VISYON TOOLKIT



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VISYON

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ABOUT THE PROJECT

In **Europe's vibrant diversity**, the opinions, views, and aspirations of its youth form an essential part of the story.

The **VISYON (Values, Ideas, and Stories from Youth ON stage) project**, funded by the Erasmus+ program, has set out on an exciting journey to explore this narrative. It gives young Europeans the tools and platform they need to engage, empower, and creatively express themselves, while supporting the EU Youth Strategy (2019–2027).



Values, Ideas and Stories from Youth ON stage
Erasmus+ KA3 European Youth Together project

FIND MORE

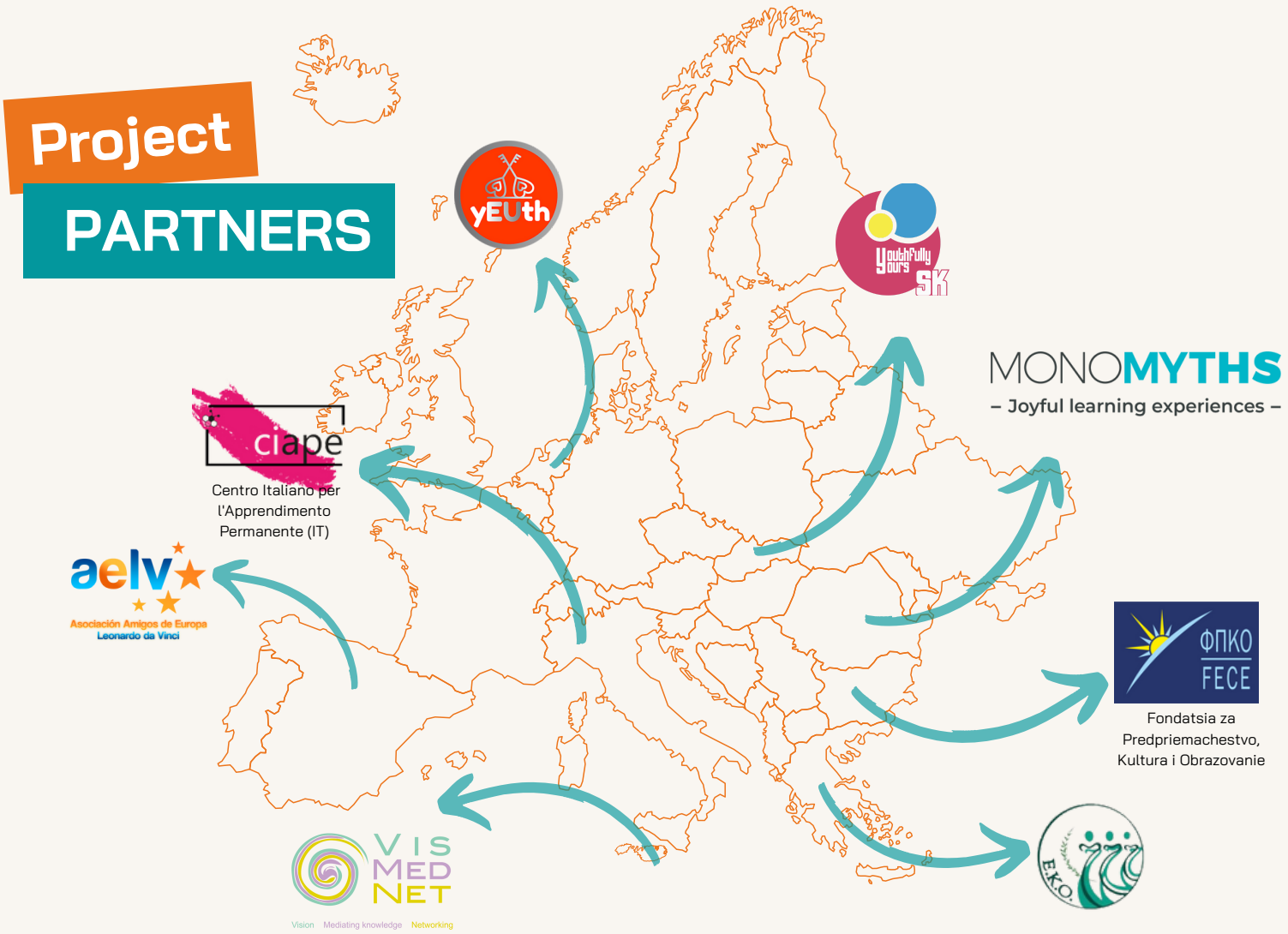
The project's main goal is to encourage youth participation in democratic life, support social and civic engagement, and ensure that all young people have the resources they need to take an active role in society.

VISYON aims to help young Europeans share their needs, desires, concerns, and challenges. It creates space for them to **tell their stories** and **start important conversations** about how European policies can better serve their generation and improve. **So follow along!**

ABOUT THE PROJECT

The VISYON project brings together youth organizations from **eight European countries**: Bulgaria, Greece, Italy, Malta, the Netherlands, Romania, Slovakia, and Spain. In each partner country, local youth groups were set up, forming the core of the project. **Young people are the key drivers of its activities and the main contributors to its outcomes.**

Project PARTNERS



The VISYON project centers around **three key elements** that formed the foundation of its activities and learning outcomes: the **11 European Youth Goals, Digital Storytelling, and Media Literacy**. These interconnected themes provided participants with the tools and knowledge to understand, express, and share their perspectives while addressing the challenges and opportunities faced by young people in Europe today as follows:



The **11 European Youth Goals**, developed as part of the EU Youth Strategy, represent the aspirations and priorities of young people across Europe. These goals address critical areas such as quality education, mental health, sustainable development, gender equality, and youth participation in decision-making processes. Through the VISYON project, participants explored these goals, reflecting on their relevance and discussing ways to advocate for them in their communities.

Digital Storytelling combines digital media with personal narratives to create compelling, media-rich stories. By weaving together images, music, voice, and narrative, digital stories bring depth and vibrancy to characters, experiences, and ideas.

This method **empowers young people to share personal stories from unique perspectives**, often introducing audiences to viewpoints they may not have encountered before. Additionally, it offers creators full control over their presentations, enabling them to deliver emotionally impactful and visually engaging content.

Media literacy equips young people with the skills needed to critically analyze, interpret, and create media content in an increasingly digital world. Participants in the VISYON project developed their understanding of media's influence, learning to identify biases, misinformation, and stereotypes. This knowledge empowers them to become **responsible media consumers and creators**, using media as a tool to promote positive narratives and advocate for meaningful change in their communities.



ABOUT THE TOOLKIT

As the VISYON project reaches its successful conclusion, with remarkable results and a significant impact on young people, youth workers, and NGOs, the **VISYON Toolkit emerges as a comprehensive resource** for youth empowerment.

This document compiles the **methods, approaches, materials, and insights** developed and applied throughout the project's learning events, along with valuable recommendations from partner organisations.

The Toolkit serves as **a practical guide**, providing stakeholders with **adaptable tools** to meet the specific needs of their learner groups. It includes clear advice and strategies for tailoring these resources to diverse settings and audiences.

Designed to support youth workers and organizations, the Toolkit brings together **all the exercises, methods, and approaches used** during local trainings, workshops, and project learning events. By equipping organizations with innovative approaches to youth activation, the **VISYON Toolkit creates a multiplier effect,** enabling stakeholders to incorporate these proven practices into their everyday work and further strengthen youth participation, engagement, and inclusion.

ABOUT THE TOOLKIT

The Toolkit is organized around the **five major phases of the VISYON project**, each of which contains unique insights and methodologies. These five phases are:

Phase 1. Local trainings

Local trainings introduced participants to the 11 European Youth Goals, Digital Storytelling techniques, and principles of Media Literacy, laying a strong foundation for meaningful engagement and self-expression.

Phase 2. Interview collection process

Conducting Interviews for the European Youth Diary invited young people to share their stories and opinions, conducting interviews that provided valuable perspectives on EU youth programs and ideas for their improvement.

Phase 3. Scriptwriting workshops

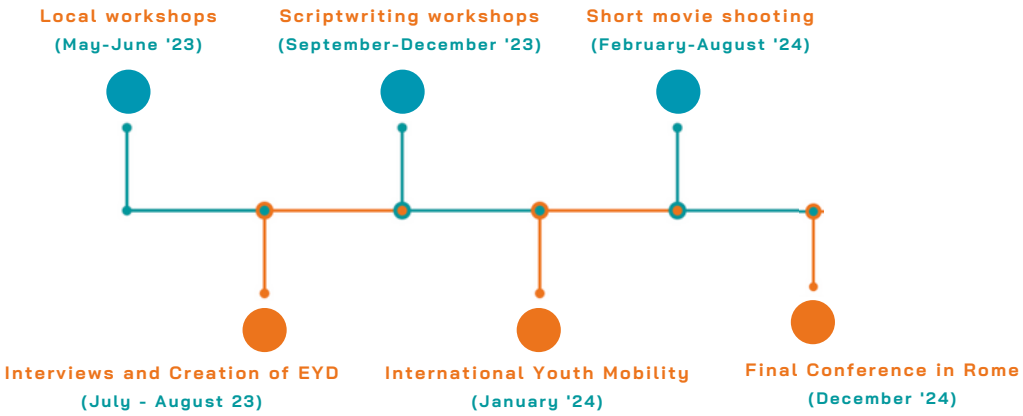
Scriptwriting workshops allowed participants to transform these stories into powerful scripts for short films, developing their creative skills and storytelling abilities.

Phase 4. International Youth Mobility

An **International Youth Mobility** event in Athens, Greece brought together all local groups from partner countries, fostering cultural exchange, collaboration, and shared learning.

Phase 5. Shooting the movies

The **Short Movie Shooting Process**, conducted with a professional movie agency, turned these scripts into impactful films, giving participants hands-on experience in visual storytelling and media production.



By understanding this journey, readers can better navigate the Toolkit, which is **organized into sections that reflect these phases**. Each section includes descriptions of the activities, methods, and materials used, along with practical recommendations for adapting these tools to various learner groups. This structure ensures that the **Toolkit serves as a versatile resource** for anyone seeking to inspire and engage young people in creative, participatory, and transformative ways.

ABOUT THE TOOLKIT

It is noteworthy that, before embarking on Phase 1, the identification of the target group is a critical step in ensuring your project's relevance.

While the VISYON project primarily engaged young people as its core participants, the structure and methodology of the project are versatile, making it adaptable to a wide range of age groups and community settings. **This flexibility allows you to tailor the project's activities** to suit the unique characteristics and needs of your chosen audience without requiring significant modifications.

Whether working with teenagers, young adults, or older learners, the core themes of VISYON can be adjusted in depth and focus to align with the participants' level of experience, knowledge, and interests. Furthermore, the **adaptable nature of the methods** - such as workshops, storytelling, and interview-based activities - ensures that the project remains accessible and impactful regardless of the target group's background or skill set.

The project can seamlessly integrate participants from various educational, cultural, and social contexts, creating opportunities for broader inclusivity and engagement. By carefully defining the target group before initiating activities, facilitators can fine-tune the approach to **maximize participation, learning outcomes, and the overall impact** of the project.

That being said, let's dive right in and explore the VISYON phases together!

PHASE 1.

LOCAL TRAININGS

Following the participant selection process, **the first phase** of VISYON project involved each partner organizing local trainings. These trainings aimed to introduce participants to the **11 European Youth Goals**, **Digital Storytelling** techniques, and key principles of **Media Literacy**, providing a strong foundation for meaningful engagement and self-expression.

In the case of VISYON, **three one-day local trainings** were held. This format allowed participants to build deeper connections while engaging in a variety of **non-formal education activities** focused on the project's three main topics.



LOCAL TRAININGS

Proposed Structure

The **VISYON local training program** is designed to introduce participants to the project's key themes and methodologies while fostering teamwork, learning, and skill development. In the following pages you will find an **outline of the sessions** included in the training, along with a collection of methods and activities that were tested and proven effective during the VISYON project. The overall duration of these activities can be **tailored to fit the specific needs and prior knowledge of the group**, ensuring a customized and engaging experience. Additional activities, non-formal methods, and tools are available on each partner's website.

DAY 1	**SESSION 1** Forming the group Needs and expectations	**SESSION 2** 11 European Youth Goals
DAY 2	**SESSION 1** 11 European Youth Goals	**SESSION 2** Media Literacy
DAY 3	**SESSION 1** Digital Storytelling	**SESSION 2** Reflection

D1. Session 1: FORMING THE GROUP

ENGAGING NAME GAME

Learning objectives:

- Help participants get to know each other in an interactive and engaging way;
- Strengthen group cohesion and active listening skills.

Duration:

Depends on the size of the group. When planning the schedule, take into account around 2-3 minutes per participant.

Materials:

No materials are needed to facilitate this activity.

Step by step description:

All participants stand in a circle. One participant begins by stepping forward, stating their name, sharing a hobby, and demonstrating a simple move or action that represents their hobby.

The next person on their right then steps forward, introduces the previous participant, and recalls their name, hobby, and action before sharing their own. The game continues in this manner, with each participant introducing themselves after first presenting the previous five people in the sequence.

As the activity progresses, participants actively engage in remembering names and hobbies, fostering a fun, interactive environment that strengthens group connections.

SPEED DATING

Learning objectives:

- Offers a dynamic and enjoyable way for participants to engage with one another, learn about their similarities and differences;
- Strengthen group cohesion and active listening skills.

Duration:

Depends on the size of the group. Take into account around 2-3 minutes per round of questions.

Materials:

A timer is needed to facilitate this activity.

Step by step description:

Participants are divided into two lines, facing eachother so that everyone has a pair. The facilitator gives the group a question and each participant has two minutes to share with their partner their answer to the given question.

After the time is up, participants switch places so that they are now forming a pair with someone different. After the new pairs are formed, the facilitator addresses another question to the group. Again, each participant has two minutes to share with their partner their answer. This process goes on until all participants have the chance to talk to one another.

Examples of questions that can be addressed by the facilitator:

- What's one thing everyone should do at least once in their life?
- If you could describe yourself in 3 words, what would they be?
- What is one goal you're currently working towards?
- What is your favourite movie genre?
- If you could re-watch one TV series over and over again, which one would it be?

HUMAN BINGO

Learning objectives:

- Offers a dynamic and enjoyable way for participants to engage with one another, learn about their similarities and differences;
- Strengthen group cohesion and active listening skills.

Duration:

20 minutes

Materials:

One print-out copy of **Annex 1** per participant and pens.

Step by step description:

Each participant receives a printed Bingo sheet filled with various prompts or questions related to the project's topic. The goal is to find different participants who match each prompt and write their names in the corresponding boxes – each name can only be used once. Participants move around the room, engaging in conversations to complete their sheets.

The first person to fill all the boxes and call out "Bingo!" wins the game. This interactive activity not only makes for a fun and energetic start but also encourages participants to connect with as many people as possible, fostering group familiarity and engagement with the project theme.

COAT OF ARMS

Learning objectives:

- Offers a dynamic and enjoyable way for participants to engage with one another, learn about their similarities and differences;
- Strengthen group cohesion and active listening skills.

Duration:

45 minutes - around 15 minutes for creating the coat of arms, 15 minutes for partner discussions, and 15 minutes for presentations.

Materials:

One print-out copy of **Annex 2** per participant and pens.

Step by step description:

A coat of arms is a unique and symbolic representation of a person, family, or group. It typically includes meaningful elements that represent values, interests, or achievements.

In this activity, each participant is required to fill in and create their own coat of arms by representing, either in written form or in drawing, the following five elements: their dream profession or career, their biggest achievement in life, their core values, their life motto, a super power that they would like to have that would allow them to help young people develop.

After filling in their coat of arms, the participants are divided into pairs. Each pair has 15 minutes to discuss their coat of arms. At the end, participants gather back in a circle and each person has to present to the group their partner's coat of arms.

D1. Session 1: NEEDS AND THE EXPECTATIONS

WISHES AND CONTRIBUTIONS

Learning objectives:

- Allows participants to set personal goals while understanding their role in contributing to the project's success;
- Strengthen self-awareness and group cohesion.

Duration:

40 minutes - around 20 minutes for writing, 20 minutes for sharing and discussion.

Materials:

One print-out copy of **Annex 3** per participant and pens.

Step by step description:

The facilitator distributes a paper cutout of a human figure to each participant, explaining that it represents themselves. On one side of the cutout, participants write their personal wishes – what they hope to gain or achieve throughout the project. On the other side, they note their contributions – how they plan to use their unique skills and strengths to support the group and help fulfill collective goals.

Afterward, participants are encouraged to share their reflections with the group in a supportive and non-judgmental environment. Sharing is voluntary, and the facilitator ensures a space that promotes connection and collaboration.

D1. Session 2: 11 European Youth Goals (EYG)

11 EUROPEAN YOUTH GOALS PUZZLE

Learning objectives:

- Become familiar with the 11 European Youth Goals and their specific targets.

Duration:

60 minutes

Materials:

Printed out copies of Pages 7-17 of the **Tool Book: Dialogue activities to implement the Youth Goals together** (one set per group)

Step by step description:

The facilitator, in preparation for the activity, prints Pages 7-17 of the Tool Book: Dialogue activities to implement the Youth Goals together and meticulously cuts out each target, transforming them into individual pieces before mixing them up.

The engaging task assigned to the participants, acting as a cohesive team, is to navigate through all the targets and skillfully match each one to its corresponding Youth Goal. Once all pieces are matched, the facilitator reviews the results with the group, correcting any mismatches if needed.

Debriefing questions:

- Which Youth Goal do you feel is most relevant to your personal experiences or your community, and why?
- Were there any targets that surprised you or that you found particularly difficult to match? What made them challenging?
- How do you think young people can actively contribute to achieving these Youth Goals in their daily lives?

EXPLORING 11 EYG THROUGH BRAINSTORMING

Learning objectives:

- Introduce and deepen understanding of the 11 European Youth Goals.
- Encourage critical thinking and personal reflection on the relevance of each goal.

Duration:

90 minutes

Materials:

Stick notes and pens, flipchart papers

Step by step description:

Begin by asking participants to take a few minutes to note down their thoughts, associations, and personal interpretations of each Youth Goal. This allows them to form their own ideas before engaging in discussions.

Then, divide participants into small groups and assign each group a set of Youth Goals. Their task is to analyze the goals, identify the key reasons behind them, and match them with the corresponding targets. Encourage discussion and collaboration to ensure a deeper understanding.

Next, bring all groups together for a full-group discussion. Each group presents their assigned reasons and definitions, reading them aloud along with any relevant notes from their discussions. This step ensures that all participants gain insight into every Youth Goal. Conclude the session with an open discussion.

Debriefing questions:

- How can young people's confidence in the EU be strengthened?
- How can gender equality be promoted?
- How can social exclusion of young people be prevented?
- How can we empower young people to recognise fake news and agitation?
- How can the mental health of young people be supported?
- How can equal opportunities for young people in rural/urban areas be guaranteed?
- What do young people need to find their way in working life?
- How should learning be oriented so that young people find their way in life?
- What does it take for youth participation to be effective?
- How can young people sustainably shape their lives?
- How can equal access for young people to youth organisations and European youth programmes be guaranteed?

YOUTH GOALS IN POSTER

Learning objectives:

- Foster teamwork, critical thinking, and creativity while gaining a deeper understanding of how the EYG impact young people across Europe

Duration:

60 minutes

Materials:

Pens, flipchart papers

Step by step description:

To begin, divide participants into groups of three and ask each group to choose one EU Youth Goal to focus on. Once a goal is selected, groups will start their research by answering key questions: What is the core message of this goal? How is the EU promoting it? How does the European youth system address the diverse needs and interests of young people across different countries and regions through this goal? What research and data support this goal? Additionally, groups should reflect on how digital posters can effectively share a message and create an emotional connection with viewers.

After gathering information, each group will plan their poster by discussing how best to describe their chosen youth goal, identifying essential data or information to include, determining how much text is necessary, and selecting appropriate colors and visuals to represent the topic effectively. Once the plan is finalized, participants will create their poster, either physically using paper and markers or digitally using design tools.

Once the posters are complete, each group will present their work to the whole group, explaining their design choices and the key messages behind their youth goal.

Debriefing questions:

- Was it challenging to find information about this goal?
- How did you make decisions as a group?
- How is this youth goal relevant to young people?
- What was the most challenging part of this process?

D2. Session 1: 11 European Youth Goals (EYG)

YOUTH GOALS HEROS

Learning objectives:

- Develop a deeper understanding of the 11 EU Youth Goals and their specific targets.

Duration:

60 minutes

Materials:

Printed out copies of Page 44 of the **Tool Book: Dialogue activities to implement the Youth Goals together** (one copy per group)

Step by step description:

The facilitator, in preparation for the activity, prints Page 44 the Tool Book: Dialogue activities to implement the Youth Goals together. Depending on the group size, participants are divided into teams of up to five members. Each team is given one copy. Teach team is asked to think of a person who can be a role model for them regarding the EYG they find most relevant for them.

Guiding questions for the group:

- Where does the person come from?
- How old is the person?
- What is the level of education of the person?
- What is the family status?
- Does the person have a job, if so which one?
- What is the person's life dream?
- How does the person contribute to achieving the Youth Goal? And what does the person need to achieve it?

Each group describes their hero's thoughts, ideas, and needs in as much detail as possible. Finally, they visually represent their role model by drawing and writing about them on the provided paper and share it with the big group.

Debriefing questions:

- Why did you choose this role model, and how do they represent the Youth Goal?
- What challenges does your role model face in achieving the Youth Goal?
- How can you apply what you learned to make a difference in your own community?

FILL IN THE CARTOON

Learning objectives:

- Allows participants to creatively bring their narratives to life while strengthening their understanding of the European Youth Goals.
- Fosters imagination, teamwork, and critical thinking, making the Youth Goals more relatable and personal.

Duration:

90 minutes

Materials:

Colourful markers, one comic strip - **Annex 4** - per group

Step by step description:

Building on the previous Youth Goals Heroes activity, each group is challenged to create a short story where their Hero becomes the main character. To facilitate the process, the facilitator provides each group with a prepared comic strip where the text has been removed. Using the thoughts, ideas, and needs previously established for their Hero, participants work together to craft a compelling story by filling in speech bubbles and adding relevant details.

Groups have one hour to collaborate, brainstorming scenarios that align with their Hero's personality and mission. They are encouraged to consider:

- The Hero's motivations and struggles;
- The challenges they face in working toward their Youth Goal;
- The support they receive or lack;
- The impact of their actions on their community and beyond.

Once all groups have completed their stories, they come together to share them with the larger group.

Debriefing questions:

- What challenges did you face while developing your story, and how did you solve them?
- How did working as a team influence the way your story took shape?

D2. Session 2: MEDIA LITERACY

CREATE YOUR CAMPAIGN!

Learning objectives:

- Understand the principles of media literacy and how they apply to youth advocacy.
- Reflect on the importance of clear, impactful messaging for social change.

Duration:
90 minutes

Materials:
Laptops, tablets, or smartphones; art supplies; flipchart papers; projector and screen

Step by step description:
The session begins with a short presentation on the basics of media literacy, covering key concepts such as message framing, audience targeting, and effective communication strategies.

Participants are then divided into new groups, each assigned a specific Youth Goal to focus on. Their task is to create a dissemination campaign that highlights both the issues and realistic solutions related to their chosen goal.

Each group works with a different media format: videos, posters or memes.

The groups collaborate to design their campaigns, ensuring they clearly communicate the message, objectives, and target audience.

Once the campaigns are ready, each group presents its work to the others, explaining their creative choices and the intended impact.

Debriefing Questions:

- How did your group decide on the key message and target audience for your campaign?
- What challenges did you face in creating an engaging and effective media piece?
- Which media format do you think was most effective in communicating the Youth Goal, and why?

PRIVILEGE WALK

Learning objectives:

- To sensitize participants about the critical issues and the dangers of online communication and media usage.

Duration:

45 minutes

Materials:

No materials are needed to facilitate this activity.

Step by step description:

Ask participants to form a single line, standing side by side. Explain the instructions: If their answer to a question is "yes", they take a step forward. If their answer is "no", they remain in place.

Read out the following questions one by one, allowing participants to respond by moving accordingly:

- Have you ever been bullied online (in a chat, group, comments, forum, etc.)?
- Has someone ever spread rumours about you online?
- Has someone ever revealed personal details or shared personal material online without your permission?
- Have you ever been insulted online because of personal choices (e.g., dressing style, taste in music, hobby) or parts of your identity (e.g., gender, ethnicity, skin colour, religion, etc.)?
- Have you ever realised that your photos, name, or other information you post on social media are used by someone else pretending to be you?
- Have you ever been scammed? Have you ever trusted fake news?
- Did you ever report information that, in your opinion, was fake?
- Did you ever witness hate speech online?

Debriefing Questions:

- How did it feel to see where you stood in relation to others? Did anything surprise you?
- Were there any questions that made you stop and think about your own online experiences differently?
- What actions can we take to create a safer and more respectful online environment for everyone?

MOVING DEBATE

Learning objectives:

- Encourage critical thinking and personal reflection on the relevance of each goal. It also opens the floor to different perspectives.

Duration:

40 minutes

Materials:

No materials are needed to facilitate this activity.

Step by step description:

To keep participants engaged and ensure that key connections between the European Youth Goals (EYG) and Media Literacy are not lost, invite them to respond to a series of statements related to these topics. The instructions are simple:

- If they agree with the statement, they move to the right side of the room.
- If they disagree, they move to the left side.
- If they neither fully agree nor disagree, they stand in the middle.
- Throughout the activity, they should be encouraged to move from one side to the other if their opinion changes after hearing others' arguments.

Once participants have chosen where to stand, ask them to explain their reasons for their stance. This allows for deeper reflection and encourages participants to think critically about how personal opinions are influenced by individual interpretations.

Here are the statements that can be used for the activity:

- The EU is actively engaged in fighting fake news.
- Freedom of media needs to be protected no matter the information they spread.
- It is positive for the diversity of opinion that everybody has the possibility to create media content.
- It is not our personal responsibility to protect ourselves from online dangers.

Debriefing Questions:

- Which statement sparked the most debate or strong opinions? Why do you think that was the case?
- How can media literacy help us navigate complex issues like fake news, online safety, and freedom of expression?

D3. SESSION 1: DIGITAL STORYTELLING

STORYTELLING GAME “YES, AND...”

Learning objectives:

- Develop collaborative storytelling skills by building on each other's ideas.
- Practice creative thinking and spontaneous narrative development.

Duration:

20 minutes

Materials:

No materials are needed to facilitate this activity.

Step by step description:

In the world of digital storytelling, the ability to build engaging narratives is key, and this exercise is designed to sharpen those skills. For this activity, the facilitator asks the young people to form pairs. The step-by-step instructions are as follows:

- Each pair decides who will start the scene and who will join in.
- The first person begins by stating a situation or scenario (e.g. "We're lost in the woods").
- The second person responds with "Yes, and..." and builds upon the situation (e.g. "Yes, and we're running low on food and water").
- The first person then replies with "Yes, and..." continuing to build the scene (e.g. "Yes, and we just saw a bear").
- The process continues with each person responding with "Yes, and..." and contributing to the scene, 10 times in total.
- Once pairs finish, they can rotate and begin the process with a new partner until time runs out.

Debriefing Questions:

- What challenges did you face in keeping the narrative flowing, and how did you overcome them?
- How can this exercise help improve storytelling and collaboration in real-world situations?

BACKCASTING STORYTELLING

Learning objectives:

- Develop creative storytelling skills by collaboratively building a narrative.
- Enhance teamwork and communication through shared story development.

Duration:

20 minutes

Materials:

No materials are needed to facilitate this activity.

Step by step description:

For this activity, the facilitator asks all participants to form a circle. The first person starts by sharing the very end of a story, such as, "And so, the dragon is defeated, and the kingdom is saved."

The person sitting to the right then says, "Yes, but before that..." and continues by describing the events that led up to the ending. For example, "Yes, but before that, the brave knight has to find the mythical sword that can defeat the dragon."

The storytelling continues clockwise, with each participant adding a "Yes, but before that..." element. Participants build on previous details or introduce new characters, challenges, or plot twists. Once everyone contributes, the group revisits the full story from beginning to end.

Debriefing Questions:

- How did the story evolve as each person added their part? Were there any surprising twists?
- What was the most challenging part of continuing the story from someone else's idea?
- How can this exercise help you think more creatively and collaboratively in group settings?

BLIND DIRECTOR

Learning objectives:

- To introduce the basics of storytelling in a creative and hands-on way.
- To enhance teamwork, collaboration, and communication skills.
- To encourage creative thinking and problem-solving while respecting roles and instructions.

Duration:

60 minutes

Materials:

Blindfolds for the Director, camera or smartphone for the Photographer, different props and costumes for the scene settings

Step by step description:

Participants are asked to voluntarily choose one of the following roles:

- **Director**: Decides the topic of the picture, the settings, costumes, but is blindfolded and not allowed to physically participate or communicate with the actors.
- **Photographer**: Manually shoots the picture and follows the Director's instructions strictly.
- **Actor(s)**: Appears in the photo (one or more), following the Director's instructions strictly.
- **Mediator**: Takes care of the settings and costumes, follows the Director's instructions, and informs them if the actors are following the instructions properly. Cannot communicate with the actors.

Participants create different stories based on the roles they have chosen. Each story includes no more than 5 scenes. The Photographer photographs each scene, following the Director's instructions. After completing all scenes, the Director reviews the pictures to see if the story reflects their original vision.

Debriefing Questions:

- How did it feel to direct the scene without being able to physically participate or communicate directly with the actors?
- What was the most challenging part of following the Director's instructions, and how did you ensure the vision was realized?
- How did the role of the Mediator help bridge any gaps between the Director's vision and the actors' actions?

STORY OF SURROUNDINGS

Learning objectives:

- Enhance storytelling skills through collaborative creation.
- Foster creativity and strengthen teamwork and communication within the group.

Duration:

60-90 minutes

Materials:

No particular materials needed, use whatever is available around.

Step by step description:

To put into practice the theory previously introduced and to enhance their storytelling skills, participants are divided into 3 sub-groups, each assigned a category: objects, photos, or sounds.

Each sub-group collects three items related to their assigned category and brings them back to the group. The objective is to collaborate and create a story using all the items collected by the three sub-groups, ensuring that all nine items are incorporated into the story.

Every participant must actively contribute to the creation of the story, and they are encouraged to be as creative as possible, using performances such as miming, singing, or other forms of expression. A narrator can be used to tell the story, and at the end, the completed story is presented to the facilitator.

Debriefing Questions:

- How did your group incorporate the different items into the story, and what challenges did you face in making them fit naturally?
- How did you ensure that everyone in the group contributed to the story in a creative way?
- What did you learn about collaboration and creativity from combining different types of items (objects, photos, sounds) into one cohesive narrative?

D3. SESSION 2: REFLECTION

REFLECTION WITH SYMBOLS

Learning objectives:

- To encourage personal reflection on the key learning moments from the workshops.
- To help participants identify and articulate the most significant takeaways from the learning experience.
- To enhance critical thinking and self-awareness regarding the topics covered in the workshops.

Duration:
30 minutes

Materials:
At least one set of reflection cards - **Annex 5**

Step by step description:
The facilitator sets out 8 reflection cards on a table. Each participant is invited to choose one or two cards that resonate with the most significant learning points from the past three days or topics they wish to reflect upon.

Participants then take a few moments for personal reflection on the chosen cards. Afterward, each participant shares their insights with the rest of the group. The facilitator encourages open discussion, allowing individuals to explain their reflections and how these insights shaped their learning experience.

REFLECTION WITH DIXIT CARDS

Learning objectives:

- To encourage personal reflection on the key learning moments from the workshops.
- To help participants identify and articulate the most significant takeaways from the learning experience.
- To enhance critical thinking and self-awareness regarding the topics covered in the workshops.

Duration:

30 minutes

Materials:

At least one set of **DIXIT cards**

Step by step description:

To begin the reflection activity, the facilitator lays out a set of Dixit cards on a table, ensuring the images are visible to all participants. Each participant is invited to choose one card that resonate with the most significant learning points from the past workshops or any topics they wish to reflect upon.

After selecting their cards, participants take a few minutes to reflect individually on the emotions, thoughts, or memories the images evoke, especially in relation to the workshop content. Once everyone has had time to reflect, they are asked to share their insights with the group, explaining why they selected those cards and how they relate to their personal learning experience. This is followed by a group discussion, where participants explore common themes and differences in their reflections, deepening the collective understanding of the topics. The activity concludes with a summary of the key insights shared, highlighting the diverse perspectives of the group.

FIVE FINGERS REFLECTION

Learning objectives:

- To encourage personal reflection on the key learning moments from the workshops.
- To help participants identify and articulate the most significant takeaways from the learning experience.
- To enhance critical thinking and self-awareness regarding the topics covered in the workshops.

Duration:
30 minutes

Materials:
At least one copy of **Annex 6**

Step by step description:
Introduce the activity by explaining that each finger represents a different aspect of their reflection on the day's experiences. Participants will go through each step, following the order of fingers on a hand.

Begin with the thumb, representing "What went well?" Encourage participants to reflect on the positive aspects of the day and share a moment or activity they enjoyed. Move to the index finger, focusing on "What did you learn?" Invite participants to identify new insights or knowledge they gained. Continue with the middle finger, symbolizing "What was challenging?" Ask participants to acknowledge any obstacles or difficulties they faced and reflect on how they handled these challenges. Shift to the ring finger, which represents "What are you grateful for?" Encourage participants to express gratitude for experiences, connections, or opportunities, mentioning people, moments, or lessons they appreciate. Conclude with the little finger, exploring "What surprised you?" Have participants reflect on any unexpected moments from the day.

Wrap up the activity by inviting participants to share their reflections with the group or write them down. Emphasize the value of reflection in deepening understanding and personal growth.

PHASE 2.

INTERVIEW COLLECTION PROCESS

During the **second phase**, the local groups were tasked with gathering testimonials from peers within their communities. The focus of these **interviews** was to capture **personal experiences** related to the 11 European Youth Goals (EYG), as well as **opinions** and **recommendations** on how to improve the pursuit of these goals. These insights were intended to inform advocacy efforts and influence decision-making processes at both local and European levels, as well as to act as a starting point for the next phase: **the script development process**.

Each national group conducted three interviews per Youth Goal, resulting in a total of 33 interviews per country and **264 interviews across the eight partner countries**. The interviews were guided by a structured methodology including a **standardized questionnaire template**, a clear sequence of topics, and a format for processing answers, ensuring consistency and comparability of data.



The questionnaire template used for the VISYON interviews can be found in the annexes of the Toolkit under **Annex 7**. It is noteworthy that the questionnaire serves as a starting point, offering a flexible framework that readers can adapt and customise to meet the specific needs of their projects and target groups.

During this second phase, youth workers from partner organizations played a crucial role as **mentors**, offering continuous guidance and support throughout the interview collection and processing period. Their involvement was essential not only in assisting participants with practical challenges but also in fostering a **collaborative and supportive environment**. These mentors worked closely with the participants, helping them to understand the structured methodology, refine their interviewing techniques, and ensure the quality and reliability of the collected data.

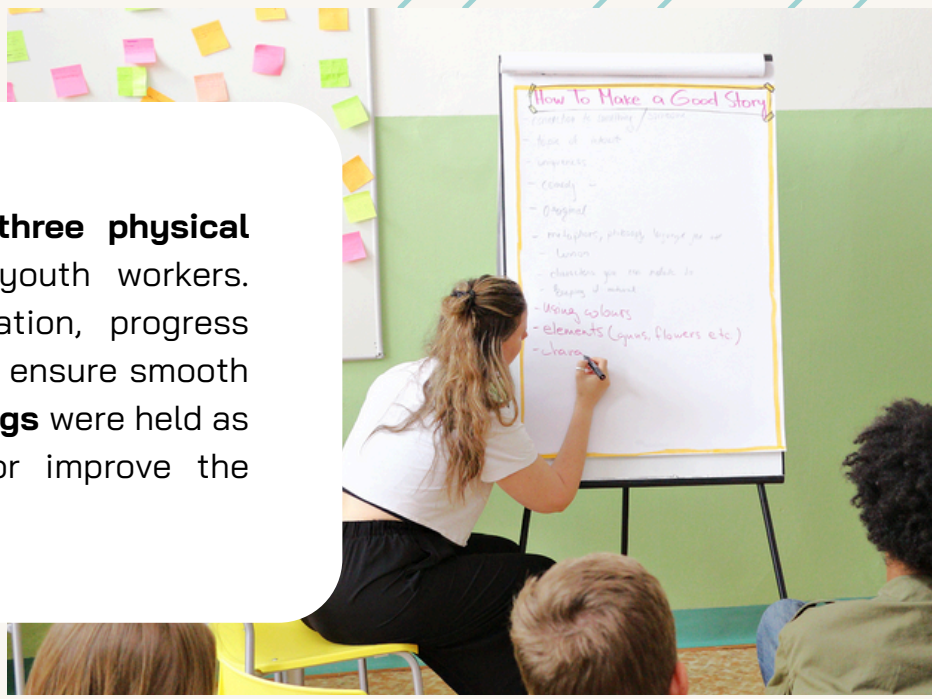


photo by James Borg

To facilitate the process, the following activities were organized:

Physical Meetings

Each local group held at least **three physical meetings** with the support of youth workers. These meetings provided orientation, progress monitoring, and troubleshooting to ensure smooth implementation. **Additional meetings** were held as needed to address challenges or improve the quality of interviews.





Online Transnational Meetings

Two online meetings were conducted for all local groups across partner countries. **The first meeting** introduced the groups to each other and enabled an exchange of ideas and approaches to effectively carry out their tasks.

The second meeting allowed participants to share the results of their interviews, discuss the stories collected for each Youth Goal, and prepare for their integration into the **European Youth Diary**, the main deliverable of this activity.

METHODOLOGY

5 EASY STEPS ON HOW TO CONDUCT AN INTERVIEW

The following resource is designed to provide youth workers with an **instant, practical guide on how to conduct effective interviews** with young people, focusing on the European Youth Goals. Developed during the VISYON project, it includes **step-by-step methodologies, tips, and insights** to ensure that interviews are meaningful, engaging, and productive.



Inside this guide, you will find:

- **Clear instructions** on why and how to conduct interviews.
- **Practical advice** on selecting participants and creating the right environment.
- **Sample questions** to explore topics related to the European Youth Goals, helping young people share their stories, views, and recommendations.
- **Smart tips** to keep interviews natural, flexible, and insightful.
- **Guidance** on documenting, analyzing, and editing interviews effectively for further use.

In the following pages, we will explore the **Guide** together. For ease of access, you can also **scan the QR** code below to open a stand-alone version of the guide in a digital, **ready-to-print format**. This allows you to use the guide separately from this document, which contains additional content and context.

SCAN ME



European Youth Diary questions



GENERAL QUESTIONS

1

To collect data about the identities of the interviewees, the first questions will be about personal information, specifically age, gender, residence, education & current occupation.

QUESTIONS TO INTRODUCE THE TOPIC

2

Have you heard about the 11 EU Youth Goals?
Would you like to be more active in the youth policies of your country?
Do you think EU commitments related to youth empowerment are important/effective?
Have you ever taken part in any event related to the EU Youth Goals?

SPECIFIC QUESTIONS ABOUT THE GOAL

3

There will be different questions for each of the European Youth Goals but they will all cover specific information:

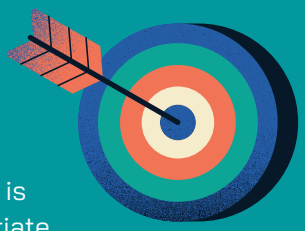
- views of the youngsters related to the goal's topic;
- recommendations on how to achieve the topic;
- testimonials & personal stories.

How to conduct an interview



1. CHOOSE THE RIGHT SETTING

When conducting interviews, it's important to select an optimal environment. Choose a setting that is free of distractions and conducive to honest and open responses. This will help participants to feel at ease and more likely to provide authentic feedback during the interview.



2. IDENTIFY YOUR TARGET

To ensure relevant research, it is essential to select the appropriate interview subjects. This analysis should consider the target audience in order to find participants that are likely to offer meaningful insight into your research topic. Depending on the goal you want to explore, you can consider demographic data like age, gender, education & occupation.

You can also take into account some psychographic data such as personality, attitudes, core values, interests lifestyles & behaviors.



3. CHOOSE YOUR INTERVIEW METHOD

When deciding which research interview method to use, it is important to consider the characteristics and behaviours of your interviewees.

Take age, habits, and other related variables into account when selecting a method that can provide you with data that accurately answers your research questions. Respect interviewee's differences and find the best method for obtaining detailed insights. It would be ideal to have a face-to-face interview to assure a higher level of engagement and get the opportunity to film some interesting answers.



4. USE A GUIDE NOT TO BE LOST

Interviewing can be easier with the use of a guide that you can previously read and consult. Before conducting the interviews, you will be provided with the questions relating the specific European Youth Goals and an info leaflet that sums up all these insights and tips about interviews methodologies.



5. ANALYSE & EDIT YOUR RESULTS

Conducting an interview is just the first step. Afterward, you'll need to analyze the data acquired to understand how is relevant to your research. You may select the most interesting one for the European Youth Diary.

Gathering accurate data for research interviews is essential for success. To help facilitate this process, it's advised to record the session. For in-person conversations, you can use either a camera or voice recorder. Reviewing written notes, transcripts and recordings can help you with this task. Additionally, follow-up interviews can be used to gain additional information if needed.

Basically, there are two types of questions:

OPEN-ENDED FORMAT

They involve the use of standardized questions being asked to all interviewees to which answers can be argued and developed. This makes it possible to have a deeper level of conversation and gain a better overall understanding of each individual candidate. This type of approach allows for comparison between different answers obtained for the same question and give the chance to the interviewees to answer in a more personal way. To maximize effectiveness, it is important that interviewees be invited to elaborate further on their responses as much as possible.





CLOSED FORMAT

Closed formats are an effective strategy for obtaining data in a specific situation. When using this method of inquiry, interviewees are presented with limited, predetermined answers from which to choose from when responding to a question. This may be beneficial if you want to limit or guide the responses in a particular context.

Smart tips for your interviews



BREAK THE ICE!

Make some informal question to break the ice and make your interviewee feel at ease. Your goal is to have a natural, conversational flow - and not ask pre-prepared questions that may disorientate the interviewee. So, before starting with your list of prepared questions, try to create a nice environment and to gain the trust of your interviewee asking things like:

- Why did you join us today?



FLEXIBILITY

Remain flexible with your own questions and try to be general, so that the flow of conversation remains comfortable. From time to time ask general questions like:

- What do you think about when you hear about our project?



INTRODUCE YOURSELF

Introduce the reason of your interview or briefly explain the project you are working on, so that the interviewee will be given a specific aim for his/her contribution. If they understand why they are being contacted, it can increase your chances of obtaining willing interviewees. It may be something like:

'I'm currently working on an Erasmus+ project called VISYON that aims to raise awareness about the European Youth Goals and to give young people the chance to share their opinions and recommendations about EU policies for youth. So, these interviews are one of the main means to achieve it.'



PREPARE IN ADVANCE

Be ready to have a plan B, because the unexpected is always around the corner. For example, gather more contact information than is necessary, so that you don't fall short of the right number of people for your project.

BEWARE OF PERSONAL BIASES



There are no correct or wrong answers, especially when it comes to personal opinions. Try not to influence the answers of your interviewees and don't interrupt them, or you may make them feel uncomfortable by saying their personal considerations aloud.



FACILITATE THE INTERVIEW

If the answer you receive from the interviewee is too brief or not really elaborated, try to facilitate a more developed reasoning by re-formulating the question (it may not be clear), or making some examples, or giving some inputs and encouragement to the interviewee by stating your own personal answer to that, so that he/she may not feel alone or embarrassed.

For example:

- *How do you think the EU could foster a sense of belonging to the European Union among young people? (maybe improving publicity from the EU, providing more formal and non-formal education on the EU in schools and youth settings...)*

METHODOLOGY

TIPS ON HOW TO FILM AN INTERVIEW

This next part provides a practical, **step-by-step guide to planning, conducting, and editing interviews,** tailored for youth workers and facilitators involved in the VISYON project or similar initiatives. The methodology emphasizes creating engaging and high-quality interviews that capture authentic stories and perspectives.



The guide is divided into three main phases:

- **Pre-production** - with detailed tips on selecting suitable locations, preparing effective questions, ensuring proper lighting and sound, and fostering a comfortable atmosphere for interviewees.
- **Production** - introducing basic filming techniques, such as framing and composition, to ensure smooth and professional recording.
- **Post-production** - offering practical editing tips to refine and enhance the final outputs, resulting in polished materials.

In the following pages, we will explore the **Guide** together. For ease of access, you can also **scan the QR** code below to open a stand-alone version of the guide in a digital, **ready-to-print format**. This allows you to use the guide separately from this document, which contains additional content and context.



SCAN ME



Tips on **how to film an interview**

Steps of video production

PRE-PRODUCTION
Planning your interview

PRODUCTION
Shooting your interview

POST-PRODUCTION
Editing your interview



Pre-production

Script

- Have a script, if you have more than one question;
- The question(s) should be good and open;
- Discuss the question(s) with your interviewee, but don't practice!

LOCATION TIP!

Think about the location: it should be a nice atmosphere, quiet, cool background, with a lot of light!

List of materials you may need

- Camera or phone with good quality
- Microphone
- Charger
- Copy of the script
- Small light
- Computer



Production



Lighting

- Avoid backlighting; light should be directed at the person's face.
- Use natural light from a window or a small selfie light for best results.

Sound

- Use an external microphone or a hidden smartphone close to the interviewee for better audio.
- Clap once at the start to create a sync point for post-production.

Stability of image

- Use a tripod or monopod for perfect stability.
- You can improvise with books or other objects.



Production



Being the interviewer

- Make them feel comfortable, like it's just a conversation.
- Maintain eye contact, react silently to what they say, and keep the discussion natural and smooth.
- Use open body language and remind them to avoid speaking too fast, leaving pauses between phrases.

Frame your shot

THE THIRDS RULE





The rule of thirds divides the frame into nine sections with two horizontal and two vertical lines. Aligning key elements along these lines or intersections creates balanced, visually appealing shots.

Production

DIFFERENT SHOTS

Frame your shot













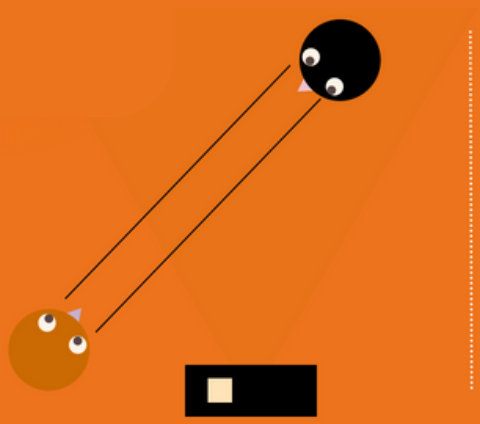




Production

EYE LEVEL if possible

Other details





Post-production

Editing

- Use a good editing software;
- Cut empty times;
- Use smooth transitions (not too many).

Images

- You can alternate with videos of landscapes, the setting, people talking things related to the topic;
- Adjust quality/color if needed.

Sound

- Make sure the sound is well synchronized;
- Adding background music can make it more appealing;
- Copyrightfree songs.

Other tips

Below are some useful tools and platforms for sourcing **royalty-free** images, videos, and music, as well as recommended editing programs to bring your project to life.

- For high-quality images and videos, consider using archives like: **Pexels, Unsplash, Pixabay, Envato Elements, and Videezy.**
- For high-quality video resources, consider using archives like: **Pexels, Pixabay, Videvo, MixKit, Envato Elements, and Videezy.**
- For royalty-free music, you can use archives like: **Videvo, Pixabay, MixKit, and Envato Elements.**
- For video editing, consider using apps and programs like: **CapCut, Premiere Pro, and Filmora**



photo by James Borg

PHASE 3.

SCRIPTWRITING WORKSHOPS

During the **third phase**, the project proposed a creative and collaborative task in which participants were asked to transform real stories into fictional narratives with meaningful messages. The specific objective was to **use the interviews gathered during the earlier phase of the project** - which are included in the **European Youth Diary** - to craft engaging scenarios for fictional plots, rooted in the lived experiences of young Europeans. These scenarios revolved around fictional characters, inspired by the real individuals who shared their stories during the interviews.



This approach proved to be **highly effective**, as it not only fostered creativity but also deepened participants' understanding of the real challenges young people face across Europe. By transforming real testimonies into impactful narratives, **the project encouraged empathy, critical thinking, and storytelling skills**. We highly recommend this methodology to those looking to replicate a similar initiative, as it creates a **meaningful bridge between research and creative expression** while actively engaging young people in the process.

Recommended Workshop Structure for Script Development

To guide and support the youngsters, at least four meetings were organized within each local group, facilitated by youth workers. These meetings provided **orientation, monitoring, and troubleshooting throughout the script development process**. At the end of the local scriptwriting workshops, each group had the opportunity to present its script during the International Mobility in Athens, accompanied by a movie poster.

Since scriptwriting is a **complex process** requiring constant feedback and refinement, we encourage you to follow the structured approach below:

- **1st Workshop:** Exploring the interview database & storytelling techniques
- **2nd Workshop:** Developing the first story draft
- **3rd Workshop:** Refining the draft with expert feedback
- **4th Workshop:** Finalizing the script



WORKSHOP 1

Exploring the interview database & storytelling techniques

Objectives of the workshop:

- Analyze the collected interviews to understand key themes, perspectives, and stories.
- Conduct non-formal education activities on storytelling to introduce participants to creative narration.
- Begin the brainstorming session for the story layout.

WORKSHOP 2

Developing the first story draft

Objectives of the workshop:

- Create the first draft of the story, structuring it into the following key elements:

Beginning: Introduces characters, setting, and central conflict.
Middle: Develops the plot through challenges and character growth.
Climax: The turning point where the main conflict reaches its peak.
Resolution: Conflict is resolved, and loose ends are tied up.
Conclusion: Final reflections that highlight the story's meaning or message.

- Brainstorm essential aspects such as character development, plot twists, settings, and atmosphere.

WORKSHOP 3

Refining the draft with expert feedback

Objectives of the workshop:

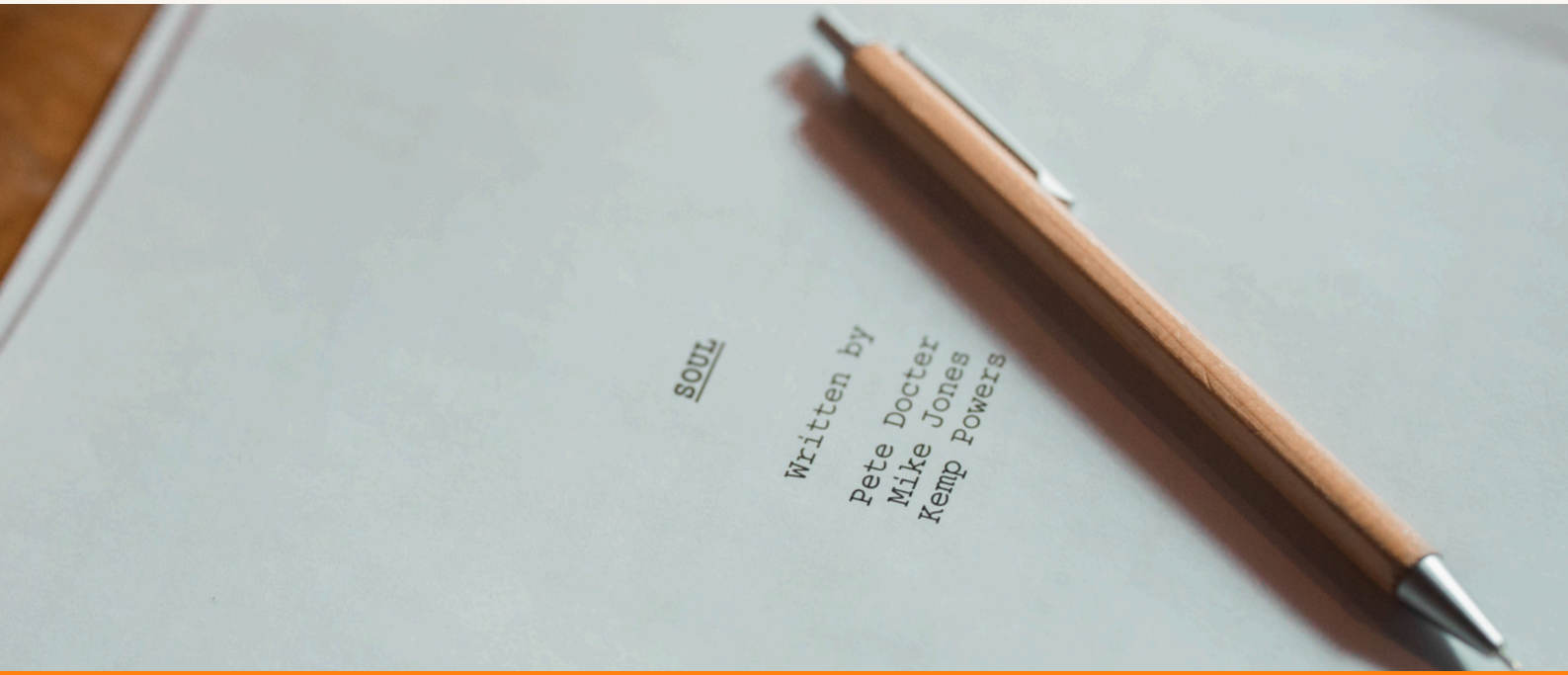
- Review feedback from industry professionals - in our case, Tanino Films, or experienced script advisors.
- Transform the story outline into a structured script using platforms like **CELTX**.
- Revise and submit the second draft for additional feedback.

WORKSHOP 4

Finalizing the script

Objectives of the workshop:

- Implement final adjustments based on expert feedback.
- In the case of VISYON, prepare a short presentation of the final script for the Youth Mobility in Athens.



METHODOLOGY

HOW TO DEVELOP A SHORT-MOVIE SCRIPT

This section provides a practical, **step-by-step guide on developing a short-movie script**, serving as a valuable resource for youth workers and facilitators involved in the VISYON project or similar initiatives. Designed as a **self-use tool for young people**, it acts as a checklist to help them navigate the scriptwriting process while allowing for regular check-ins and support from youth workers.



Inside, you will find:

- **Brainstorming techniques**: Methods to generate ideas and organize them effectively using tools like boards and post-its.
- **Script writing steps:** Guidance on creating a strong logline, structuring the timeline, developing characters, and selecting impactful locations.
- **Drafting and revising:** Tips on writing the first draft, receiving constructive feedback, and refining your script for its final version.
- **Practical advice:** Insights on world-building, character motivation, and maintaining narrative flow for a polished result.

This guide is designed to help participants **bring their stories to life** and ensure their scripts are ready for real-life production.

In the following pages, we will explore the **Guide** together. For ease of access, you can also **scan the QR** code below to open a stand-alone version of the guide in a digital, **ready-to-print format**. This allows you to use the guide separately from this document, which contains additional content and context.

SCAN ME





Guidelines on **how to develop a short-movie script**

Steps of script writing

BRAINSTORMING
Share ideas, take notes, find examples in the real life/fiction

1st DRAFT
Outline the first version of the concept

REVISION
Present your work to someone for the first time and collect comments

FINAL VERSION
Complete your script. You are now ready to film!



Brainstorming

- Work closely with your team and allow the creative process to unfold naturally.
- Don’t set unnecessary limits - explore all possibilities.
- Draw inspiration from your favorite movies or real-life personal experiences.

Materials: board, post-its, markers, interview transcripts, computer

Summarize your ideas using a board and coloured post-it. It will help during the following phases.

TOP TIP!

LOGLINE

It represents the core concept of your script. You don't need to delve into twists, character arcs, and plot. You're simply conveying the core idea—the initial seed from that which the plot, characters, twists, turns, and ensuing conflict grows.



1ST DRAFT

FOLLOW YOUR VISION

Ask yourself what you want viewers to take away from the story and make sure this drives every decision you make throughout the writing process.





DETERMINE THE TIMELINE

Structural devices like flashbacks, time jumps and non-chronological storytelling can be fun, but they can also be tricky. Make sure the story flows well without confusing the audience.

DEVELOP YOUR CHARACTERS

Write a detailed description of your characters' background and motivations. This will help you to create three-dimensional characters that have depth and that readers can relate to.



1ST DRAFT

DEVELOP YOUR CHARACTERS

Some questions that your **character sheet** should answer:

- Who are these characters?
- What is their personality?
- Why are they in the story?
- What motivates them?
- Do they have a backstory?

TOP TIP!

Figure out what your characters want and then make it hard for them to get it. This builds conflict that will carry the story and add obstacles to overcome.



CREATE YOUR STRUCTURE

Most scripts are divided into to 3 acts that ensure the protagonist(s) follow(s) a traditional narative structure: the build, climax and final resolution

Keep in mind, the script's structure should always serve the story and characters rather than vice versa.

The three-act structure may also be substituted for a five-act structure that similarly outlines when the build, climax and final resolution will occur. However, remember that each scene needs to have its own reason to be included in the overall narrative.

1ST DRAFT

SELECT YOUR LOCATION

The place you select contributes to give meaning to your script. Be sure to select locations where you can enter without special permissions allowing you to have a pre- inspection. Limit the numbers of locations.





BUILD YOUR WORLD

- Are there specific world rules that will affect characters?
- How do the characters relate to this setting?
- What is the history of the world?
- How do people communicate?
- What does nature look like?
- Or architecture?

Revision

The time has finally come, you've finished your first script draft. Now, what? For many, this part is the easiest, while others find it to be the hardest. At this point, it's time to effectively rewrite or improve the first draft that you've spent so many hours workshopping and finishing. Oftentimes, this is where certain scenes and characters may be cut to streamline the script into a concise second, third or final draft.

ASK FOR CONSTRUCTIVE FEEDBACKS

Although script writing can be a solo endeavor, you can perfect your work by seeking feedbacks from others - but make sure to choose people whose opinions you trust and value.





TAKE A STEP BACK

A good practice is to step away from the current draft and perhaps lend a helping hand on other projects or scripts. This doesn't mean abandoning your script, but rather allowing at least a day or two to personally detach from a project that has taken so many hours of writing.

Revision

READ AND REPEAT

Rewriting is a key step toward the final script, but it shouldn't take too many alterations. If major portions need to be re-thought, it may be necessary to pull back and go back to the drawing board.

Final version

PUT TOGETHER ALL THE ELEMENTS

Once you have made the necessary adjustments it's time to complete your script in its most polished and complete version. Now you are ready to film!



photo by James Borg

PHASE 4.

INTERNATIONAL YOUTH MOBILITY

From February 17th to 23rd, 2024, all VISYON local groups gathered in **Athens, Greece**, for the **International Youth Mobility**. A total of 44 participants, aged 16 to 28, along with their 8 youth leaders, took part in an immersive and dynamic program focused on refining their country-specific scripts and collaboratively creating and filming two additional scripts centered on **Youth Goal #5** (Mental Health and Wellbeing) and **Youth Goal #9** (Space and Participation for All).

The Mobility adopted a hands-on, engaging approach, blending theoretical insights with practical activities. **Participants were at the heart of the experience** - working together, exchanging ideas, and bringing their creativity to life. Thanks to the dedication and preparation at local level, the sessions were highly focused, and the objectives were successfully achieved.



Below is a detailed narrative description of the activities planned for each of the seven days of the international youth mobility program. For a comprehensive overview of the entire timetable, please refer to **Annex 8**.

YOUTH MOBILITY DAY 1

On the first day, the program began by creating a welcoming and dynamic atmosphere among participants. A series of name games and ice-breaking activities, such as human bingo, speed dating, and a session on wishes and expectations, encouraged participants to connect with one another. For detailed step-by-step instructions, please refer to **Phase 1 - Local Trainings: Day 1**. These activities not only helped build relationships but also provided space for participants to reflect on their feelings and expectations for the Mobility experience.

In the second half of the day, each national group presented their script using a pre-prepared poster. This session allowed participants to **receive constructive feedback and exchange insights** on the scriptwriting process. The suggestions gathered during these discussions were later incorporated into the final drafts once participants returned home.

The first day, like all the other days, concluded with a **reflection session** using a specific method. For detailed instructions, refer to **Phase 1 - Local Trainings: Day 3. Session 2.**

YOUTH MOBILITY DAY 2

To set the creative tone, the **second day** began with a quick storytelling workshop. For activity ideas, refer to **Phase 1 - Local Trainings: Day 3. Session 1.** Immediately after, participants engaged in a warm-up activity to embrace the **spirit of acting**. Each participant received a number, a character, and a verb (e.g., "policeman," "singing"). Using a random number picker, participants were called one by one to the center of the activity room. Their task was to act out their assigned character and verb while interacting with the other characters already present. For detailed step-by-step instructions for this activity, check page 69.

With their creativity activated, it was time for a **Video-Making Lab**! Participants were divided based on their interest in either Youth Goal #5 (Mental Health and Wellbeing) or Youth Goal #9 (Space and Participation for All).

The session began with a **Snowballing Game**, where each participant first wrote down their message idea related to their chosen goal. They then moved around the room, discussing their ideas with others, finding participants with similar messages, and forming groups accordingly. This process encouraged meaningful discussions, idea exchange, and collaboration, setting the foundation for the development of impactful video messages.

At the final stage of the activity, each group was further divided into three smaller teams. Each team was tasked with creating a short, one-minute video to effectively convey their message about the chosen goal. Once all videos were completed, they were screened for the entire group. Participants then used **VISYON credits** to vote for their favorite video, selecting one winning video per goal.

YOUTH MOBILITY
DAY 2

To conclude the day, participants engaged in a brainstorming session to develop the storylines for the two winning ideas using the **Starbursting technique - Annex 9**.

This method encouraged participants to explore the ideas in depth by asking and answering key questions:

- **Who? What? When? Where? Why? How?**

This structured approach helped shape the initial narrative, ensuring clarity, creativity, and alignment with the goals.

By the end of the session, the groups had created strong starting points for their storylines, which were then shared with Tanino Films for feedback and further refinement in the coming days.



IMPROV THEATER WORKSHOP

Learning objectives:

- Enhance creativity and improvisation skills through movement and role-playing.
- Foster collaboration and interaction among participants.
- Build confidence in performing and storytelling.

Duration:

30-45 minutes, depending on the number of participants

Materials:

Small slips of paper, three boxes or containers to hold the slips, pens, a laptop for the **online random number picker**

Step by step description:

The facilitator prepares a box containing numbers from 1 to the total number of participants. Each participant is then asked to write down one character (e.g., "doctor," "pirate") and one verb (e.g., "jumping," "painting") on separate slips of paper and put them in two separate boxes. The facilitator collects these slips and randomly assigns each participant a number, a character, and a verb.

Using a random number picker, the facilitator calls participants one by one to step into the center of the activity space. Each participant must act out their assigned character and verb without speaking. As new participants enter, they interact with those already present, staying in character and incorporating their actions into the scene.

The activity continues until all participants have had a turn. To conclude, the facilitator leads a brief reflection on how movement, body language, and interaction help build engaging storytelling and prepare participants for creative exercises ahead.

VIDEO-MAKING LAB

Learning objectives:

- Develop skills in video creation and storytelling, condensing complex ideas into a concise, impactful message.

Duration:
120 minutes

Materials:
Papers, pens, smartphones or cameras, video editing software (basic apps or tools for quick video creation), projector and screen, VISYON Credits (or similar voting tokens) - **Annex 10**

Step by step description:
The facilitator invites participants to choose which of two European Youth Goals they want to promote based on their personal interest.

Following the principles of the Snowballing Game, each participant writes down a key message related to their chosen goal. They then move around the room, discussing and exchanging ideas with others. As they identify participants with similar messages, they gradually form groups, encouraging meaningful discussions, collaboration, and the refinement of their ideas.

If there is a large number of participants, once the groups are established, each is further divided into smaller teams. Each team is tasked with creating a short, one-minute video that effectively communicates their message.

After the videos are completed, the entire group gathers for a screening session. Participants can then use different methods to vote for the most impactful video, selecting one winning video. In the case of VISYON, we used VISYON credits - Each participant was given 30 VISYON credits that they could distribute between the videos. The video with the most credits won.

YOUTH MOBILITY
DAY 3

The third day began with incorporating the feedback provided by Tanino Films to refine the storyline. After reviewing the suggestions, the groups worked on enhancing their narratives further.

Next, participants moved on to a detailed scene-by-scene breakdown using the structured **scene breakdown sheet - Annex 11**. For each scene in their scripts, they meticulously addressed the following elements:

- **Cast** – Who is needed on set?
- **Extras** – Any background actors required?
- **Hair and Makeup** – What styling is needed?
- **Vehicles** – Are any cars, bikes, or transport props required?
- **Special Equipment** – Are drones, stabilizers, or lighting rigs needed?
- **Music and Sounds** – Will any live music or specific audio be recorded?
- **Props** – What objects are necessary for the scene?
- **Wardrobe** – Are costumes or specific outfits required?

For this part, we highly recommend allocating sufficient time for a **Script breakdown workshop** to ensure a thorough understanding.

Based on interest, both groups split into smaller teams, continuing to work in parallel on the two short movies. A **team of two writers** was selected for each script to continue refining the text. The writers then chose an **assistant director** for their team. The assistant director created a cast list and selected the **actors**.

Meanwhile, the other participants formed smaller groups based on the categories from the breakdown sheet, each focusing on preparing their specific elements (e.g., wardrobe, props, music).

Once the work for the day was completed, everything was sent to Tanino Films for **feedback**.

YOUTH MOBILITY
DAY 4

The **fourth day** began with integrating the final feedback from Tanino Films into the scripts. Each group carefully reviewed the suggestions and made final adjustments to the narrative, refining dialogue, pacing, and character development to align with Tanino Films' expert recommendations. This was a crucial step to ensure that the scripts were polished and ready for the next stage of production.

Once the scripts were finalized, the focus shifted to a **Storyboarding Workshop** for both scripts. The purpose of storyboarding was to visually map out each scene and determine how it would be filmed, helping to translate the written script into a visual narrative.

YOUTH MOBILITY
DAYS 5, 6 & 7

During the last three days, Tanino Films joined the participants, introducing them to the filmmaking process. For many this was the first time on a set, working with professionals. Therefore, on **Day 5**, Tanino Films provided an overview of the team's roles, answered questions, and addressed concerns before shooting began with one group, while the other focused on script refinement. **Day 6** saw the completion of EYG Mental Health, followed by the start of the second film. By the end of **Day 7**, after days of intensive work, both films were successfully shot.

Through collaboration, effective communication and adaptability, two ambitious creative visions were brought to life in just one week!

PHASE 5.

SHOOTING THE MOVIES

Phase 5 consisted in the **on-site filming** of the short movies. For the production of the 11 short films covering the EU Youth Goals, we opted to **subcontract a professional audiovisual company** to ensure high-quality results, consistency, and a cohesive storytelling approach.

In the case of VISYON, we collaborated with **Tanino Films**, a young and dynamic production company known for crafting original, engaging, and educational narratives. Under the direction of Gaetano Ghiura, a talented young filmmaker, Tanino Films brought extensive experience in producing short films, documentaries, and music videos. Their involvement guaranteed a **professional and polished final product**.



photo by James Borg



As mentioned, the production process was carried out on-site **in collaboration with young groups at the local level**. A dedicated four-person crew from Tanino Films traveled to each partner country, spending three days per location to produce one video based on the country-specific script. This **hands-on approach** allowed for a seamless integration of local perspectives while maintaining a high standard of production across all videos.

From our experience, and based on the feedback received, **we strongly recommend subcontracting the filming process if the budget allows**. Partnering with a professional production company significantly enhances the quality, consistency, and overall impact of the videos. However, if your team possesses strong audiovisual production skills and you are comfortable managing the entire process in-house, this could be a viable alternative. **The choice ultimately depends on the level of quality you expect and the resources available within your team.**

PRE-SHOOTING

SCENE BY SCENE BREAKDOWN

No matter how you choose to approach the shooting process, proper pre-shoot preparation is crucial to ensuring a smooth and efficient filming experience. As described in Phase 4, **it is essential to break down each scene in advance**. Use a structured scene breakdown sheet - **Annex 11** - for every scene in your script, detailing:

- **Cast** – Who is needed on set?
- **Extras** – Any background actors required?
- **Hair and Makeup** – What styling is needed?
- **Vehicles** – Are any cars, bikes, or transport props required?
- **Special Equipment** – Are drones, stabilizers, or lighting rigs needed?
- **Music and Sounds** – Will any live music or specific audio be recorded?
- **Props** – What objects are necessary for the scene?
- **Wardrobe** – Are costumes or specific outfits required?

Decide beforehand which person is responsible for ensuring that everything on the list is ready to go for each scene. This will help **avoid last-minute issues**, and **keep the filming process running smoothly**.



photo by James Borg

PRE-SHOOTING

LOCATION SCOUTING AND APPROVALS

Before shooting begins, a designated person should **scout all filming locations in advance**. This helps to:

- Identify potential lighting and sound challenges.
- Ensure locations are suitable for the planned shots.
- Secure any necessary filming permits - some public spaces require approval.

For example, in the case of VISYON, filming on a public train in Bulgaria required prior approval from the train company and the payment of a fee. This highlights **the importance of researching location requirements** in advance to avoid delays, unexpected costs, or even the impossibility of filming a crucial scene altogether.





PRE-SHOOTING

WEATHER CONSIDERATIONS & BACKUP PLANS

Outdoor shoots can be unpredictable, especially when dealing with changing weather conditions. It is essential to:

- Have an alternative indoor location ready in case of rain.
- Plan for flexible scheduling if reshoots become necessary.
- Consider the impact of wind and water - scenes involving lakes, rivers, or the sea may need extra safety measures.

By thoroughly preparing before filming, the production process becomes smoother and adaptable to unforeseen circumstances, ultimately leading to a high-quality final product. If you choose to subcontract, we recommend sending **photos and videos of all locations** in advance so the filming crew can better visualize the setting and plan accordingly.

WHILE SHOOTING

TIME MANAGEMENT & KEEPING ON SCHEDULE

Managing time effectively during the shoot is crucial to ensuring that everything gets filmed within the planned schedule. The assistant director and producer should always be aware of how much time each scene is taking to avoid running over. Monitoring this will help avoid the pressure of rushing through crucial shots at the end of the day.

Remember to also schedule **regular breaks** to keep the crew and cast energized. Long hours without breaks can lead to exhaustion and mistakes. It's essential to **maintain high energy levels** to ensure the quality of the production doesn't suffer.

As a reference, during VISYON, we had 3 days of filming for short films that ranged from 5-10 minutes, with multiple location changes throughout each day. Efficiently managing time and energy in such a packed schedule allowed us to complete the project without compromising the quality of each scene.



photo by James Borg



WHILE SHOOTING

COMMUNICATION & ADAPTABILITY

Ensure clear and continuous communication between all team members - director, crew, cast, and any other involved parties. This is essential for avoiding misunderstandings and ensuring that everyone is on the same page. **If filming in an international context,** as with the VISYON project, consider potential language barriers and designate someone to help with translation or communication to ensure smooth coordination.

If something isn't working or new creative ideas emerge during filming, **be open to adjusting the script or shot list**. Some of the best moments can come from improvisation or seizing unexpected opportunities. However, while flexibility is important, it's equally crucial to **stay true to the core message and tone of the project.** Any changes should still align with the overall vision of the film to maintain its integrity.

WHILE SHOOTING

ENJOY THE PROCESS!

Lastly, do not forget to enjoy the process! Filming should be an enjoyable and creative process for everyone involved. While it's important to stay focused on the task, allowing the team to feel comfortable and engaged will result in a more productive and positive atmosphere. **Encourage everyone to be part of the creative journey**, and don't forget to celebrate small wins along the way. When the team enjoys the process, it often leads to better collaboration and a more successful final product.

Filming can be long, exhausting, and stressful, especially in challenging conditions. **Regularly check in with the crew and actors**, provide encouragement, and keep the atmosphere positive. A happy, motivated team will always deliver better results!



RECOMMENDATIONS

Implementing an initiative like VISYON requires a **holistic approach** that balances strong coordination, meaningful youth engagement, effective resource management, as well as adaptability. **Strategic planning** is essential to keeping a project of this scale on track. Defining realistic timelines, allocating responsibilities among partners, and setting key milestones prevent delays and ensure smooth execution. Furthermore, a well-structured timeline **allows space for creativity and revision**, which are particularly important in scriptwriting and video production, where ideas evolve and change greatly over time.

But most importantly, at the core of such a project lies the ability to create an environment where **young people feel empowered to share their voices, develop skills, and take ownership of the process**. To achieve this, organizations should ensure that clear objectives and structured methodologies guide each phase while remaining flexible enough to adapt to participants' needs and unexpected challenges.

Youth engagement must be at the heart of every stage. Ensuring that young people are not just participants but co-creators of the project **increases their motivation and sense of ownership**. Therefore, organizations should prioritize participatory methods, such as workshops, brainstorming activities, and peer learning, to create a space where young people feel heard and valued.

At the same time, providing **structured mentorship and professional support** - such as guidance from media professionals - enhances both the learning process and the quality of the final outputs. However, it is important to **balance expert input with creative autonomy**, allowing young participants to lead while receiving constructive guidance.

Beyond the production process, **reflection** plays a key role in deepening the learning experience. **Regular feedback sessions** allow partners, participants and youth workers to adapt and improve activities in real time. Structured reflection exercises help participants recognize their personal and collective growth along all phases of the project.

Encouraging peer-to-peer learning further enriches the experience, as groups exchange ideas, challenges, and creative strategies. This process is further enhanced when conducted in an **international context**, such as the youth mobility hosted under the VISYON project in Athens, Greece.

In such a setting, the **exchange of cultural perspectives** adds a valuable layer to the learning experience. Working intensively within an international team, participants are exposed to diverse viewpoints, which helps them strengthen collaboration skills, enhances their understanding of storytelling, and ultimately deepens their ability to use this skill as a tool for advocacy.

This being said, we strongly recommend **incorporating an international component if possible,** as it not only amplifies learning outcomes but also strengthens motivation, engagement, and long-term connections among participants.



Implementing an ambitious initiative like the VISYON project rarely comes without any challenges, making **adaptability** essential at every stage. For example, for long-term projects, proactively **managing participant retention** is key. As circumstances change, some participants may enter the labor market or move abroad for university or volunteering opportunities. Therefore, we highly recommend having a **reserve list** of young people ready to step in, helping sustain momentum and minimising disruptions in the project timeline.

Working with diverse and geographically dispersed participants also requires flexibility. When in-person workshops aren't feasible, **leveraging online collaboration tools** like Zoom, Google Meet, WhatsApp, and Google Drive ensures continuous engagement and teamwork. Maintaining open communication channels is crucial for keeping motivation high and fostering productivity.

Additionally, **when working with minors**, safeguarding must be a top priority. Clear policies, regular communication with parents, and age-appropriate content help create a safe and inclusive learning environment. Trained facilitators play a vital role in ensuring that young participants feel supported, engaged, and empowered throughout the process.

By **embracing digital solutions, proactive planning, and inclusive practices**, your initiative can remain resilient, effective, and impactful - no matter the challenges that arise along the way.

To conclude, embarking on a project like VISYON is more than just organizing activities - it's about empowering young people, fostering connections, and creating lasting impact. Whether locally or internationally, every effort counts in shaping a more engaged and inspired generation.

So take the leap, start your initiative, and be the catalyst for change! #ShareTheVisyon #EUVisyon

VISYON TOOLKIT

ANNEXES

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VISYON

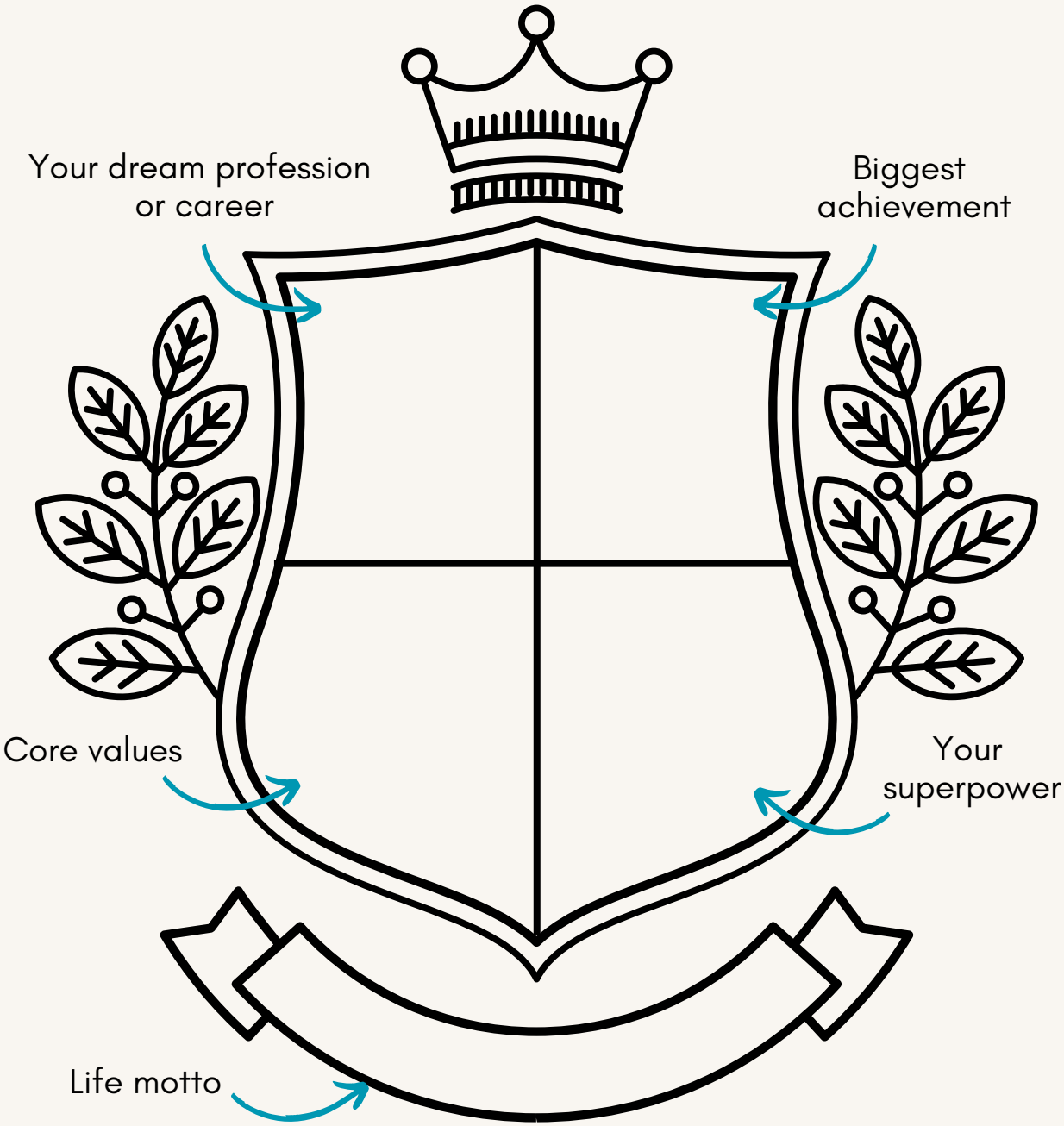
BINGO

Someone who knows how to play an instrument	Someone who likes to wake up early in the morning	Someone who is/was a part of a theatrical group	Someone who has a driver's license	Someone who enjoys cooking
Someone who has at least 2 brothers/ sisters	Someone who has acted in a movie/ commercial before	Someone who knows at least 3 languages	Someone who has more than 2 pets	Someone who has been on a mountain peak higher than 2.500 meters
Has made lifelong friendships through Erasmus+ Programme	Someone who likes to go to the gym	Has a favourite movie that they've watched at least 3 times	Someone who has a passion for photography/ film making	Someone who is in their first Erasmus+ project
Someone who enjoys watching movies more than TV series	Someone who has been on more than 2 continents	Someone who follows the VISYON project on Instagram	Someone who knows traditional dances	Soneone who likes to do meditation/ yoga
Someone who has gone on a camping trip	Someone who has been to more than 5 countries	Someone who is passionate about video editing	Someone who knows what a Youthpass Certificate is	Someone who wants to become an actor or actress

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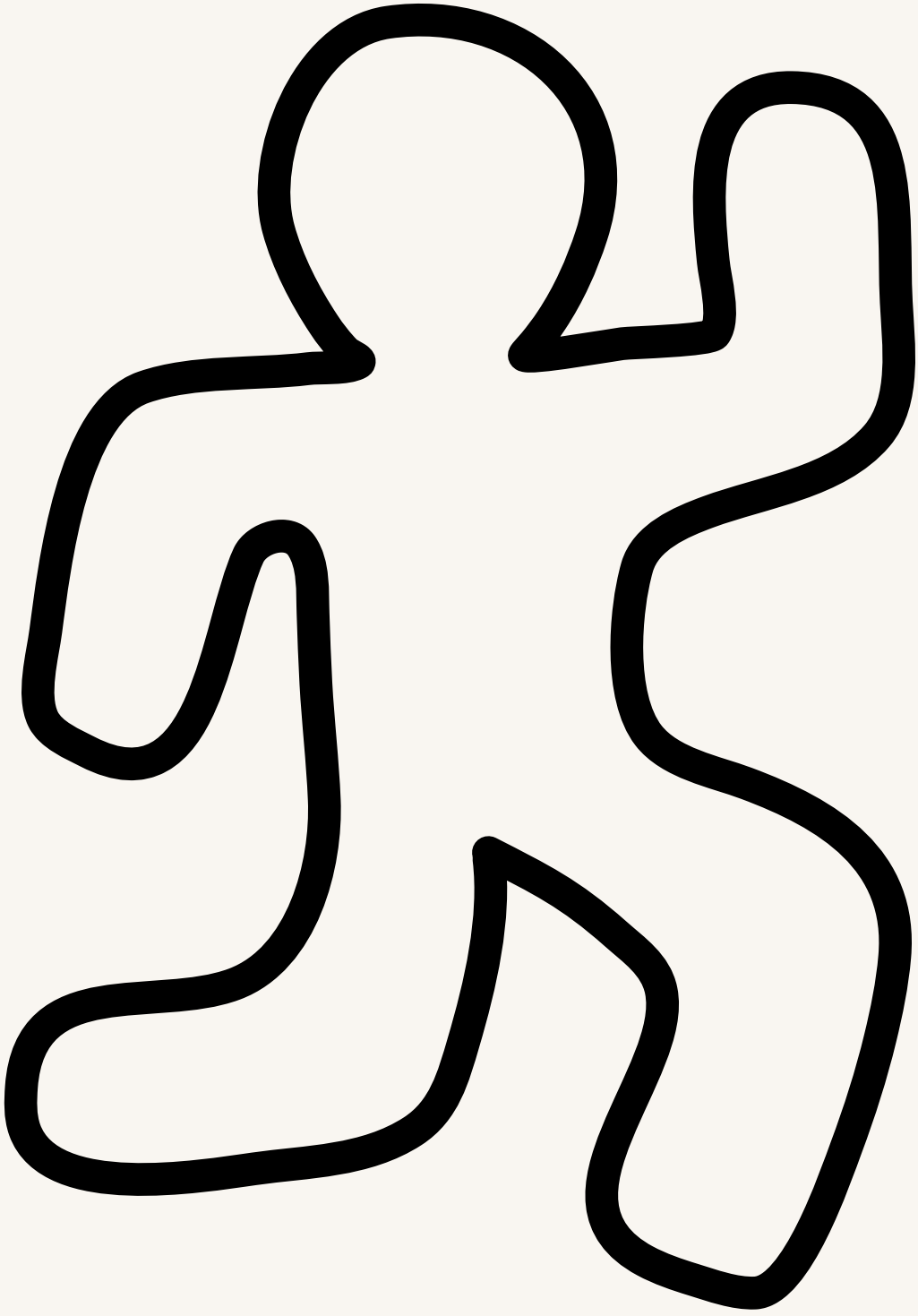
_____'S COAT OF ARMS

Complete the Coat of Arms by drawing or writing about yourself:



WISHES

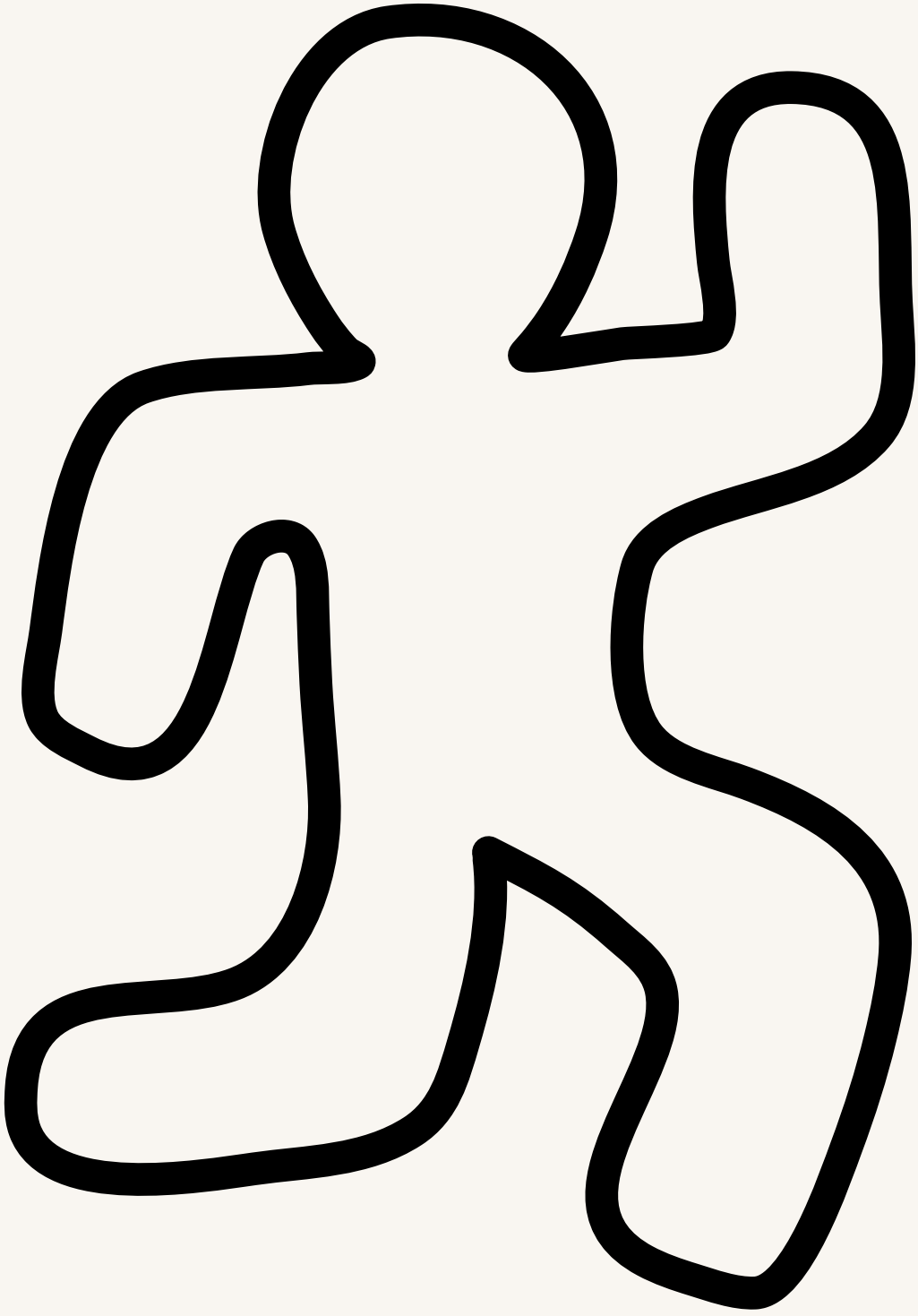
WHAT WOULD I LIKE TO DO/LEARN DURING THIS PROJECT? WHAT DO I WISH TO HAPPEN?



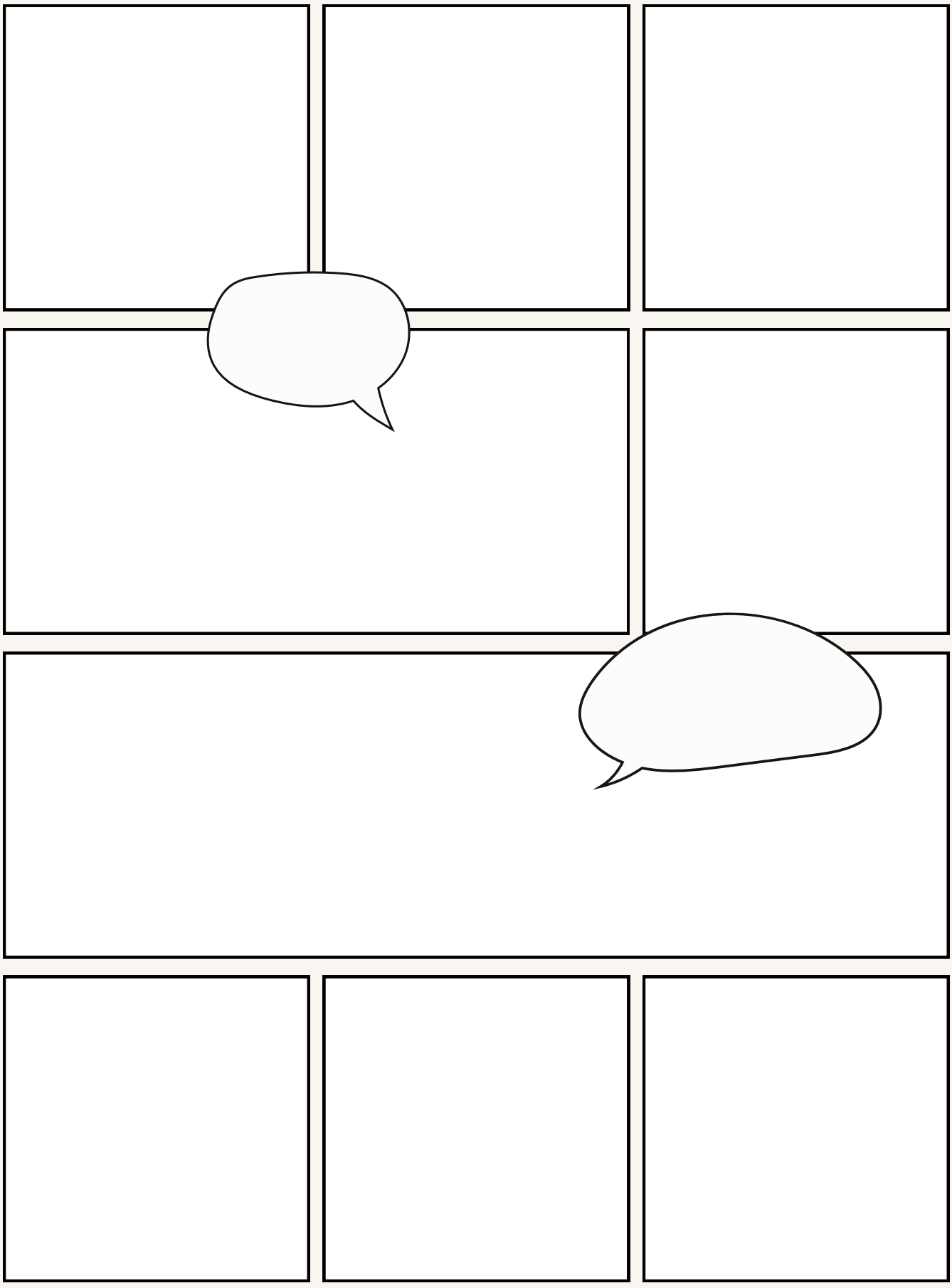
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CONTRIBUTIONS

WHAT WILL I BRING TO THE PROJECT? WHAT SKILL/KNOWLEDGE/EXPERIENCE CAN I SHARE WITH THE OTHERS?



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Brain: 'I learned/ understood that…'



Thumb up: "I would like to give positive feedback about/to …'



Key: 'A key moment for me was …'



Heart: 'I experienced/ felt …'



Puzzle: 'What I am still puzzled about and want to look into more'



Hand: "I was supported by… / What helped me was …'



Foot: 'My next concrete step will be …'

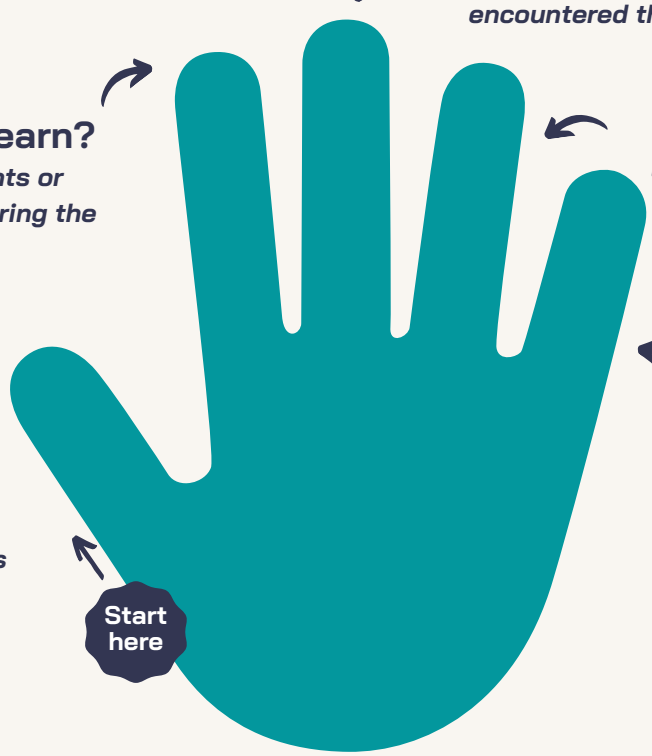


Camera: 'The picture that is in my mind …'

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5 FINGERS REFLECTION

MOVE FROM JUST EXPERIENCING, INTO UNDERSTANDING.



What was challenging?
Acknowledge any difficulties or obstacles encountered throughout the day.

What did you learn?
Identify new insights or knowledge gained during the day.

What are you grateful for?
Express gratitude for the experiences, connections, and opportunities.

What surprised you?
It can be both a positive or negative aspect.

What went well?
Reflect on the positive aspects of the day

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European Youth Diary: Suggested Questions for the interviews

General Questions for all interviews

- Age (How old are you?)
- Residence (Where do you currently live? Are you from a city or from a rural area?)
- Gender (m/f/other)
- Education (Have you studied at the University? Are you currently attending a university course?)
- Occupation (Are you currently working/ studying/ volunteering?)
- Have you heard about the 11 EU Youth Goals?
- Would you like to be more active in the youth policies of your country?
- Do you think EU commitments related to youth empowerment are important/effective?
- Have you ever taken part in any activity or event related to the EU Youth Goals?

Specific questions for each of the goal

EYG 1 - Connecting EU with Youth

- Are you familiar with the ways you can participate in EU policies? (e.g. elections for the European Parliament, the right to petition, public consultations)? **VIEWS**
- If you are, how did you find out about it? MC: 1. Youth organization, 2. Youth exchanges, 3. Social media, 4. School, 5. Other... **VIEWS**
- Have you ever personally experienced any of the education programs or actions offered by the EU through civic and youth organizations? Describe your experience shortly.(What did you like about the experience? Do you think it was important?) **STORY**
- How do you think the EU could foster a sense of belonging to the European Union among young people? (maybe improving publicity from the EU, providing more formal and non-formal education on the EU in schools and youth settings) **RECOMMENDATIONS**
- How effective do you think the impact of EU youth policies is in terms of fostering the feeling of belonging to the EU (e.g. youth mobility programs such as Erasmus+, programs that address unemployment such as EURES, volunteering projects such as the European Solidarity Corps)? **VIEWS**

European Youth Diary: Suggested Questions for the interviews

Specific questions for each of the goal

EYG 2 - Equality of All Genders

- Can you make some examples of gender-based inequality & discrimination (e.g. absence of equal pay between men and women, exposure to the danger of sexual abuse, lack of access to legal aid in case of harassment)? **VIEWS**
- Can you specify if some of your examples are related to your personal experience? **STORY**
- Have you ever experienced gender-based discrimination in education systems, family life, the workplace, or/and other areas of life? Can you describe your own/your friend's experience if any? **STORY**
- Do you think that educational programs about gender-based discrimination would make young people more aware of their rights? Motivate your answer **VIEWS**
- How would you improve EU support for young people who experienced gender-based violence? (e.g. reporting hotlines, domestic violence centers and refugees, self-defense classes) **RECOMMENDATIONS**
- Did you receive an education about gender-based discrimination? **TESTIMONIALS/VIEW**

EYG 3 - Inclusive Societies

- What is, in your opinion, an inclusive society? **VIEWS**
- Can you name some conditions that can cause young people marginalization? (e.g. living wage, fair work conditions, access to quality health care, other...) **VIEWS**
- Do you know of any policy/project that fights against social discrimination and hate speech? If yes, can you name any policy on the local/national/EU level? **VIEWS**
- Have you ever experienced social exclusion or marginalization? **TESTIMONIALS**
- Which groups do you think are marginalised in your community? **VIEW**
- What is/was your own bias about these groups? **VIEW/TESTIMONIAL**
- What actions/measures could be made to create a more inclusive society for young people? (e.g. financial support such as scholarships or transport passes, universal access to healthcare, and spread of refugees centres...) **RECOMMENDATIONS**

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European Youth Diary: Suggested Questions for the interviews

Specific questions for each of the goal

EYG 4 - Information & Constructive Dialogue

- Do you believe that school taught you how to be a smart and careful user/creator of information? Yes/No. **VIEW**
- Can you name any example of hate speech from your personal experience? **STORY**
- What do you think is the best way to tackle hate speech online & offline? **RECOMMENDATIONS**
- How much do you think skills such as media & digital literacy are important nowadays? **VIEWS**
- Can you name some opportunities and/or spaces to practice debate and dialogue skills? **VIEWS**
- Can you name any EU strategy/program to develop face to face relationships with young people from different backgrounds (e.g. Erasmus+)? **VIEW**
- If you took part to EU mobility program, how much this experience affected your constructive dialogue skills? **STORY**

EYG 5 - Mental Health & Wellbeing

- Can you describe any stereotype about mental health issues? **VIEWS**
- What are your satisfaction levels towards your community's involvement in mental health care? **VIEWS**
- What do you think can help young people gain more knowledge and skills to improve their mental wellbeing? (e.g. Making mental health specialists such as psychologists more accessible by linking them to youth clubs or schools, increasing access to leisure time and leisure activities such as sports and arts, supporting a formal education less focused on performance and competition **RECOMMENDATIONS/ TESTIMONIALS**
- Have you ever struggled with your mental health? If yes, how did you reach out for help? **TESTIMONIALS**
- Do you think that schools promote a mindset that emphasizes achievement pressure and competition? Motivate your answer **VIEWS/TESTIMONIALS**

European Youth Diary: Suggested Questions for the interviews

Specific questions for each of the goal

EYG 6 - Moving Rural Youth Forward

- Can you name some of the greater difficulties for young people that come with living in rural areas? **VIEWS**
- Can you think about any strategy/way/opportunities that can enable young people to fulfil their potential in rural areas? (e.g. leisure, youth, cultural, educational and healthcare opportunities) **RECOMMENDATIONS**
- Can you share a local tradition/craft that is now disappearing and that could be a promotion tool for your rural community? **TESTIMONIALS**
- How important do you think infrastructure is for youth participation in the rural areas? **VIEWS**

EYG 7 - Quality Employment for All

- What quality employment means to you? **VIEWS**
- Share, if you wish, a negative experience in the work environment **STORY**
- In your opinion, what would be an efficient way to minimize the gap between the educational system and the job market? **RECOMMENDATIONS**
- Do you think that an internship/volunteering/traineeship could be valuable experience to enter the labour market? YES/NO **VIEWS**
- Have you ever taken part to non-formal education activities under the Erasmus+ (e.g. Youth Exchanges Training courses). How such experience helped you to improve/would improve your chances in job market? **TESTIMONIALS**

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European Youth Diary: Suggested Questions for the interviews

Specific questions for each of the goal

EYG 8 - Quality Learning

- How would you define 'quality learning'? **VIEWS**
- Which spaces do you consider a reliable reference for your education? **STORY**
- Which soft skills did you develop personally thanks to your education? **VIEWS**
- What would you change in the educational approach of the school system? (E.g. focus on a wider variety of competencies, create learning environments that are more participative, individualised and self directed...) **RECOMMENDATIONS**
- Have you ever participated to non-formal activities? How was your experience? **TESTIMONIALS**

EYG 9 - Space and Participation for All

- How do you participate in democratic life? Please share your personal experience **VIEWS/STORY**
- Can you think of any strategy that can promote youth participation on a European level? **RECOMMENDATIONS**
- Do you feel represented in the political life of your country? **VIEWS**
- How do you get information about political and social topics in your country?. **VIEWS**
- Please give suggestion on how young people could access to more reliable information about political participation **RECOMMENDATIONS**
- Please share your personal experience with struggles and motivation in political engagement. **TESTIMONIALS**

European Youth Diary: Suggested Questions for the interviews

Specific questions for each of the goal

EYG 10 - Sustainable Green Europe

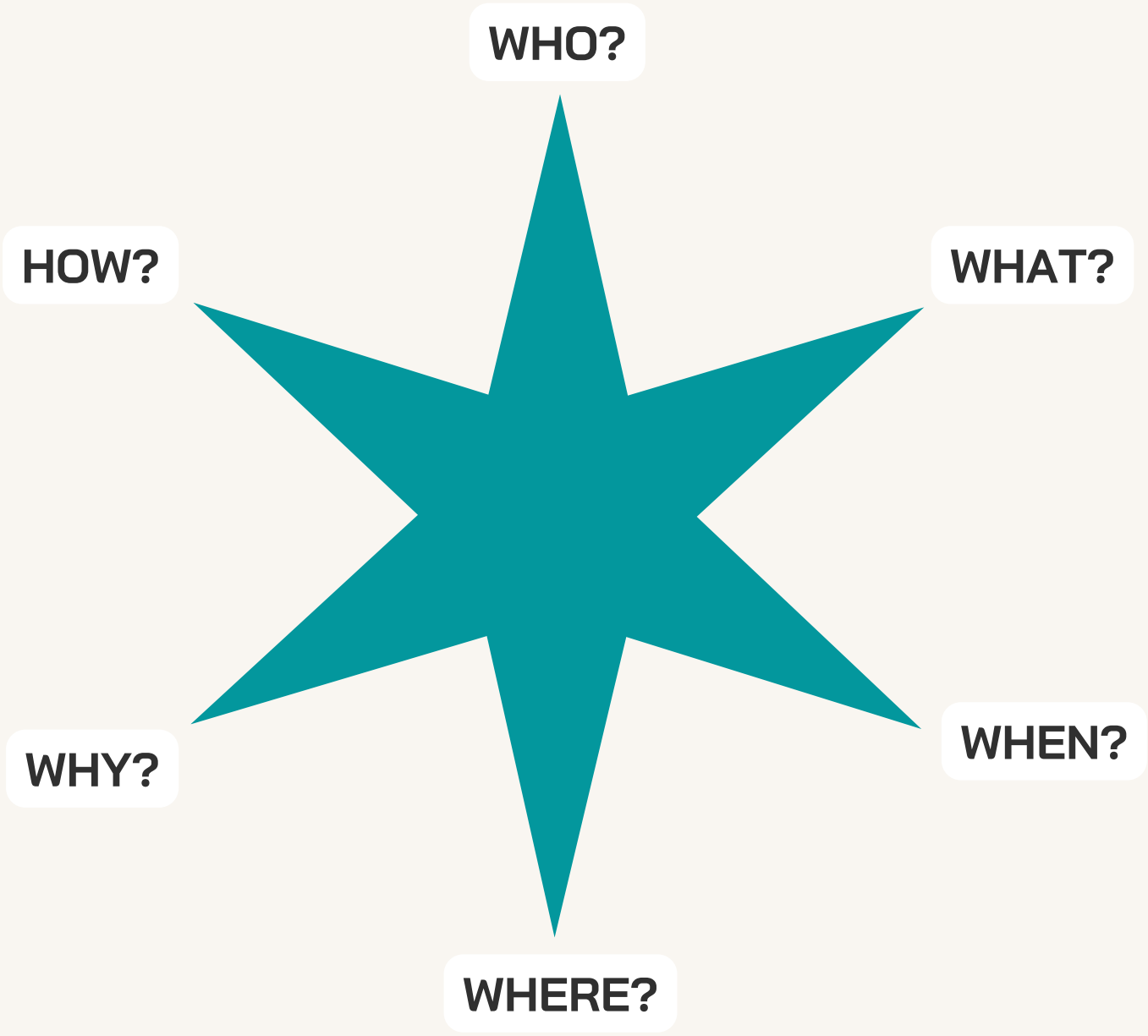
- How well are you aware of EU led initiatives related to green transition? **VIEWS**
- Can you name some green & sustainable habits that have a good impact on the environment? Do you engage them in your daily life? **TESTIMONIALS**
- Do you think that young people and modern societies can take action as drivers of change when it comes to environmental and sustainable development? **VIEWS**
- Are you aware of concepts such as the Sustainable Development Goals and eco-citizenship? Could you explain what these concepts means to you? **VIEWS**
- Which actions do you think are necessary from an international point of view? They could be shared policies on gas emissions reduction, shift towards sustainable sources of energy, or sustainable transportation **RECOMMENDATIONS**

EYG 11 - Youth Organisations & European Programmes

- Have you ever heard of youth organisations and European youth programmes? Do you find their work meaningful? **VIEWS**
- How would you promote European youth opportunities among your peers? (e.g. publicity through education, social services and social media) **RECOMMENDATIONS**
- How would you ensure young people participate in these programs? **RECOMMENDATIONS**
- Have you ever had experience with youth exchanges (you or your friends)? If yes, share it? **TESTIMONIALS**
- What opportunities for young people are missing on the EU level? Please suggest an improvement you would like to see **RECOMMENDATIONS**

TRAVEL DAY (ARRIVALS) - Friday 16/02/2024		
DAY 1		
09.30 - 10.30	WELCOME	Ice breaking activities, presentation of the program, expectatins/fears, intro of the logistical details
10.30 - 11.30	Teambuilding activities	Group bonding activities
11.30 - 12.00	Break	
12.00 - 13.00	Teambuilding activities	Group bonding activities
13.00 - 15.00	Lunch	
15.00 - 17.00	Presentations of the cuntries scripts	Countries scripts presetations by the local groups - 'COUNTRIES SCRIPTS X-FACTOR'
17.00 17.30	Reflection/Evaluation	Daily evaluation activities
	Dinner	
DAY 2		
09.30 - 10.00	Story telling workshop	Engaging activities for the story telling techiques
10.00 - 10.30	Impro theater workshop	Team bonding activities based on impro-theater techniques
10.30 - 11.30	Video-making lab!	Brainstorming session for the 2 remaining scripts trough video-making challange
11.30 - 12.00	Break	
12.00 - 13.00	Video presentations & Voting	Video presentations and democratic voting process for the selection of the best ideas
13.00 - 15.00	Lunch	
15.00 - 16.00	Brainstorming for the scripts #5 & #9	Brainsorming on the story line for the 2 remaining scripts
16.00 - 16.15	Break	
16.15 - 17.15	Brainstorming for the scripts #5 & #9	Story line development process for the 2 remaining scripts
17.15 - 17.30	Reflection/Evaluation	Daily evaluation activities
	Dinner	
DAY 3		
09.30 - 10.15	Feedback session	Sum-up from the previous day. Feedback session from the director
10.15 - 10.45	Workshop on scene by scene break down	Scene by scene breakdown workshop
10.45 - 11.30	Brainstorming for the scripts #5 & #9	Scene by scene breakdown activity for the 2 remaining scripts
11.30 - 12.00	Break	
12.00 - 13.00	Devleopment of the scripts	Working in groups on the scripts improvements
13.00 - 15.00	Lunch	
15.00 - 15.30	Presentation of the process regarding the scripts	Short feedback session between the groups
15.30 - 16.00	Devleopment of the scripts	Working in groups on the scripts improvements
16.00 - 16.15	Break	
16.15 - 17.15	Devleopment of the scripts	Finilizing the scripts
17.15 - 17.30	Reflection/Evaluation	Daily evaluation activities
	Dinner	
DAY 4		
09.30 - 10.15	Feedback session	Sum-up from the previous day. Feedback session from the director
10.15 - 11.30	Devleopment of the scripts	Working in groups on the scripts improvements
11.30 - 12.00	Break	
12.00 - 13.00	Story boarding workshop	Finilizing scripts through story boards
13.30 - 15.00	Lunch	
15.00 - 17.00	SHOOTING LOCATIONS HUNT	
17.00 - 18.00	MID-TERM EVALUATION	
	Dinner	
DAY 5		
09.30 - 10.30	Backstage of movie-making	Welcoming Tanino:backstage of the moviemaking and roles in the crew
10.30 - 13.00	Shoortings of the 1st scripts	Short-movies shooting with one group. Other group is working on the script improvements if needed/creating 'backstage video'
13.00 - 15.00	Lunch	
15.00 - 17.00	Shoortings of the 1st scripts	Short-movies shooting with one group. Other group is working on the script improvements if needed/creating 'backstage video'
17.00 - 17.30	Reflection/Evaluation	Daily evaluation activities
	Dinner	
DAY 6		
09.30 - 13.00	Shoortings of the 1st scripts	Short-movies shooting with one group. Other group is working on the script improvements if needed/creating 'backstage video'
13.00 - 15.00	Lunch	
15.00 - 17.00	Shooting of the 2nd script	Short-movies shooting with one group. Other group is working on the script improvements if needed/creating 'backstage video'
	Dinner	
DAY 7		
09.30 - 13.00	Shooting of the 2nd script	Short-movies shooting with one group. Other group is working on the script improvements if needed/creating 'backstage video'
13.00 - 15.00	Lunch	
15.00 - 17.00	Finilizing the shootigs	Short-movies shooting with one group. Other group is working on the script improvements if needed/creating 'backstage video'
18.00 - 19.00	Evaluation, Farewell Dinner	Final evaluation, Youth pass ceremony, back stage video presentation
20.3	Dinner	
TRAVEL DAY (DEPARTURES) - SATURDAY 24/02/2024		

STARBURST TECHNIQUE:
a creative method to expand on an idea by asking key questions that spark new insights



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10 VISYION credits



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SCRIPT TITLE: _____

RESPONSIBLE PERSON: _____

SCENE #: _____

SCRIPT PAGE: _____ INT/EXT: _____ DAYTIME: _____

LOCATION: _____

BRIEF DESCRITION:

CAST	EXTRAS	HAIR & MAKE UP
VEHICLES	**SPECIAL EQUIPMENT**	**MUSIC & SOUNDS**
PROPS	**WARDROBE**	**NOTES**