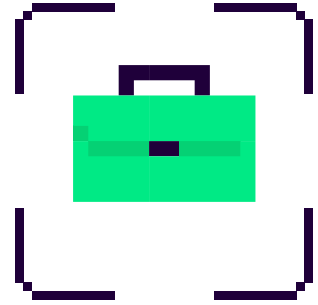
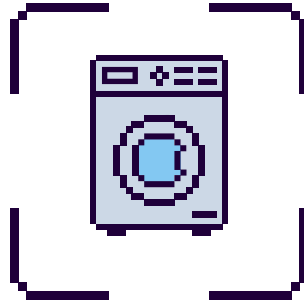
The evaluation methods are divided into age groups, knowing that they can all be adapted to fit your specific group. The methods are a guide and an example of how the evaluation can take place but remember that they can all be modified by your liking. Good luck



**Friendly reminder:**  
We kindly encourage you to visit our platform page to implement e-learning evaluation activities. Enjoy!

## TRASH, WASHING MACHINE AND SUITCASE

( AGE 7-21+ )



### STEP BY STEP:

1. Use a collaborative online whiteboard and make one page for each of the 3 categories: o Trash: What do you want to throw away? (what was not helpful, or confusing, not fun etc.) o Washing machine: What has potential or can be improved - can be altered to fit better? o Suitcase: What do you carry with you (what was beneficial)
3. The participants anonymously write their thoughts on post-it notes and put it in the category they think fits.
4. The facilitator will make a summary of notes and have an open discussion. It is important not to mention the writer of the notes as it is an anonymous evaluation.

### Suggested Platforms:

*Cisco Webex, Skribbl.io, Mentimeter.*

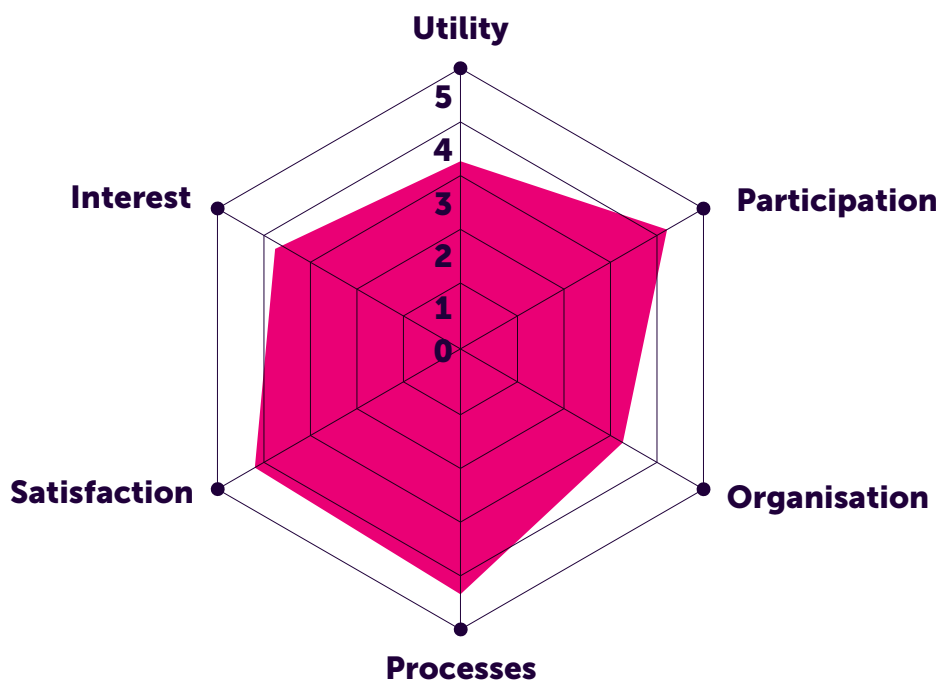
# SPIDER WEB ( AGE 7-21+ )

## STEP BY STEP:

1. Prepare a spiderweb, consider age group, with the questions naming different aspects to evaluate, such as: Utility of the activity; Level of participation; Interest of the participants; Level of satisfaction.
2. Participants write these concepts on the spider web, the closer to the center, the higher the score is for the concept to be evaluated. The further away from the center, the lower the score.  
Ask participants to connect the dots of
3. the different words they wrote to see the result of their web.
4. Discuss the results. Examples of questions:
  - Why did you love this activity?
  - Which part of the activity you didn't like?
  - What can be improved?



**REMINDER:  
CHECK OUT OUR  
"GET CREATIVE"  
PLATFORMS.**



## VOTING ( AGE 13+)

### ▶ STEP BY STEP:

1. Go on [Avatarify](#) (or any other suggested platforms) and animate the space for voting. Let participants use their avatars to participate in the simulation.
2. Have a list of the different aspects of the activity they can 'vote' on (They can vote for more than one activity)
3. Check and reflect the results with participants.

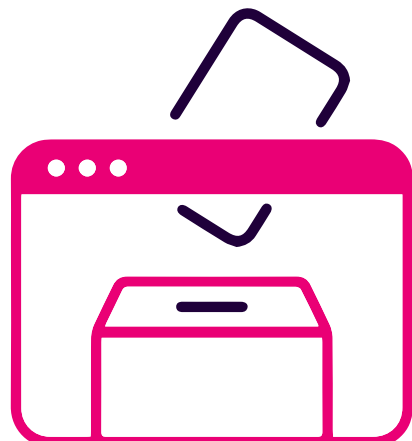


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PLATFORMS.**

## IN-PERSON

### ▶ STEP BY STEP:

1. Create boxes or jars of the number of things or parts of an activity you want to evaluate.
2. Give the participants between 3-10 ballots. (They can vote for more than one activity)
3. Count the votes and discuss the results of the voting.



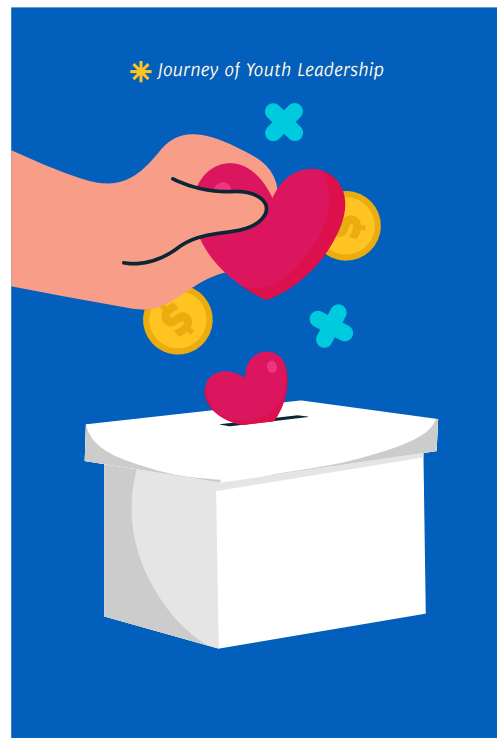
# JYL CARD GAME

## STEP BY STEP:

1. Prepare the JYL cards and the list of questions to be asked, such as: Choose the card that shows how you feel right now or choose the card that represents the thing you found most difficult during the activity.
2. Ask participants to observe and pick a card of their choice based on the questions asked.
3. Start discussions and let them explain their choice.



**REMINDER:  
CHECK OUT OUR "FUN  
LEARNING" AND "GET  
CREATIVE" PLATFORMS.**



*Hey there! :)*

*If you've made it this far, we want to take a moment to say a big THANK YOU.*

*We hope you have enjoyed and learned from the E-mpACT toolkit, produced by our amazing participants during the implementation of the project.*

*A special thank you to all of you for your interest and efforts to help make youth work and digitalization after Covid-19 more inclusive for all. Remember, by using this toolkit you are not just a reader, but you are contributing to spanning the world with friendship!*

*We hope you will put this toolkit into action in your future activities and share it with other organisations active in youth work.*

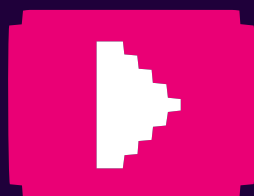
*If you have any questions, ideas or success stories to share, don't hesitate to contact us. And of course, IFM-SEI is always open to feedback. Therefore, we have linked a questionnaire for you to fill out, either after using an activity or after finishing the toolkit.*

*Keep being awesome!*

*In Friendship,*

*IFM-SEI Team*

*Form: <https://forms.gle/d5ccQZVN2FjunzPz7>*



# E-MPACT

YOUTH FOR INCLUSIVE E-EDUCATION



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