



CASTLES, PRINCESSES AND EARTHQUAKE

A fast-paced physical energiser where participants form human “castles” and “princesses” and reorganise groups based on spoken commands. The activity promotes alertness, cooperation, and adaptability while creating a playful atmosphere.

Module 4 – Activity 1

Duration: 5 min

Activity type: Energiser

Working format: Whole group



Learning objectives

Participants will be able to:

- React quickly to changing instructions in a group setting
- Experience role flexibility and collective reorganisation
- Increase physical energy and group connection before collaborative work
- Reflect on how structures and roles can shift in communication processes



Materials & Resources Needed

None. A large space is required where the whole group can stand in circle and move around.



Success Indicators

- Participants actively engage and move quickly between roles
- Laughter and positive energy are present in the group
- Participants demonstrate understanding of instructions



○→○→○ Step-by-step

Step 1 – Introduction (1 min)

Objective of the step

To explain roles and rules clearly and prepare participants for movement.

Instructions given to participants

Ask participants to form groups of three:

- Two people create a “castle” by standing side by side and touching hands above their heads.
- One person stands inside as the “princess”.
- One participant remains outside and becomes the caller.

Role of the trainer

Explain and demonstrate the positions, ensure everyone understands the three commands.

Step 2 – Main activity (3 min)

Clear description of the activity

The caller gives one of three commands:

- **Castle:** Princesses stay in place. Castle sides leave and search for a new princess to form a new castle with a new companion.
- **Princess:** Castles stay in place. Princesses leave and find a new castle.
- **Earthquake:** Everyone breaks apart and forms new groups of three freely.

The person left without a group becomes the next caller.

Play several fast rounds.

Instructions

Move quickly, change partners, and have fun.

Working methods (grouping, materials, rules)

Whole group, free movement, no materials.

Step 3 – Conclusion / Group discussion (1 min)





Reflection questions

- How did it feel to constantly change roles?
- What helped you find a new place quickly?

Key points to highlight

Communication systems change, and people must adapt. Roles are flexible, and collaboration is essential.

Links with theory / inclusive practices

Inclusive communication requires adaptability, shared responsibility, and openness to changing structures.





GROUP SIMULATION: DESIGNING A YOUTH ENGAGEMENT WORKSHOP

A participatory role-playing simulation where participants design a youth engagement workshop using randomly assigned scenarios. The activity supports creative thinking while grounding ideas in realistic organisational contexts.

Module 4 – Activity 2

Duration: 55 minutes

(40 minutes group work + 15 minutes plenary restitution)

Activity type: Participatory workshop / Role-playing activity

Working format: Small groups (4–5 people) + Whole group



Learning objectives

Participants will be able to:

- Analyse communication challenges through assigned scenarios
- Design participatory workshops involving young people in communication processes
- Select appropriate methods for youth engagement
- Structure a workshop with clear objectives, steps, and practical considerations
- Present and justify their design choices to peers



Materials & Resources Needed

- Printed scenario tickets (target group, objective, expected outcome)
- Flipcharts or large paper sheets
- Markers and pens
- Sticky notes (optional)
- Timer or clock

This is a ready-to-use activity. Scenario tickets should be prepared in advance and shuffled into three separate piles.



Success Indicators



That's clear!



Activity Sheet

- Groups produce a structured workshop proposal
- Participants clearly explain their scenario and design choices
- Active participation is observed in group discussions
- Proposed workshops reflect participatory approaches and inclusion considerations
- Peer questions and feedback demonstrate understanding of the task



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○→○→○ Step-by-step

Step 1 – Introduction (5 min)

Objective of the step

To explain the simulation framework and clarify the task.

Instructions given to participants

Divide participants into groups of 4–5 people.

Explain that each group will design a 90-minute youth engagement workshop based on randomly assigned scenario elements.

Each group draws three tickets:

- Target group
- Objective
- Expected outcome

Role of the trainer

Explain the rules, distribute materials, and ensure all groups understand the task and time limits.

Step 2 – Main activity (35 min)

Clear description of the activity

Using their three scenario elements, each group designs a 90-minute participatory workshop aimed at involving young people in improving communication within their organisation.

Groups are free to choose their participatory methods (co-creation, storytelling, theatre, visual mapping).

Each workshop design must include:

- **Goal and logic:** Why involve young people and how
- **Workshop steps:** Main activities and sequence
- **Practical considerations:** Space, materials, facilitation needs

This role-playing approach encourages participants to think creatively within constraints and simulates real-life project planning conditions.

Instructions

Groups document their ideas on flipcharts or paper and prepare a short presentation.





Working methods (grouping, materials, rules)

Small group work with shared materials. Trainer circulates to support and clarify if needed.

Step 3 – Conclusion / Group discussion (X min)

Each group presents its designed workshop to the whole group, explaining:

- Which scenario they drew
- The structure and flow of their workshop
- Why they chose their participatory methods

After each presentation, participants may ask 1–2 questions or share reflections.

Reflection questions

- What was challenging about designing within constraints?
- Which participatory methods felt most relevant to your scenario?
- How realistic would this workshop be in your organisation?

Key points to highlight

- Youth participation requires intentional design, not improvisation
- Different groups require different approaches
- Practical planning is essential for inclusive communication

Links with theory / inclusive practices

This activity reinforces the importance of co-creation, meaningful participation, and adapting communication strategies to diverse youth groups. It connects directly to the Ladder of Participation and non-formal education principles by moving beyond consultation towards collaboration.

ANNEX 1 – SETS FOR SCENARIOS_print





- **Target group**

NEET youth, recently arrived migrant teenagers

Young people with cognitive disabilities

LGBTQ+ youth

Early school leavers

- **Objective**

make an organisational website more accessible

redesign a poster for a youth programme

collect feedback on services

co-create a new communication channel

- **Expected outcome**

a co-created leaflet

a list of communication recommendations

a prototype of a social media post

a feedback report



ZIP – ZAP – ZUP

A high-energy circle game where participants pass an invisible communication flow using three commands. The activity strengthens attention, listening skills, and group coordination.

Module 4 – Activity 3

Duration: 5 min

Activity type: Energiser

Working format: Whole group



Learning objectives

Participants will be able to:

- Practise focused listening and rapid reaction
- Experience how communication flows and changes direction
- Increase group energy after a break
- Reflect on collective responsibility in communication processes



Materials & Resources Needed

None. Participants stand in a circle.



Success Indicators

- Participants follow commands correctly and stay focused
- Energy level increases after the break
- Participants react quickly and support each other
- Short reflection links the game to communication dynamics





○→○→○ Step-by-step

Step 1 – Introduction (1 min)

Objective of the step

To explain the rules and set up the circle.

Instructions given to participants

Ask everyone to stand in a circle. Explain that an invisible “energy” moves between people.

Role of the trainer

Demonstrate each command clearly.

Step 2 – Main activity (3 min)

Clear description of the activity

The facilitator starts the energy by pointing to someone and saying:

- **Zip:** Pass the energy to the person next to you in the same direction.
- **Zap:** Reverse the direction of the energy.
- **Zup:** Send the energy to any person in the circle.

The receiver must immediately continue the flow.

If someone hesitates or makes a mistake, they step outside of the circle.

Instructions

Keep a fast rhythm and stay alert.

Working methods (grouping, materials, rules)

Whole group, standing circle, no materials.

Step 3 – Conclusion / Group discussion (1 min)

Reflection questions

- What made the energy flow smoothly?
- What happened when someone lost focus?

That's clear!



Activity Sheet

Key points to highlight

Communication moves, changes direction, and requires everyone's attention.

Links with theory / inclusive practices

Inclusive communication depends on listening, responsiveness, and shared responsibility among all participants.



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FROM IDEA TO ACTION

A reflective group exercise where participants translate learning from the previous simulation into concrete next steps for their own organisations, followed by a collective reflection moment to consolidate takeaways and commitments.

Module 4 – Activity 4

Duration: 30 min

Activity type: Practical exercise / Reflection activity

Working format: Small groups (national groups) + Whole group



Learning objectives

Participants will be able to:

- Reflect on how participatory approaches can be applied in their organisational context
- Identify concrete opportunities to involve young people in communication processes
- Analyse potential barriers to implementation
- Define realistic next steps for inclusive communication practices
- Articulate key personal takeaways from the module



Materials & Resources Needed

- Flipcharts or large paper sheets
- Markers and pens
- Sticky notes (optional)

This is a ready-to-use activity. No digital tools are required.



Success Indicators

- Each group identifies at least one realistic and concrete action
- Participants demonstrate critical reflection on organisational barriers
- Groups articulate clear commitments
- Participants express a clear personal takeaway from the module





○→○→○ Step-by-step

Step 1 – Introduction (2 min)

Objective of the step

To reconnect participants with their organisational reality and introduce the reflection phase.

Instructions given to participants

Ask participants to regroup with colleagues from the same partner organisation (national groups).

Explain that the goal is to transform ideas from the simulation into feasible and concrete actions.

Role of the trainer

Clarify the task, timing, and expected output.

Step 2 – Main activity (15 min)

Clear description of the activity

Each national group reflects and discusses:

- How can we adapt what we learned today into a real participatory activity with youth in our organisation?
- What specific opportunities or projects could we integrate this into in the next 3 months?
- What barriers might we face (internal resistance, logistics, funding), and how can we address them?

Groups summarise **1–2 concrete next steps** they commit to trying after the training.

Instructions

Write key points on flipchart paper and prepare to briefly share.

Working methods (grouping, materials, rules)

Small group discussion with written output. Trainer circulates to support and challenge reflection.

Step 3 – Conclusion / Group discussion (8 min)



Each group briefly shares its proposed next steps in plenary.

Trainer highlights common patterns, realistic strategies, and practical solutions.

Reflection questions

- What is one concrete action you personally commit to trying?
- What insight from today will stay with you?

Participants respond in a quick round (one sentence each).

Key points to highlight

- Inclusive communication is strongest when young people are not only the audience but the co-creators.
- Small, consistent actions lead to sustainable organisational change.
- Participation is a mindset, not a one-off activity.

Links with theory / inclusive practices

This activity consolidates learning by linking participatory theory with practical implementation. It reinforces the principles of shared responsibility, realistic planning, and long-term integration of inclusive communication practices.