ERASMUS+ YOUTH WORKER MOBILITY

INTERCULTURAL CROSS-POLLINATION

Practices for Empathy, Dialogue and Inner Growth in Youth Work

LA VERNA, ITALY | 28 JUNE – 4 JULY 2026

29 ACTIVITIES • SIX LEARNING PATHWAYS

FIND YOUR WAY

Pick a path. Try a practice.

29 adaptable activities across six learning pathways

01	**CONNECT** Empathy & listening	01–03
02	**RECONNECT** Reflection & nature	04–05
03	**GROW** Confidence & empowerment	06–15
04	**UNDERSTAND** Intercultural dialogue	16–25
05	**EXPRESS** Poetry, music & community	26–28
06	**TAKE ACTION** Participation & responsibility	29

HOW TO USE

Choose by learning goal, time, age and group needs.

FACILITATOR GUIDE

How to use this toolkit

Choose • Adapt • Facilitate • Reflect

CHOOSE

Choose an activity according to your learning goal, available time, age group and accessibility needs.

ADAPT

Read the facilitation steps, then adapt language, examples, group size and materials to your participants.

RESPECT

Participation is voluntary: allow a pass, private reflection, alternative modes of expression and freedom from religious participation.

REFLECT

Use the reflection questions to help participants identify learning; do not treat them as tests.

DISTINGUISH

Activities marked ADAPTED FROM LA VERNA reflect practices documented during the mobility; PROPOSED FOR YOUTH WORK denotes exercises suggested for future use, not verified as delivered at La Verna.

FACILITATOR SAFEGUARDS

Before every session, consider accessibility, emotional safety, cultural diversity, confidentiality limits, group dynamics and appropriate adult supervision. Explain that participants may pass without giving a reason. Do not solicit trauma disclosures. For outdoor activities, assess weather, terrain, hydration, transport and emergency arrangements. For minors, follow the organisation’s safeguarding and consent procedures.

PROJECT CONTEXT AND PROVENANCE

Intercultural Cross-Pollination brought together 25 youth workers and two facilitators from Germany, France, Slovenia and Italy. Documented experiences included daily sessions on empathy and compassion with Swami Padmanabha, small-group reflection, individual retreats, nature walks, interreligious encounters, a women’s circle, poetry, music, community life and a participant-supported educational visit to Assisi. This toolkit translates selected learning themes into adaptable facilitation activities; it is not a claim that all 29 exercises were conducted during the mobility.

CONNECT / ACTIVITY 01

Active Listening & Paraphrasing

PROPOSED FOR YOUTH WORK

Duration: 20–30 minutes • Format: Pairs, 13+

LEARNING OBJECTIVE

Practise listening without interruption, judgement or unsolicited advice.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite each person to choose a low-stakes topic.
2. Speaker A talks for two minutes; listener B attends without interrupting.
3. B paraphrases content and tentatively names feelings, then asks whether the summary fits.
4. Swap roles and discuss which listening behaviours felt supportive.

REFLECTION QUESTIONS

- When did I feel heard?
- What is the difference between reflecting and fixing?

INCLUSION & ADAPTATION

Permit fictional topics; allow an observer role; do not require disclosure.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

CONNECT / ACTIVITY 02

Perspective-Taking Without Assumptions

PROPOSED FOR YOUTH WORK

Duration: 20–25 minutes • Format: Pairs or small groups, 13+

LEARNING OBJECTIVE

Explore curiosity about others while recognising that appearances do not reveal inner experience.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Present a fictional image or everyday scene involving an unknown person.
2. Ask: What might they be thinking? Feeling? Needing?
3. Generate at least three plausible explanations for the same observation.
4. Distinguish what is visible from what is guessed; practise a respectful open question.

REFLECTION QUESTIONS

- Which assumptions did I make?
- How could I check rather than presume?

INCLUSION & ADAPTATION

Use fictional characters rather than analysing strangers in a way that intrudes on privacy.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

CONNECT / ACTIVITY 03

Pause the Story: A Character’s Perspective

PROPOSED FOR YOUTH WORK

Duration: 25–35 minutes • Format: Groups, 13+

LEARNING OBJECTIVE

Explore motivations and emotional perspectives through a fictional narrative.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Choose a short age-appropriate film or story segment with a dilemma.
2. Pause before the outcome and invite participants to identify the character’s options.
3. In groups, discuss what the character may know, feel or need.
4. Resume or reveal the ending; reflect on how perspectives changed.

REFLECTION QUESTIONS

- How did my interpretation shift?
- Which information was missing?

INCLUSION & ADAPTATION

Offer a written story instead of video; provide content notices and avoid distressing scenes.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

RECONNECT / ACTIVITY 04

Individual Retreat & Free Writing

ADAPTED FROM LA VERNA

Duration: 30–45 minutes • Format: Individual then triads, 13+

LEARNING OBJECTIVE

Create time for personal reflection before voluntary sharing.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Offer a quiet indoor or outdoor place and a simple reflection question.
2. Invite 10 minutes of uninterrupted writing or drawing without editing.
3. Allow a pause for noticing feelings and choosing what to keep private.
4. Offer groups of three for optional sharing and attentive listening.

REFLECTION QUESTIONS

- What emerged when I stopped planning my answer?
- What do I want to take into daily life?

INCLUSION & ADAPTATION

Writing may be replaced by drawing, audio notes or quiet thought. No one reads another person’s notes.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

RECONNECT / ACTIVITY 05

Silent Nature Walk: What Can Nature Teach Me?

ADAPTED FROM LA VERNA

Duration: 45–60 minutes • Format: Group, adaptable

LEARNING OBJECTIVE

Use attentive observation to connect ecological awareness with reflection and empathy.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Check route, accessibility, weather and group safety; invite rather than impose silence.
2. Walk for 15–20 minutes, noticing living things, sounds, textures and relationships.
3. Pause for drawing, journaling or simply sitting with the question: What can nature teach me?
4. Close with an optional sharing circle; avoid claiming that all participants felt the same.

REFLECTION QUESTIONS

- What changed when I slowed down?
- How can care for nature relate to care for people?

INCLUSION & ADAPTATION

Offer seated observation, shorter routes or an indoor sensory exercise.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 06

My Strengths, My Superpowers

PROPOSED FOR YOUTH WORK

Duration: 20 minutes • Format: Individuals/pairs, 13+

LEARNING OBJECTIVE

Recognise personal qualities without comparison or competition.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Draw a shield or emblem.
2. Write or draw five strengths, including everyday qualities.
3. Choose one strength to practise more often.
4. Invite optional partner appreciation focused on observed behaviours.

REFLECTION QUESTIONS

- Which strength do I underestimate?
- Where can I use it this week?

INCLUSION & ADAPTATION

Participants can select from strength cards or work privately.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 07

Friendship Circle: Green, Yellow & Red Flags

PROPOSED FOR YOUTH WORK

Duration: 25–35 minutes • Format: Small groups, 13+

LEARNING OBJECTIVE

Identify supportive friendships, warning signs and sources of help.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Provide fictional cards showing respectful, ambiguous and harmful behaviours.
2. Groups sort cards into green, yellow and red flags.
3. Discuss how context changes interpretation and how to respond safely.
4. Identify trusted adults and organisational safeguarding routes.

REFLECTION QUESTIONS

- How do I want to feel with friends?
- When should I ask for support?

INCLUSION & ADAPTATION

Avoid asking for personal accounts of abuse; facilitators must know safeguarding procedures.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 08

The Power of Saying No

PROPOSED FOR YOUTH WORK

Duration: 20–30 minutes • Format: Pairs, 13+

LEARNING OBJECTIVE

Practise boundaries and responses to peer pressure.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Offer fictional scenarios such as pressure to share a photo or spread a rumour.
2. Model short responses: no; a boundary; leaving or seeking support.
3. Practise in pairs, switching roles.
4. Debrief tone, safety and the right not to justify a boundary.

REFLECTION QUESTIONS

- What makes a boundary clear?
- Who can help when saying no feels unsafe?

INCLUSION & ADAPTATION

Allow participants to write responses instead of role-playing.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 09

Inner Critic vs Inner Coach

PROPOSED FOR YOUTH WORK

Duration: 20–25 minutes • Format: Individual/pairs, 13+

LEARNING OBJECTIVE

Reframe harsh self-talk into realistic, compassionate statements.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Offer a fictional self-critical thought.
2. In two columns write the critic’s words and a balanced coaching response.
3. Add one small achievable action.
4. Invite optional sharing of a fictional example.

REFLECTION QUESTIONS

- Does the coach sound believable?
- What would I say to a friend?

INCLUSION & ADAPTATION

Avoid diagnosing or treating mental health concerns; offer quiet private completion.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 10

My Future, My Choices

PROPOSED FOR YOUTH WORK

Duration: 30–40 minutes • Format: Individual/small groups, 13+

LEARNING OBJECTIVE

Connect aspirations with agency and realistic next steps.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite a drawing or written picture of a preferred future.
2. Identify values and interests behind the vision.
3. List one small step, one possible obstacle and one person who can support.
4. Share only chosen elements with a peer.

REFLECTION QUESTIONS

- Which choice belongs to me?
- What support would help me begin?

INCLUSION & ADAPTATION

Avoid assuming access to money, education or family support; value different pathways.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 11

Walk in My Shoes

PROPOSED FOR YOUTH WORK

Duration: 25–35 minutes • Format: Groups, 13+

LEARNING OBJECTIVE

Practise empathy for different everyday situations without stereotyping.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Present carefully written fictional scenarios with distinct constraints.
2. Ask groups to identify possible feelings, needs and barriers.
3. Brainstorm respectful ways a youth group could support each person.
4. Compare responses and discuss what remains unknown.

REFLECTION QUESTIONS

- What did I assume?
- How can we offer help without taking control?

INCLUSION & ADAPTATION

Do not assign participants identities or require anyone to represent a marginalised group.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 12

Pause, Breathe, Choose

PROPOSED FOR YOUTH WORK

Duration: 15–20 minutes • Format: Individual/pairs, 13+

LEARNING OBJECTIVE

Notice emotional activation and create space before reacting.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Explain a simple pause: stop, notice breathing, name the choice ahead.
2. Use a low-stakes fictional disagreement.
3. Practise a few comfortable breaths and identify two possible responses.
4. Discuss when to step away or seek support.

REFLECTION QUESTIONS

- What changes when I pause?
- What would a respectful next step look like?

INCLUSION & ADAPTATION

Breath focus is optional; participants may ground attention through feet, sounds or an object.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 13

Stronger Together Challenge

PROPOSED FOR YOUTH WORK

Duration: 30–40 minutes • Format: Teams, 13+

LEARNING OBJECTIVE

Develop cooperation, inclusion and shared leadership.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Give teams a simple collaborative challenge with limited materials.
2. Invite role sharing, including an observer who tracks participation.
3. Run the challenge, then repeat after a short feedback round.
4. Discuss how ideas were heard and how decisions were made.

REFLECTION QUESTIONS

- Who had space to contribute?
- What improved after feedback?

INCLUSION & ADAPTATION

Choose a non-competitive task and accessible roles; avoid physical barriers.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 14

Social Media Reality Check

PROPOSED FOR YOUTH WORK

Duration: 25–35 minutes • Format: Groups, 13+

LEARNING OBJECTIVE

Explore comparison, curated identities and digital wellbeing.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Show fictional social posts or descriptions.
2. Identify what the post reveals and what it leaves invisible.
3. Discuss how comparison and assumptions can affect confidence.
4. Co-create a personal or group digital wellbeing practice.

REFLECTION QUESTIONS

- What might be missing from this image?
- How can I use social media more intentionally?

INCLUSION & ADAPTATION

Do not display participants’ accounts or ask for private online experiences.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

GROW / ACTIVITY 15

My Courage Challenge

PROPOSED FOR YOUTH WORK

Duration: 20 plus follow-up minutes • Format: Individual/peer support, 13+

LEARNING OBJECTIVE

Define courage as a personally chosen, manageable action.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite each person to name one safe challenge aligned with their values.
2. Make the step small, specific and voluntary.
3. Choose a support person and an appropriate time.
4. At a later meeting, reflect on the attempt without ranking success.

REFLECTION QUESTIONS

- What does courage mean for me?
- What did I learn even if it did not work?

INCLUSION & ADAPTATION

Quietly asking for help counts as courage; no public performance is required.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 16

Who Am I? My Identity Flower

PROPOSED FOR YOUTH WORK

Duration: 20–25 minutes • Format: Individuals/pairs, 13+

LEARNING OBJECTIVE

Explore multiple aspects of identity beyond any single label.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Draw a flower with five petals.
2. Invite participants to choose identity elements such as interests, language, values or community.
3. Share one chosen petal in pairs.
4. Discuss similarities and differences without asking anyone to represent a group.

REFLECTION QUESTIONS

- What makes me more than one label?
- What did I discover in common?

INCLUSION & ADAPTATION

Belief and religion are optional topics; “still exploring” is a valid position.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 17

Values That Connect Us

PROPOSED FOR YOUTH WORK

Duration: 20 minutes • Format: Small groups, 13+

LEARNING OBJECTIVE

Discover shared values across religious and non-religious worldviews.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Offer cards with respect, justice, freedom, compassion and other values.
2. Each person chooses three and describes what they mean in practice.
3. Discuss how the same value may have different foundations.
4. Agree one small action that could express a shared value.

REFLECTION QUESTIONS

- Can we share a value and still disagree?
- How can a value become an action?

INCLUSION & ADAPTATION

Nobody speaks for a whole tradition or community.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 18

Listening to Understand: Pair Conversations

PROPOSED FOR YOUTH WORK

Duration: 15–20 minutes • Format: Pairs, 13+

LEARNING OBJECTIVE

Build curiosity and respectful dialogue about different perspectives.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite partners to select a comfortable question about values or traditions.
2. Speaker A talks; B listens without debating or correcting.
3. B summarises and asks one curious, non-leading question.
4. Switch and reflect on the difference between listening and agreeing.

REFLECTION QUESTIONS

- What helped me feel respected?
- What question opened understanding?

INCLUSION & ADAPTATION

Offer neutral topics and allow passing on any question.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 19

Opinion Spectrum: Where Do I Stand?

PROPOSED FOR YOUTH WORK

Duration: 25–35 minutes • Format: Whole group, 13+

LEARNING OBJECTIVE

Explore disagreement without polarisation.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Mark a spectrum from agree to disagree, with a pass option.
2. Read a low-stakes statement about community life or values.
3. Invite positions and brief voluntary explanations.
4. Allow participants to move after hearing other perspectives and discuss why.

REFLECTION QUESTIONS

- Did listening change my thinking?
- How can I disagree respectfully?

INCLUSION & ADAPTATION

Offer seated cards instead of physical movement; avoid questions targeting identities.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 20

Anonymous Question Box

PROPOSED FOR YOUTH WORK

Duration: 20–30 minutes • Format: Group, 13+

LEARNING OBJECTIVE

Create a safer route for sincere questions about beliefs and differences.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite anonymous questions about traditions, worldviews or respectful coexistence.
2. Facilitator screens for harmful or intrusive wording and reframes when appropriate.
3. Invite voluntary responses and acknowledge uncertainty.
4. Close with a reflection on curiosity, boundaries and respect.

REFLECTION QUESTIONS

- What makes a question respectful?
- When is “I don’t know” a good answer?

INCLUSION & ADAPTATION

Do not pressure anyone to disclose beliefs or answer on behalf of others.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 21

Examining Prejudice

PROPOSED FOR YOUTH WORK

Duration: 30–40 minutes • Format: Small groups, 13+

LEARNING OBJECTIVE

Recognise stereotypes and practise questioning them.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Present fictional statements or scenarios showing assumptions.
2. Separate observation, interpretation and stereotype.
3. Identify possible harms and more respectful alternatives.
4. Discuss how to respond to prejudice in a youth setting.

REFLECTION QUESTIONS

- Where do stereotypes come from?
- What can I do when I hear one?

INCLUSION & ADAPTATION

Avoid repeating slurs or asking targeted participants to educate others.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 22

Our Shared Symbol

PROPOSED FOR YOUTH WORK

Duration: 30–40 minutes • Format: Teams, 13+

LEARNING OBJECTIVE

Create a shared expression of respect without erasing differences.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite groups to choose values they want to represent.
2. Draw or build a symbol using simple materials.
3. Ask each person to explain one contribution.
4. Display designs with short captions about common ground and difference.

REFLECTION QUESTIONS

- Whose ideas shaped the symbol?
- What differences remain valuable?

INCLUSION & ADAPTATION

Avoid appropriating sacred symbols; participation in symbolic activity is optional.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 23

Solving Difficult Situations Together

PROPOSED FOR YOUTH WORK

Duration: 30–40 minutes • Format: Groups, 13+

LEARNING OBJECTIVE

Practise responding to tensions around difference.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Provide a fictional youth-centre dilemma involving conflicting needs.
2. Identify all parties, concerns and non-negotiable safety boundaries.
3. Generate responses and test whether each is inclusive and feasible.
4. Compare options and agree a respectful first step.

REFLECTION QUESTIONS

- Who might be overlooked?
- What would a fair process look like?

INCLUSION & ADAPTATION

Keep scenarios fictional and follow safeguarding policy for serious disclosures.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 24

Sharing Traditions: Voluntarily & Personally

PROPOSED FOR YOUTH WORK

Duration: 30–45 minutes • Format: Small groups, 13+

LEARNING OBJECTIVE

Learn about traditions without exoticising or assigning representatives.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite anyone to bring a story, object, memory or practice meaningful to them.
2. Clarify that religious and non-religious contributions are equally welcome.
3. Use curious questions and active listening.
4. Reflect on how personal experience differs from generalisation.

REFLECTION QUESTIONS

- What surprised me?
- How can I ask without making assumptions?

INCLUSION & ADAPTATION

Allow a pass, written contribution or focus on everyday traditions.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

UNDERSTAND / ACTIVITY 25

Making a Difference Together

PROPOSED FOR YOUTH WORK

Duration: 40–60 minutes • Format: Teams, 13+

LEARNING OBJECTIVE

Turn shared values into a small cooperative action.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Identify a local need that matters to participants.
2. Choose one achievable action, such as a welcoming event or awareness poster.
3. Assign voluntary roles and agree how to include different perspectives.
4. Present the plan and decide what can realistically happen next.

REFLECTION QUESTIONS

- What can we achieve without agreeing on everything?
- Who benefits and who decides?

INCLUSION & ADAPTATION

Do not promise implementation without resources or community consent.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

EXPRESS / ACTIVITY 26

Poetry Night: Words for Inner Growth

ADAPTED FROM LA VERNA

Duration: 45–60 minutes • Format: Individual/group, 13+

LEARNING OBJECTIVE

Use creative writing to reflect and connect.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Offer prompts about empathy, belonging or nature.
2. Give quiet time to write, draw or select a text.
3. Invite voluntary readings or display of work.
4. Close with appreciative responses rather than critique.

REFLECTION QUESTIONS

- What was easier to express creatively?
- What did I hear in others’ words?

INCLUSION & ADAPTATION

Allow private writing, anonymous display or listening only.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

EXPRESS / ACTIVITY 27

Music Circle: Shared Voices

ADAPTED FROM LA VERNA

Duration: 30–45 minutes • Format: Group, adaptable

LEARNING OBJECTIVE

Explore collective participation and the courage to contribute.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite participants to suggest accessible songs, rhythms or sound-making activities.
2. Explain that no particular religious expression is required.
3. Rotate invitations to lead, follow, listen or contribute rhythm.
4. Reflect on inclusion, power and comfort in group expression.

REFLECTION QUESTIONS

- Who felt able to participate?
- How can we welcome different musical traditions?

INCLUSION & ADAPTATION

Offer non-religious options and quiet participation; never require singing or ritual.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

EXPRESS / ACTIVITY 28

Community Agreements & Sharing Circle

ADAPTED FROM LA VERNA

Duration: 30–45 minutes • Format: Group, 13+

LEARNING OBJECTIVE

Build trust through co-created norms and supported dialogue.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Invite the group to propose agreements on respect, confidentiality limits and the right to pass.
2. Agree a speaking order or talking object, and explain facilitator responsibilities.
3. Offer a prompt about community life or learning.
4. Close with one practical action to sustain care and belonging.

REFLECTION QUESTIONS

- What helps me feel safe enough to contribute?
- How do we respond when an agreement is broken?

INCLUSION & ADAPTATION

Explain that confidentiality has safeguarding limits; allow silence and alternative expression.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

TAKE ACTION / ACTIVITY 29

From activity to learning

ADAPTED FROM LA VERNA

Duration: 60–90 plus preparation minutes • Format: Teams, 13+

LEARNING OBJECTIVE

Build responsibility through preparing and leading part of a real learning experience.

MATERIALS & PREPARATION

Paper and pens or equivalent accessible options; prepare any fictional prompts, cards, audio/video or safe outdoor setting mentioned below. Explain the right to pass and relevant group agreements.

FACILITATION STEPS

1. Select an accessible local site and agree learning objectives with the group.
2. Invite volunteers to research short introductions, accessibility needs and practical arrangements.
3. During the visit, young people share their prepared insights and support group logistics with adult guidance.
4. Debrief what worked, what changed and how responsibility was shared.

REFLECTION QUESTIONS

- What did I learn by preparing for others?
- What support made leadership possible?

INCLUSION & ADAPTATION

Offer roles beyond public speaking; check access, transport, weather and safeguarding.

TRANSFER TO YOUTH WORK

Invite facilitators to identify one realistic setting where this activity could be used, one adaptation needed for their group and one sign that participants felt included and learned something meaningful.

THE PARTNERSHIP

Five organisations, four countries

Intercultural Cross-Pollination was developed through European cooperation between five partner organisations.

COORDINATING ORGANISATION

Sambandha e.V.

Germany

PARTNER ORGANISATION

Goloka Dhama

Germany

PARTNER ORGANISATION

Govinda’s

France

PARTNER ORGANISATION

Društvo za Dušo

Slovenia

PARTNER ORGANISATION

Bhaktivedanta Cultural and Educational Library

Italy

With thanks to the participants, facilitators, volunteers and local hosts who contributed to the learning experience in La Verna, Italy.

FOLLOW-UP

From activity to learning

Reflection • Evaluation • Transfer

AFTER A SESSION, ASK PARTICIPANTS

What did I notice? What did I learn about myself or others? What might I do differently? Which competence did I practise? Where can I apply it?

PARTICIPATION

Did participants have meaningful choices and accessible roles?

SAFETY

Were boundaries and safeguarding needs respected?

LEARNING

What observable behaviours or voluntary reflections indicate progress?

ADAPTATION

What should be changed next time?

FOLLOW-UP

Is there a realistic opportunity to apply the learning?

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