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Agenzia Italiana
per la Gioventù



My Diversity - Our Strength Compass

A guide for youth workers towards
educational games and interactive exercises



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Introduction

The Project



The My Diversity, Our Strength project is an Erasmus+ KA2 project co-funded by the European Union and the Agenzia Italiana per la Gioventù. The project started at the beginning of 2024 and will end its active development and testing period with December 2025.

The project includes partner organisations from Italy, Belgium, France, and Spain, combining their expertise, cultural background, and ideas to aim at:

- Reducing gender stereotypes that cause girls and woman to refuse or be refused in STEM careers and disciplines;
- Foster the knowledge and competences of youth workers in the partner countries to create non-formal and engaging educational exercises for their practices;
- Enhance the skills and capabilities of young people in the field of STEM.

To achieve these goals, the project partners have developed this Compass. The Compass serves as a orientational guiding document for youth workers to design their first educational non-formal learning activities, be able to prepare and apply them, evaluate them, and increase the learning progress of their participants in an interactive and motivating way.

Further, the project includes an engaging educational game, which will enable youth workers to increase participation and interest in their classrooms, while continuing to teach their learners.

The project partners of the project are:



Escape4Change

Italy



LogoPsyComp

Belgium



ADSO

France



Consultoría de Innovación Social

Spain



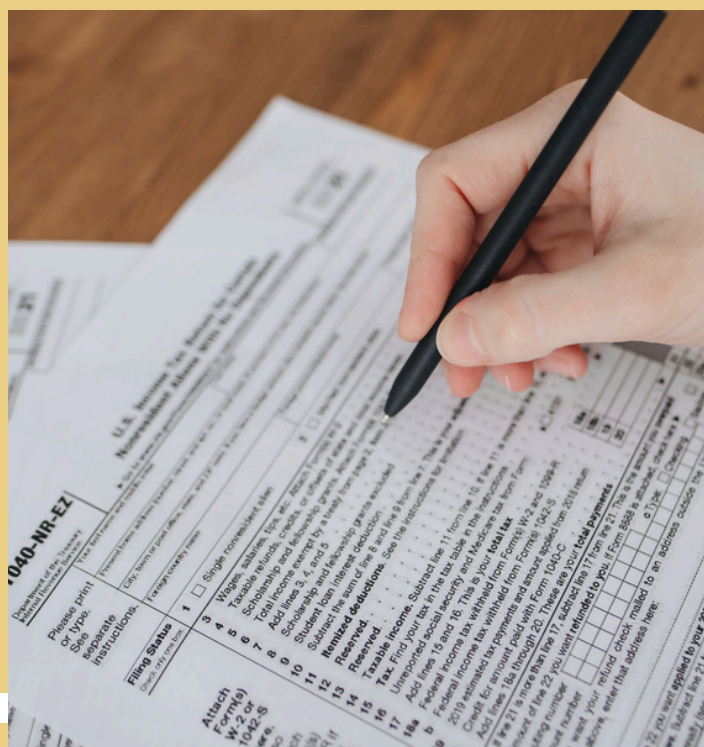


The purpose of this document

This document serves as a compass for you, as a youth worker, trainer, or teacher, to delve into the concept of educational entertaining activities and how to increase the engagement and participation of learners as well as their learning progress in general.

The Compass is structured into different sections:

- The introduction providing you with an overview of the My Diversity, Our Strength project itself and the **purpose of this guide**.
- **The purpose and benefits of educational games**, offering an insight into the advantages and challenges of using educational games and fun activities for a learning environment. Why are we using educational games and activities and why could it be useful for you?
- A **competence framework**, highlighting the competencies and skills that are needed to implement educational interactive exercises in an engaging and motivating way and to lead a group of students in such an activity. The framework identifies different skills and competence levels which can be useful to identify your own capabilities and areas where you want to share with others or improve yourself.



- **Example activities** that provide you with different approaches to learning and interactivity of learners. The activities were developed by the partners according to different topics and themes.
- An **assessment and evaluation** strategy that offers insight into how educational activities and games can be evaluated, as they are a non-traditional learning method.

Development of the My Diversity, Our Strength Compass

The Compass content was developed based on various factors

- **Expertise of the project partners:** Each project partner contributed their experiences and knowledge into the project, contributing in creating this compass, supporting the orientation, teaching, and learning of youth workers in the EU.
- **Surveys among youth workers and young people:** Partners conducted surveys throughout 2024 with youth workers and young people in Belgium, France, Italy, and Spain, asking about their experiences, opinions, and requirements for more interactive and motivating teaching, as well as the competences necessary to make exercises more interactive.
- **Multidiscipline approach:** The Compass is based on a multidiscipline approach. Thus, activities, exercises and instructions in the Compass have been developed with different methods and topics in mind and can be used in various thematic contexts in the field of formal and non-formal education.

For more information, please refer to the
My Diversity, Our Strength website:

[mydiversity-
ourstrength.eu](https://mydiversity-ourstrength.eu)



Purpose and benefits of educational games



Why educational games?

While traditional learning of lectures and doing worksheets has proven as one way of learning, there is some content and some types of learners that clearly struggle with the traditional concept of teaching and learning.

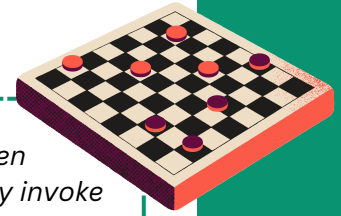
Educational games and interactive exercises are part of non-traditional and mostly non-formal learning. Such activities have been implemented more in schools in the last few years but are still rather rare in the general realm of formal education in classrooms.

In the My Diversity, Our Strength project, the partners focus on making the benefits of educational games and interactions more apparent and support youth workers in being prepared to design their own activities, as well as acquire an adaptability and flexibility that allows them to implement engaging activities with a variation of topics in the future.

But why choose educational games and interactive exercises instead of traditional learning?

Hands-on learning: Through educational games, learners have to apply experiential learning. They learn by doing, using their own heads and hands to complete something. This improves the learning, as they have to create and follow their own thought process instead of following someone else going through a lecture. Thus, they will have an easier time remembering and learning from the games.

Attentiveness: A quick online search will produce a simple result of “learners have an easier time to focus when the medium changes”, thus, asking teachers and youth workers to switch up their methods by including videos, images, and other ways of teaching. With the educational games, learners have to contribute and focus on the task at hand, as the games do not move forward without player participation. As such, the focus is centred on the games and the learning and it is more difficult for learners to get distracted by outside influences.



Motivation: Games are fun. A simple fact that every person learns as a child. When introducing a lesson with “We are going to play a game” will usually automatically invoke more motivation than simply switching on the screen or writing something on the blackboard and lecturing or reading off a textbook.

Problem-solving and practical thinking: By providing the learners with a practical puzzle or game to solve, they develop and foster their problem-solving skills, critical thinking, as well as their practical thinking. Learned content is immediately turned from theory to practical application, improving understanding and long-term impact of learning.

Communication and cooperation: Usually, but not always, educational games are group exercises asking for teamwork and cooperation. Thus, educational games foster empathic and open communication and collaboration in between the learners. They have to learn to look out for each other and how each person’s experiences and knowledge can contribute to solutions.

Self-esteem and confidence: Hands-on learning and experiments automatically come with an increase in confidence and self-esteem among the learners when they successfully complete the games or puzzles. They have a feeling of accomplishment, thus understanding the completion as a win and boost for themselves. This fosters and enhances their self-confidence, and motivates them more for the future and the topic they are learning about in general.





The challenges of educational games

As with all ways of learning methods and approaches, there are benefits and challenges. As the project focuses on improving the youth workers capabilities to apply educational games, the partners identified benefits as well as which challenges they might face and how they can overcome them.

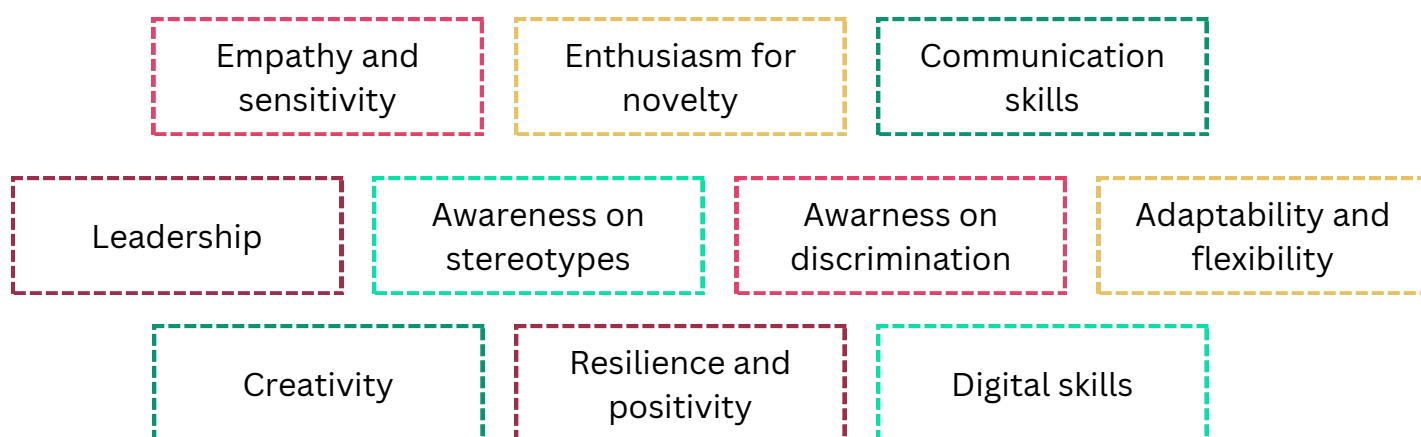
- **Lack of participation:** Despite games sounding more engaging than lectures and textbooks, a lack of participation can be expected in such activities as well. Mainly due to hesitation and awkwardness among the participants as it is an unusual method of learning, this challenge can be overcome through continuous hands-on learning, warm up exercises, as well as activities that help the participants get to know each other better.
- **Evaluation and assessment:** Many youth workers in the surveys conducted in the project highlighted the difficulty in assessing the learned content from educational games. How do you assess and evaluate the results of a game? In all the recommended exercises and example activities, the partners identified different methods of evaluation which can be used to overcome this challenge. You can also find out more about how to apply an evaluation and assessment to this non-formal learning approach in the chapter “Evaluation and assessment”.
- **Time:** Lastly, one of the biggest challenges faced by youth workers in using educational games, is the duration and time of the activities. Games take longer and more effort than simply reading from a textbook or handing out worksheets. As such the resources (whether time, facilities, etc. available) are lacking to implement educational games and interactive exercises. This challenge can be overcome through the variety of activities and exercises suggested in the Compass as well as the sheer volume of activities available online nowadays.

You can find out how to identify an appropriate exercise for you and your learners in the section “Education activities” where we list the possible variations and shapes and activity can take.”

Competence Framework

Based on surveys conducted in each partner country (Belgium, France, Italy, Spain) and with contributions from all partners from their professional experiences, the project has identified 10 different core areas of competencies that youth workers should have to develop an engaging and motivating curriculum for young people while achieving a high learning impact.

The core areas identified are:



To accustom towards more diversity and different professional expertise among youth workers, the project structured the skills in two levels:

Basic

The basic level defines the minimal level of competences and skills that youth workers should be aware of, partly before applying the activities and exercises recommended in the My Diversity, Our Strength project. These basic level competences can be strengthened and fostered through the project.

Advanced

The advanced level signifies a higher level of knowledge, skills, and competency in the areas. The youth workers might have acquired these advanced skills through further or specialised training or through experience and self-learning. The project enhances these competences for more qualitative work practices in the future. The advanced level requires a knowledge of the basic level skills.

In the following pages, you can find the Competence Framework, identifying and listing the competences and skills. The Competence Framework is also available on the project website as a single document for later reference, if desired.

As youth workers have different background and expertise, we want to highlight that not all areas need to be covered and known for all activities in the later parts of the Compass. Some activities and exercises might focus on strengthening certain areas while disregarding others. Find more about the variations of example activities we highlight on page **XX**.





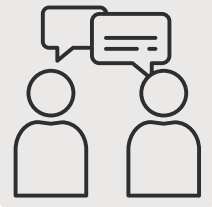
Empathy and Sensitivity:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being aware of the needs of the group • Being able to recognise the mood and atmosphere of the group • Knowing what attributes can create a safe atmosphere for the group • Identifying the feelings and reactions of the group 	<ul style="list-style-type: none"> • Addressing and fulfilling the needs of the group • Addressing the mood of the group and working with the group on improving the learning atmosphere • Creating a safe atmosphere for the learners • Addressing positive and negative emotions of the group 	<ul style="list-style-type: none"> • Able to react appropriately to the mood and atmosphere of the group • Reacting to the feelings and the mood of the group and adapting to it
Advances	<ul style="list-style-type: none"> • Being able to recognise group dynamics and relationships • Knowing which activities and actions can improve the learning atmosphere 	<ul style="list-style-type: none"> • Actively influencing the mood and feelings of the group towards an improved learning progress • Improving the mood of the group through facilitation activities and actions • Discussing the reason and origins of different positive and negative emotions of the group 	<ul style="list-style-type: none"> • Discussing the feelings of the group by facilitating an active debate and exchange • Influencing the mood of the group positively, no matter the mood of the group at the start of the session



Enthusiasm for novelty:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none">• Being able to explore new work resources and recognising their potential for one's own group• Knowing the benefits of new and updated work practices• Knowing other youth workers (not direct colleagues) and how to connect with them	<ul style="list-style-type: none">• Showing enthusiasm for new innovative ideas for teaching and learning• Trying new approaches and methods with the group• Exchanging and discussing new approaches with colleagues and peers	<ul style="list-style-type: none">• Advising colleagues and recommending well-working activities and practices• Taking part in a youth worker network to exchange new approaches
Advances	<ul style="list-style-type: none">• Knowing where to find new teaching and work resources and practice ideas• Brainstorming new practice ideas	<ul style="list-style-type: none">• Creating new work practice, teaching, and education activities and exercises• Applying new approaches after adapting the new methods to the group• Asking for help from colleagues (more experienced and new colleagues) for mutual support	<ul style="list-style-type: none">• Convincing colleagues and peers to try new methods and raising their motivation for novel practices• Actively searching for new resources and methods for work practices• Building a youth worker network for best-practice recommendations and new methods



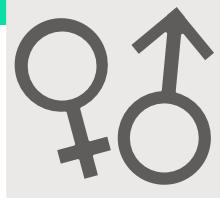
Communication skills:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> Knowing which terms are appropriate to address a learners Being aware of LGBTIQ+ friendly terms Being aware of terms appropriate for syndromes, disabilities, etc. 	<ul style="list-style-type: none"> Using the appropriate terms to address someone Being able to properly explain a topic, according to the learners' levels – adapting the terms they are using Starting discussions and debates with the group Being respectful and humble Admitting when the youth worker is incorrect/ or research something without losing credibility as a facilitator 	<ul style="list-style-type: none"> Seeking to start discussions on new and uncommon topics among/ with the group Actively and effectively promoting the use of appropriate language
Advances	<ul style="list-style-type: none"> Know personal examples and real-life examples of sensitive situations of inclusive language Being aware of the difficulties and benefits of using appropriate language Knowing when certain terms and changes of language are appropriate and when not 	<ul style="list-style-type: none"> Being able to effectively address different genders, orientations, or disabilities in a respectful manner Being able to explain and guide others in using appropriate language Addressing differences in opinion and perspectives among the group 	<ul style="list-style-type: none"> Actively seek communication with the group to resolve misunderstandings in a safe environment



Leadership:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Understanding group dynamics • Recognising group dynamics and hierarchies • Knowing how to manage and organise a group of learners • Knowing which actions/ events can distract and interrupt focus among the group 	<ul style="list-style-type: none"> • Catching the attention of the group in an open environment • Explaining the rules of games and activities in a clear and easy-to-understand manner • Being able to organise an effective learning environment with as little interruptions as possible 	<ul style="list-style-type: none"> • Leading group discussions and debates without supervision and a second facilitator • Leading group activities without supervision and a second facilitator (unless necessary for the application of the activity in general)
Advances	<ul style="list-style-type: none"> • Being aware of real-life example role models for all genders • Knowing the difference between leading and facilitating a discussion (actively contributing or leading from the sidelines) 	<ul style="list-style-type: none"> • Being able to create equality and understanding among group hierarchies in the group • Actively practicing and leading by example towards a more inclusive environment (be a role model) • Leading a discussion but stepping back for the participants to exchange without interruption 	<ul style="list-style-type: none"> • Researching diverse and relevant role models adapted towards the learning group



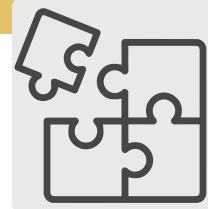
Awareness on stereotypes:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being aware of the benefits and disadvantages of gender stereotypes • Being aware of the different genders and gender identities • Recognising gender discrimination and bias among the group and among one's own practices 	<ul style="list-style-type: none"> • Creating an inclusive and understanding atmosphere for all genders • Addressing gender stereotypes with the group • Handling gender discrimination within the group • Explaining gender bias and discrimination in an appropriate manner 	<ul style="list-style-type: none"> • Researching gender stereotypes independently • Keeping up-to-date with current events on gender stereotypes and LGBTQ+ events nationally
Advances	<ul style="list-style-type: none"> • Knowing the different genders and gender identities • Knowing real-life experiences and examples to share in the activities • Being aware of different gender stereotypes depending on culture and traditions • Knowing why gender stereotypes can differ between cultures 	<ul style="list-style-type: none"> • Discussing and debating gender stereotypes with the group • Discussing different experiences and perspectives on gender stereotypes with the group • Addressing sensitive gender related topics with the group • Addressing and discussing sensitive situations and experiences with the group 	<ul style="list-style-type: none"> • Keeping up-to-date with current events on gender stereotypes and LGBTQ+ events on European or global level • Being open and starting to lead "uncomfortable" discussions and debates among the group



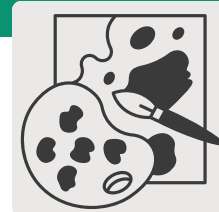
Awareness on discrimination:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Being aware of the different ways discrimination can take place (among peers, different groups, youth workers themselves, etc.) • Being aware of the advantages and disadvantages of stereotypes • Recognising and identifying different knowledge levels of the group 	<ul style="list-style-type: none"> • Being able to address and inform on the topic of discrimination with the group • Leading discussions on the topic of discrimination • Being able to explain that discrimination can take place in attitudes as well as actions • Adapting activities and exercises to the knowledge level of the group 	<ul style="list-style-type: none"> • Actively researching national laws and regulations on discrimination and measures taken to prevent discrimination on different levels • Promoting acceptance towards diversity among the group
Advances	<ul style="list-style-type: none"> • Knowing real-life experiences and examples of discrimination • Being aware of the historic or cultural background of certain stereotypes 	<ul style="list-style-type: none"> • Explaining the context and background of a stereotype without offence • Coordinating a group of learners with different knowledge levels 	<ul style="list-style-type: none"> • Researching real-life examples of discrimination, appropriate for the group • Researching current and up-to-date examples of discrimination of different levels • Creating new activities specifically to the knowledge and skill level of the group



Adaptability and flexibility:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none">• Knowing when activities and exercises need to be adapted• Recognising different levels of knowledge and experiences of the group, requiring adaptation of the activities	<ul style="list-style-type: none">• Adapting activities to the specific group of learners before the course/ exercises	<ul style="list-style-type: none">• Handling changes in schedule and location in a confident and orderly manner
Advances	<ul style="list-style-type: none">• Knowing various learning types and teaching practices, improving activities and adaptation of them	<ul style="list-style-type: none">• Adapting activities to the specific group of learners during the course/ exercises• Finding substitutes for learning resources, should they not be available	<ul style="list-style-type: none">• Handling changes among the learners (number of learners, different level of knowledge or motivation, etc.) in a confident and orderly manner



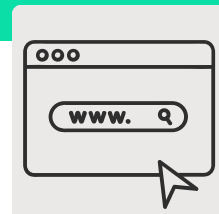
Creativity:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> Understanding the advantages and disadvantages of different educational activities Knowing how to organise and structure brainstorming 	<ul style="list-style-type: none"> Being able to apply different educational activities for the group Applying evaluation and assessment techniques of different kinds for the activities Active listening to the group for feedback and evaluation of activities and based on their needs 	<ul style="list-style-type: none"> Being able to apply different educational activities with instructions and materials provided Researching new creative activities based on needs of one's learning group and personal interest and initiative
Advances	<ul style="list-style-type: none"> Knowing different types of learners and which kind of activities are suitable for them Knowing modern and digital technologies which can support educational activities Understanding how interactive and/or digital technologies for education activities work 	<ul style="list-style-type: none"> Testing and apply new educational activities Taking feedback from the group and reworking the activities Developing interactive evaluation and assessment techniques adapted to the activities 	<ul style="list-style-type: none"> Independently creating educational activity instructions and materials Developing new creative activities based on needs of one's learning group and personal interest and initiative



Resilience and positivity:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none">• Understanding group dynamics• Recognising group dynamics and hierarchies• Knowing how to manage and organise a group of learners• Knowing which actions/ events can distract and interrupt focus among the group	<ul style="list-style-type: none">• Catching the attention of the group in an open environment• Explaining the rules of games and activities in a clear and easy-to-understand manner• Being able to organise an effective learning environment with as little interruptions as possible	<ul style="list-style-type: none">• Leading group discussions and debates without supervision and a second facilitator• Leading group activities without supervision and a second facilitator (unless necessary for the application of the activity in general)
Advances	<ul style="list-style-type: none">• Being aware of real-life example role models for all genders• Knowing the difference between leading and facilitating a discussion (actively contributing or leading from the sidelines)	<ul style="list-style-type: none">• Being able to create equality and understanding among group hierarchies in the group• Actively practicing and leading by example towards a more inclusive environment (be a role model)• Leading a discussion but stepping back for the participants to exchange without interruption	<ul style="list-style-type: none">• Researching diverse and relevant role models adapted towards the learning group



Digital skills:

Level	Knowledge	Skills	Competence and autonomy
Basic	<ul style="list-style-type: none"> • Basic • Knowing digital technologies (hardware and software) and how they work (computers, Microsoft Office, etc.) • Identifying digital technologies which are used by the learners • Recognising which technologies are useful for the group and certain activities • Knowing when the use of digital technologies is appropriate or not 	<ul style="list-style-type: none"> • Applying different technologies in educational activities • Instructing the proper use of digital technologies to the group • Being able to research online and explore digital possibilities • Being able to troubleshoot common problems 	<ul style="list-style-type: none"> • Being open to digital use in an educational environment • Knowing when help and support is needed regarding digital usage/ technologies
Advances	<ul style="list-style-type: none"> • Understanding the advantages and disadvantages of certain digital technologies for certain purposes • Knowing the safety and security risks of using digital technologies • Understanding which digital platforms are commonly used by the group 	<ul style="list-style-type: none"> • Instructing and informing the group on the risks and challenges of using digital technologies and the internet • Collaborating on and creating digital content for the group 	<ul style="list-style-type: none"> • Independently engaging in digital technologies and platforms and being familiar with such • Actively researching new technologies • Actively researching new safety and security risks in digital usage • Researching problems and their solutions

Educational activities

In the following section we are presenting examples of educational activities that foster and enhance participation, learning, and entertainment among students whether in formal (primary/ secondary education) or non-formal settings (extracurriculars, training courses, etc.).

The activities are based on a multidisciplinary approach, meaning, the activities use different disciplines and characteristics in achieving learning progress and engaging students in the activity or exercises themselves.

All activities were developed by the project partners of the My Diversity, Our Strength project and are focused on being interactive, engaging and motivating, easy to use, and relevant to a certain topic.

As such, the exercises are centred on:

Inclusivity and diversity: How can we address sensitive topics of gender, diversity, and cultural differences with learners? How can we foster their openness towards diversity and accepting people who are different from themselves? These activities centre on increasing awareness of gender and cultural stereotypes, and overcoming them with the students.

Leadership and group management: Games usually include more than one person. In an educational setting they often include a whole classroom. These activities focus on leadership skills for the youth worker, as well as the participants, and addressing group dynamics and roles. With different roles come different responsibilities and it is important for students and facilitators to know the differences and the requirements to lead and guide groups.

The final chapter of the activities provides you with example activities from all the project partners. These example activities are centred on creativity and innovation and providing you with an insight into educational activities that can produce learning progress among the young people.

Please refer to the activity hashtags for easy navigation of the activities, and feel free to try them out before developing your own activities.

A multidisciplinary approach

Motivation and engagement of an activity can differ depending on what kind of exercise and content is trying to be taught. Further, not all exercises and activities can be applied in every country or even educational situation.

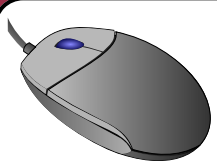
Thus, the partners of the project have developed a multidisciplinary approach to the topic of educational activities, using different methods, organisational frameworks, materials, and formats to allow for more adaptability and usability of the suggested activities.

Please keep in mind that these activities are examples and should inspire more interactivity and creativity in the future of designing your own educational activities.



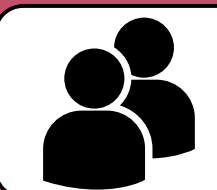
Tags

For easier navigation through the activities, we will use certain tags that can help you navigate the Compass. You can find them at the bottom of each activity overview.



Online environment

This activity has been designed to be implemented online only



In-person environment

This activity has been designed to be implemented in-person and face-to-face only.



Adaptable environment

This activity can be implemented in an online and in-person environment



Game/ Gamification

This activity uses game elements to make learning more engaging for the participants.



Teamwork / Interactive

This activity uses elements where learners have to collaborate or interact, e.g. there are no game or gamified components in this exercise.



Additional materials

This activity provides you with additional materials that have to be printed. If this icon does not appear, it does not signify there are no needed materials but that there are no provided additional materials.

Competence icons

Further, there will be informative icons that inform you which skills of the competence framework can be trained and fostered with the respective activities.

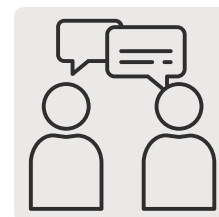
The skills identified are:



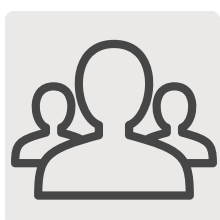
Empathy and
Sensitivity



Enthusiasm for
novelty



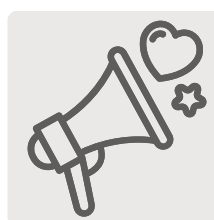
Communication
skills



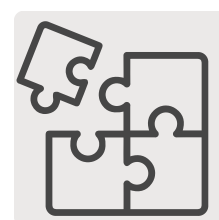
Leadership



Awareness on
stereotypes



Awareness on
discrimination



Adaptability and
flexibility



Creativity



Resilience and
positivity



Digital skills

Through focusing on certain skills, as well as using different formats and materials, the activities can reach a wider variety of youth workers and young people and be used in different educational context.

Please refer to the following activity sections to find out more about general duration, format and participant numbers, supporting you in finding the activities that suit you.

Inclusivity and diversity

The following activities centre on increasing inclusivity and understanding among your learners. Please take note that the following three activities focus on addressing sensitive topics, therefore their implementation should be handled with care and detail.

The activities range from 30 minutes of duration up to 60 minutes, and cover a minimum of 4 until 20 participants. Refer to each activity to find out specifics.



Toy Diversity

Focus:

✓ Raising awareness among learners on gender stereotypes and their repercussions

Raising awareness among learners on stereotypes and diversity in general

Addressing the topics of diversity and inclusion among learners / addressing sensitive topics with learners

Increasing acceptance and understanding among learners (inclusion)

Competence Framework

✓ Empathy and sensitivity

Enthusiasm for novelty

✓ Communication skills

Leadership

✓ Awareness on gender stereotypes

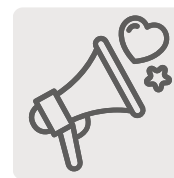
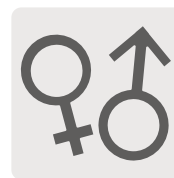
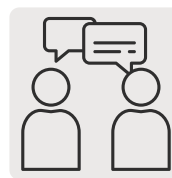
✓ Awareness on discrimination

Adaptability and flexibility

Creativity

Resilience and positivity

Digital skills



Other skills:

- Understanding diversity
- Openness to diversity
- Seeing a situation from another person's perspective

Participants receive random cards of toys which kids usually play with. They are then tasked with small games of guessing and investigation, as well as analysing the gender perspective of the toys.



Duration:
60min



Minimum of Participants:
8 to 15 participants



Inclusion and diversity

Preparation:

You should prepare the materials and have the activity cards printed and cut out, so the participants can blindly choose one each. The activity works better if the question catalogue is either printed out or put up on the wall, for better visualisation of the questions available for the group.

In case some participants are unfamiliar with one of the toys, you should be able to support them by providing background information.



Materials / facilities:

Toy cards (18 cards), question catalogue, big room (depending on group size)

Additional materials

Description of steps:

1 Step 1: Each participant blindly chooses a toy card. They should not show their card to the other participants. In case they have questions about the toy, you should be able to give them some context, if they are unfamiliar with it.

Step 2: Next, you provide the question catalogue for the participants. One after another a participant comes out and is asked positioning questions (scale questions) from the catalogue, e.g. Is your toy more promoted towards girls or boys? (with one side of the room representing boys, and the other girls). The participant, who is asked, positions himself/herself in the middle or towards the side of the room they feel the toy adheres to more.

Each question can only be asked 3 times. If a question has been asked three times, it cannot be asked towards any of the participants again. There is no limit to how many of the questions can be asked to each participant.

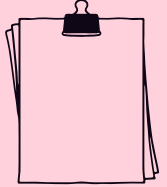
(The number of possible times a question is allowed to be asked can be adapted in case there are more/less participants)

2

Inclusion and diversity

The question catalogue:

- Is your toy more marketed/ advertised towards boys or girls?
- Is your toy more traditional (older than 10 years) or more modern (started in the last 10 years)?
- Do more toddlers (age 3 and under) or kids (over 3 years) play with this toy?
- Does your toy have a more expensive or cheaper price?
- Does your toy promote certain skills (name kind of skill)?
- Did you play with this toy in your childhood?
- Does this toy usually have one specific colour or is it more marketed in different colours?
- Would I see a boy/girl play with this toy in an advertisement or do they advertise with both genders?
- Do parents need to supervise while kids play with this toy or is individual play possible?



If the participants do not manage to guess the toy, the toy is revealed and the chosen participant explains their choices for answering each question. Ask the other participants if they had answered any of the questions differently than the participant and why.

Step 3: Afterwards, the group is split into smaller groups (4-5 participants each). They can choose 2 of their toys and are asked to research, and later present to the whole group:

- How popular is this toy in your country(ies)?
- How is the toy promoted (colours, television, flyers, what actors appear in advertisements, slogans)?
- Is this toy represented in a gender-neutral way?
- How could this toy be presented in a more gender-neutral way?

Step 4: (optional)

In case the group has more time, the participants can think about ways to promote the toys in a more gender-neutral way by role playing a television or YouTube advertisement for the toy. This can also be a reverse role played by playing a gender-neutral and heavily gendered version of the advertisement.

Inclusion and diversity

Assessment and evaluation:

Again, distribute the toy cards randomly among the participants. Based on the previous presentations, questions, and exchanges, each participant is tasked with presenting the newly chosen toy and what they learned about it in the activity.

Possibility for digitalisation:

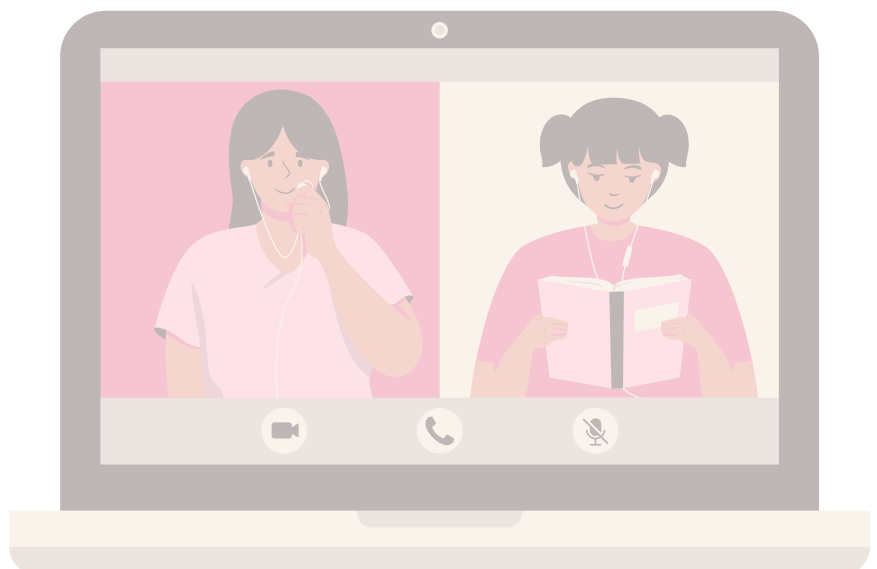
☒ Yes, how?



You can write/send the chosen cards to each participant individually and they can do the positioning questions as Yes/No questions.

The presentations can be done in an online format via digital tools.

☐ No



Gender Stereotype Bingo

Focus:

✓ Raising awareness among learners on gender stereotypes and their repercussions

Raising awareness among learners on stereotypes and diversity in general

Addressing the topics of diversity and inclusion among learners / addressing sensitive topics with learners

✓ Increasing acceptance and understanding among learners (inclusion)

Competence Framework:

✓ Empathy and sensitivity

Enthusiasm for novelty

✓ Communication skills

Leadership

✓ Awareness on gender stereotypes

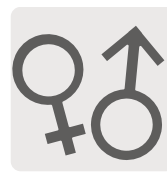
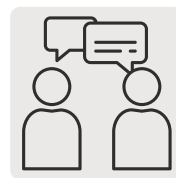
Awareness on discrimination

Adaptability and flexibility

Creativity

Resilience and positivity

Digital skills



Engage the participants in a fun bingo game to raise awareness about common gender stereotypes, discussions and reflections on the impact of these stereotypes and strategies to challenge them.



Duration:
60min



Minimum of Participants:
4 to 20 participants



Inclusion and diversity

Preparation:

Prepare bingo cards listing various gender stereotypes and have scenarios or statements ready to read out during the game.

Examples of gender stereotypes: "Boys don't cry.", "Girls are bad at math.", "Men should be the breadwinners.", "Boys are naturally better at math and science.", "Women aren't good at coding." ...

Prepare the pre- and post-activity surveys.

Materials / facilities:

- Pre-made bingo cards with gender stereotypes.
- List of scenarios or statements related to gender stereotypes
- Pre- and post-activity surveys.
- Additional materials



Description of steps:

1. Introduction: Explain the purpose of the game and provide each participant with a bingo card.
2. Bingo Game: Read out scenarios or statements related to gender stereotypes. Participants mark their bingo cards if they have that stereotype listed.
3. Discussion: When someone gets bingo, pause the game and discuss the stereotypes marked on their card.
4. Reflection: After the game, have a group discussion on how these stereotypes affect individuals and ways to challenge them.

Inclusion and diversity

Assessment and evaluation:

A pre- and post-activity surveys (example provided in annexes).

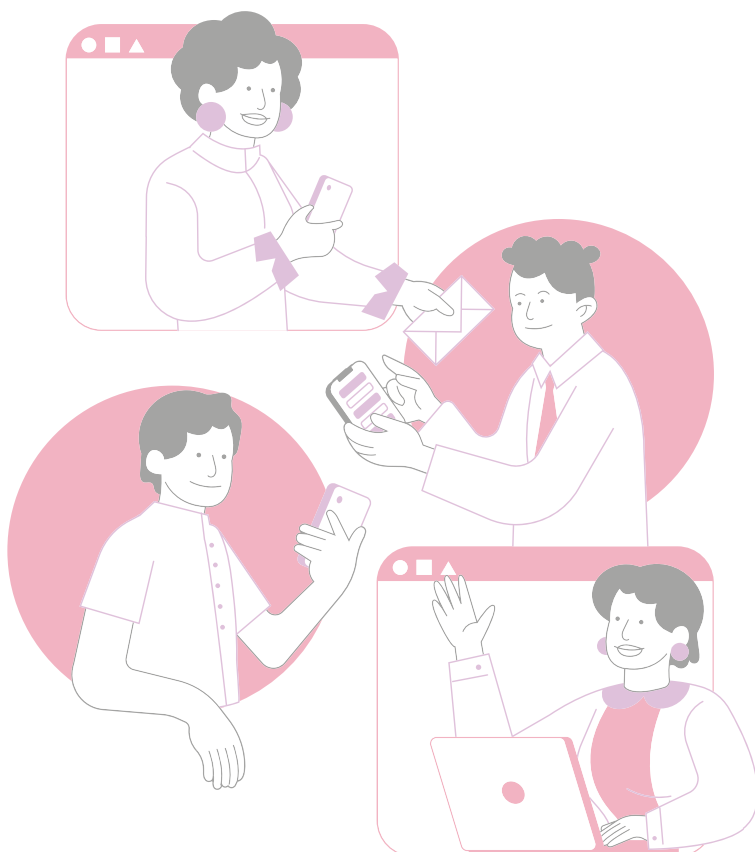
Possibility for digitalisation:

☒ Yes, how?



☐ No

Using online digital card generators or templates, a video conference platform (Zoom, Teams,..) and online surveys.



Inclusion and diversity

Intergalactic diversity walk: all aliens are equal, but some are more equal than others.

Focus:

Raising awareness among learners on gender stereotypes and their repercussions

- ✓ **Raising awareness among learners on stereotypes and diversity in general**
- ✓ **Addressing the topics of diversity and inclusion among learners / addressing sensitive topics with learners**

Increasing acceptance and understanding among learners (inclusion)

Competence Framework:

- ✓ **Empathy and sensitivity**

Enthusiasm for novelty

Communication skills

Leadership

- ✓ **Awareness on gender stereotypes**

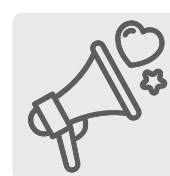
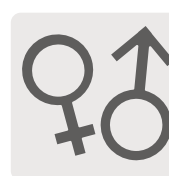
- ✓ **Awareness on discrimination**

Adaptability and flexibility

Creativity

Resilience and positivity

Digital skills



Participants are given a role and move in relation to the possibilities and opportunities they have regarding the events read by the facilitator.



Duration:
30min



Minimum of Participants:
7 to 20 participants



Inclusion and diversity

Preparation:

- Prepare character cards (print them or create new ones with the specific focus on the topic you want to address) and print the statements ready to read out during the game (or create new ones).
- Prepare the pre- and post-activity surveys.



Materials / facilities:

- Find a place (indoor or outdoor) where people could stand in a line (draw it with or make it visible) and take steps forward. If you conduct this activity outside, ensure that all participants can hear you, particularly when working with a large group. You might need to enlist your co-facilitators to help convey the statements.
- Optional: depending on participants, prepare speakers for playing some relaxing music.
- Print pre-made character cards.
- Print the list of statements related to actions and activities.
- Print or create an online survey (e.g. Google Form) with pre- and post-activity surveys
- Additional materials

Description of steps:

Step 1: Explain the game and its objective: every participant takes one character card from an envelope or a box and reflects on his/her conditions. During this phase, some participants may express that they know very little about the person they are role-playing. Remind them that this is perfectly fine and encourage them to do their best—there are no right or wrong answers.

1

Inclusion and diversity

You could help them to reflect using the following questions:

- Think about your childhood: what was it like growing up? Did you face any difficulties? Did you feel accepted or left out?
- Consider your daily life: what challenges do you deal with every day? How do these challenges affect how you interact with others?
- Look at your community: who are the people around you? Do you feel like you belong, or do you often feel alone? How do you connect with others?
- Think about your resources: what limits do you have, like money or education? How do these limits affect what you can do?
- Reflect on your hopes and fears: what dreams do you have that seem hard to reach? What fears stop you from going after those dreams?

Step 2. Game activity: read out a series of statements. If a statement applies to them or their character, participants take one step forward. If it does not apply, they stay in place. All participants will have their eyes closed until the end of the exercise. If anyone feels too uncomfortable to take a step, they have the option to remain still.

Step 3. Discussion: After reading all the statements, take one minute in which participants have to look how far they have gone compared to the starting point. Invite everyone to take note of his/her final position. Then, give them a couple of minutes to come out of the role, before debriefing.

Inclusion and diversity

You can pose questions such as:

- What was the purpose of this exercise?
- What did you learn from it?
- What happened during the exercise?
- Were you surprised by anything?
- How did it feel to take a step forward or to not move?
- How did it feel to be in the front or back of the room?
- Was there a time when you wanted to be a part of the people moving forward?

After this first observation, tell participants to sit in a circle.

Step 4. Reflection: have a group discussion on how different starting features affect individuals and reflect on stereotypes associated with these characteristics. Encourage participants to think about actions they can take to promote diversity and inclusion, such as: advocating for accessible spaces in their communities, educating others about the challenges faced by individuals with physical conditions, engaging in conversations about stereotypes and inclusion.

4

You can pose questions such as:

How do you feel about the actual position after the game?

What did you notice about the movement of your alien characters?

Did any statements resonate with your character's experience?

How can we challenge the different kinds of stereotypes?

Inclusion and diversity

Assessment and evaluation:

Tool: A pre-activity and post-activity survey.

Possibility for digitalisation:

☒ Yes, how?



☐ No

It's possible to recreate the game activity in an online environment (through Zoom or Google Meets using collaborative tools (such as Miro) where players can get the character card through a private message on the chat and where they will use gifs or symbols that will be positioned at the beginning on a line on the shared file and then they will move it accordingly.



Inclusion and diversity

Quizzes for equality

Focus:

- ✓ Raising awareness among learners on gender stereotypes and their repercussions
- ✓ Raising awareness among learners on stereotypes and diversity in general

Addressing the topics of diversity and inclusion among learners / addressing sensitive topics with learners

Increasing acceptance and understanding among learners (inclusion)

Competence Framework:

- ✓ Empathy and sensitivity

Enthusiasm for novelty

- ✓ Communication skills

Leadership

- ✓ Awareness on gender stereotypes

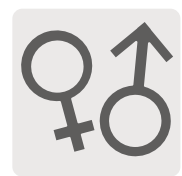
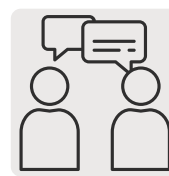
Awareness on discrimination

Adaptability and flexibility

Creativity

Resilience and positivity

Digital skills



Other skills:

- Analytical skills
- Communication and empathy skills
- Presentation skills
- Teamwork

Through quizzes and reflective exchange, participants learn more about gender stereotypes in daily and professional life of people with different backgrounds and origins.



Duration:
45min



Minimum of Participants:
10 to 20 participants



Inclusion and diversity

Preparation:

- Ensure that all materials and technicalities in the facilities are available and work for the course.



Materials / facilities:

- Digital quiz tool (e.g. Kahoot!), presentation screen or projector, internet connection
- Additional materials

Description of steps:

Step 1: Introduce yourself to the participants and explain what topic you will be talking about in this activity: Gender stereotypes and discrimination.

Ask the participants what they understand under

- Gender stereotypes and gender roles
- Discrimination

1

Step 2: Split the participants into groups of 2-4 members depending on the number of participants and have them take part in the Kahoot (or other online tool) quiz as a team.

Do Quiz Nr. 1 “What are gender stereotypes” with the participants. After each question or after finishing the quiz, go through the questions and the correct answers with the participants.

When going through the origin questions of stereotypes and why they can be useful, reflect on the questions with the participants.

Stereotypes can be useful in helping us react respectfully to new contacts and navigating the world but it is important to know which stereotypes can be helpful (a woman who wants to become a kindergarten teacher has an easier time than a man who wants to become the same), and which might be harmful.

2

Inclusion and diversity

Step 3: Afterwards ask the participants to prepare 2 examples within their experiences and group of

- Stereotypes I/ we benefitted from
- Stereotypes I/ we suffered under

Example: (female) I wanted to buy a pink plushie and had no trouble buying it OR (male) I wanted to buy a pink plushie and they asked me if I am sure; or (male) I wanted to become an architect and was welcomed by my colleagues OR (female) I wanted to become an architect and everyone told me to choose something else.

Step 4: Discuss the examples in the whole group and share insights into different experiences. Maybe some of the participants had similar experiences or stories. Also analyse with the participants why such stereotypes exist and what other stereotypes of both categories there might be.

Step 5: Reflect with the participants how you can properly react to facing stereotypes and how you might be able to address the topic with others.

For example: Voice your concerns with supervisors or friends, ask others to share their perspective of situations, ask others to see the situation from your side, analyse the situation and background of the stereotypes with the other party, etc.

Possibility for digitalisation:

☒ Yes, how?



☐ No

Yes, how? This activity can take place with either less participants and individual participation in the quiz and the steps or with the full group and break-out rooms of the groups (e.g. Zoom).

Leadership and group management

The following activities focus on fostering the leadership and group dynamics among the participants, as well as the youth worker's and facilitator's skills in managing groups and group work.

The activities are between 30 to 60 minutes long and cover between 4 to 25 participants, depending on each activity. Refer to each activity to find out specifics.



Protect the egg!

Focus:

- ✓ Developing leadership skills
 - ✓ Developing group management and organisation skills
- Increasing teamwork and inclusion among the group

Competence Framework:

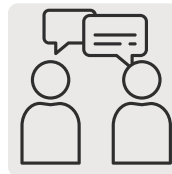
Empathy and sensitivity
Enthusiasm for novelty

- ✓ Communication skills
- ✓ Leadership

Awareness on gender stereotypes
Awareness on discrimination
Adaptability and flexibility

- ✓ Creativity

Resilience and positivity
Digital skills



Other skills:

- STEM

The participants are asked to split into smaller groups (if enough participants) and are then tasked to work together to protect an egg as well as possible with materials provided, when it is falling for a certain distance.



Duration:
40min



Minimum of Participants:
10 to 20 participants



Group management

Preparation:

You should prepare all materials and the eggs in the room and check where the group can let the eggs fall without causing any disturbance to others and where the group can clean up afterwards. It is recommended to use hard-boiled eggs to avoid unnecessary mess and a difficult clean up after the activity.

Materials / facilities:

- Cardboard
- Paper
- Glue
- Tape
- Scissors
- (hard-boiled) eggs



Description of steps:

Step 1: Split the participants into smaller groups of 4-5 people and explain their task and their roles:

TASK – Each group is given one egg and tasked with building something around the egg which can protect the egg when the group later lets the egg fall from the height of the first floor or (in case there is no upper floor) a few metres of height.

BUILDERS – Everyone but 1 person (2 in case the small groups are 5 or more people) starts building the protection for the egg. There is no instructions as to what they have to build or can build as long as they use the materials provided and nothing else.

OBSERVERS – 1 or 2 people (depending on the overall group size) are tasked with observing their own group. They should look out for

- Is someone leading the group?
- Does the group communicate well? Are there communication issues?
- Is everyone equally participating?

Group management

Etc.

You can appoint the roles when splitting the groups or the groups can appoint the roles themselves. This is dependent on the enthusiasm of the group and how well they know each other.

2
Step 2: Give the groups 15 minutes to build a protection for their egg.

Step 3: Once the time is up, each group presents their protection before the eggs are made to fall from the first floor (or a certain height) and the group checks the results.

Step 4: The groups reconvene and you guide a reflection with the whole group. For this, you call upon the observers:

- Clarification on the questions above, and
- What worked well in their group?
- What didn't work well?
- How could they improve their teamwork in the future?

Assessment and evaluation:

LEADERSHIP & GROUP MANAGEMENT: After the final step, the groups are tasked with an evaluation of their own participation and leadership. They should answer the following questions:

- Who led my group? Or why did no one lead my group?
- Why did or did I not lead the group?
- Why does a leader and good communication improve teamwork? What can negatively influence leadership and communication and how can this be avoided or reduced?
- How can we reduce the exclusion of participants in the activity?

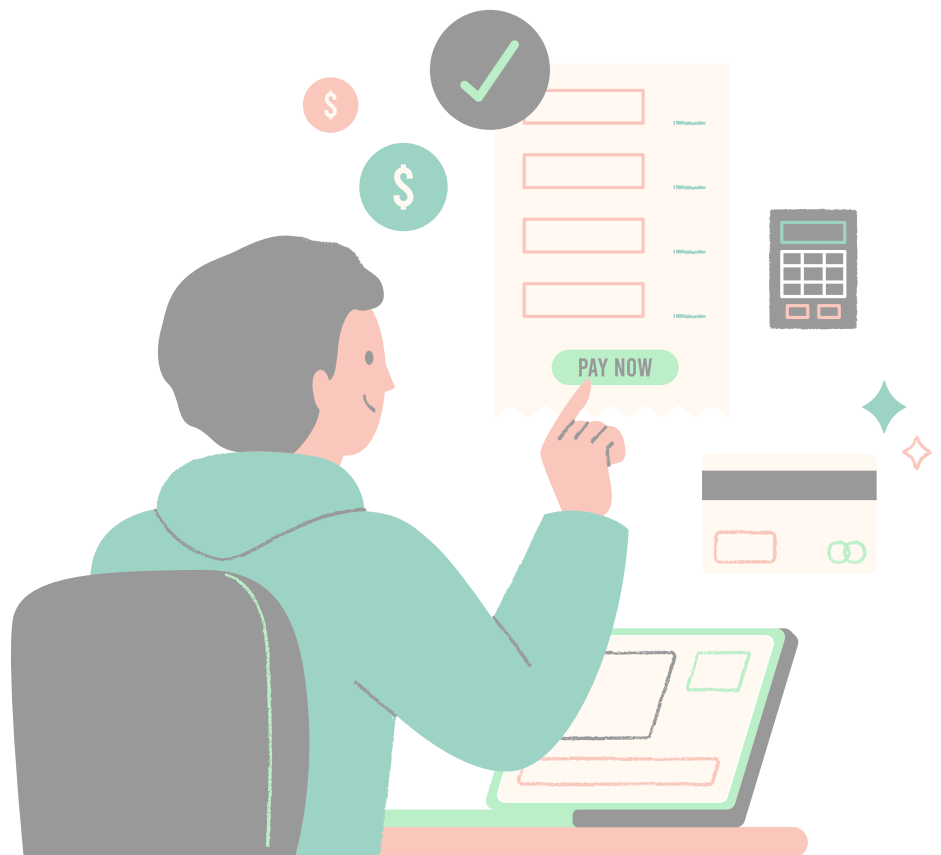
STEM: When the groups present how they are protecting their egg, they should explain in detail why they think their protection will work. Afterwards, once all the eggs have fallen, the participants are tasked with discussing why some things worked better than others and how and why certain different protection techniques might keep the eggs whole and undamaged and what they would need for this.

Group management

Possibility for digitalisation:

☐ Yes, how?

☒ No



Leadership Relay Challenge

Focus:

- ✓ Developing leadership skills
 - ✓ Developing group management and organisation skills
- Increasing teamwork and inclusion among the group

Competence Framework:

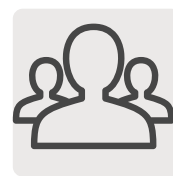
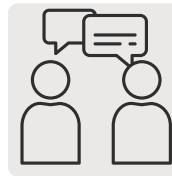
Empathy and sensitivity
Enthusiasm for novelty

- ✓ Communication skills
- ✓ Leadership

Awareness on gender stereotypes
Awareness on discrimination
Adaptability and flexibility

- ✓ Creativity

Resilience and positivity
Digital skills



Develop leadership skills & group management among the participants by different team-based challenges that emphasise communication, cooperation, and adaptability.



Duration:
60min



Minimum of Participants:
6 (2 teams) - 12 (4 teams)



Group management

Preparation:

Gather materials and the optional props.

Materials / facilities:

- Timer
- Paper cups/straw
- Optional props: rope, blindfolds, small objects for obstacles, tape,...



Description of steps:

1. Introduction: Briefly explain the purpose of the activity: to develop leadership and group management skills through fun team challenges. Emphasise the importance of communication, cooperation, and adaptability in leadership.

2. Team Formation: Divide participants into small teams (4-5 members per team). Assign one person in each team to be the first leader. The leader's role will rotate after each challenge.

3. Explain that each team will face a series of quick challenges requiring teamwork, with one member acting as the leader to guide and coordinate the team. The leader's role will rotate after each challenge. You will track performance by taking notes during the activity, assessing which teams succeed or struggle, and monitoring time management to evaluate teamwork, leadership, and overall performance.

Group management

4. Challenge Execution:

Challenge 1: Human Knot (10 minutes)

Teams stand in a circle, reach across and hold hands with two different people. Without letting go, they must untangle themselves into a circle.

Challenge 2: Blindfold Obstacle Course (10 minutes)

Create a simple obstacle course. The leader is the only one who can see and must verbally guide their blindfolded team members through the course.

Challenge 3: Build the Tallest Tower (10 minutes)

Using only the materials provided (e.g., paper cups, tape, straws), teams must build the tallest free-standing tower within the time limit.

Challenge 4: Silent Line-Up (5 minutes)

Teams must line up in a specific order (e.g., by height or birthday month) without speaking. The leader uses gestures and nonverbal cues to organise the team.

5. Debrief and Reflection: Gather all participants and discuss the challenges. Ask each team to share their experiences.

The questions could be:

- What strategies did the leaders use?
- How did the teams respond to different leadership styles?
- What were the key takeaways about effective leadership and teamwork?

Highlight the importance of adaptability, clear communication, and fostering collaboration within a team.

5

Group management

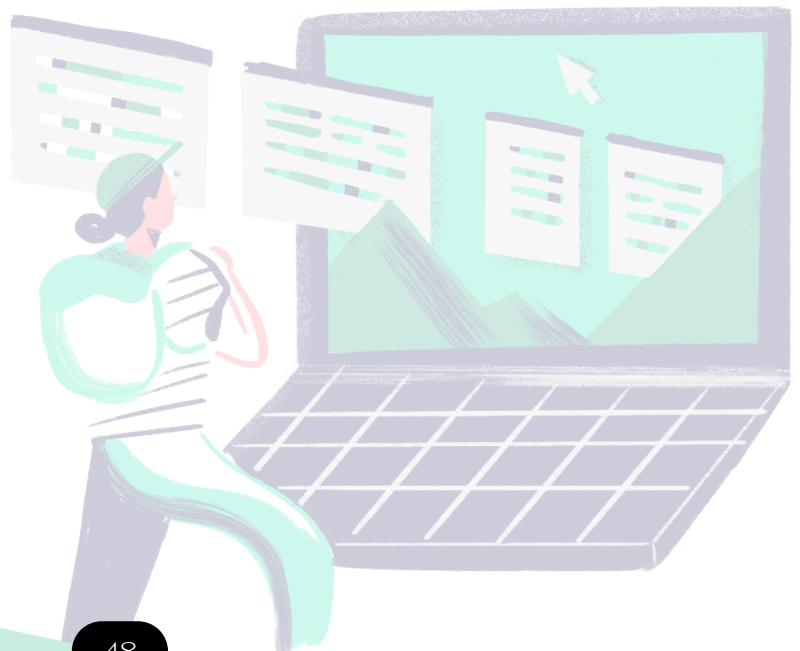
Assessment and evaluation:

Use the performance data: track the completion and success rate of each challenge (which team did succeed and which team struggled) and the time management.

Possibility for digitalisation:

☐ Yes, how?

☒ No



Gimkit challenge to foster leadership and team collaboration

Focus:

✓ Developing leadership skills

Developing group management and organisation skills

✓ Increasing teamwork and inclusion among the group

Competence Framework:

✓ Empathy and sensitivity

Enthusiasm for novelty

✓ Communication skills

✓ Leadership

Awareness on gender stereotypes

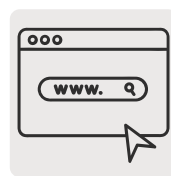
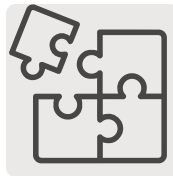
Awareness on discrimination

✓ Adaptability and flexibility

Creativity

Resilience and positivity

✓ Digital skills



Players will reflect about group dynamics and challenges related to teamwork. The game experience will foster communication, collaboration and leadership skills through team cooperation.



Duration:
30min



Minimum of Participants:
4 to 20 participants



Group management

Preparation:

Create an account on [Gimkit](#) and prepare a thematic quiz that includes questions on topics of common interest, values of inclusion, and teamwork and related to leadership situations, teamwork strategies, and problem-solving scenarios. Unfortunately, the Gimikit tool is only in english: to overcome language problems, it is possible to use [Kahoot!](#) that has similar functionalities and could be set in different languages including italian, spanish and french.

Tips: include questions that require collaboration to find the answers and questions that require the group to reflect on qualities of a good leader and how to deal with group challenges.

How Gimikit works? See the tutorial: [here](#)

Materials / facilities:

- A pre-made quiz on the topic that will be addressed in the game. It's important to take into consideration the level of the participant related to the knowledge of the topic chosen. Additionally, create different quizzes for the different rounds that will take place so participants will work on different questions. A template with some questions that could be used related to the knowledge about leadership and team building.
- A room with internet connection and a screen to share Gimkit's initial page.
- Every participant needs to have a smartphone with internet connection.
- Additional materials



Group management

Description of steps:

1 Step 1: Group formation: divide participants into mixed teams (at least 2-4 people per team), trying to balance skills and personalities. Each team should have a mix of people with different viewpoints and skills. Assign each group a “leader” who will change after each round of play.

2 Step 2: The actual start of the game: display the Gimikit webpage with the code number or the QR code to access the quiz. Set a time for every round, at maximum 10 minutes: for every round there will be a person leading the group to answer the questions.

3 Step 3: Each team can start to play the quiz. During the game, encourage teams to discuss answers together before selecting them. The leader of each team should lead the discussion to decide the answers, supporting all members to participate.

4 Step 4: After each round, briefly discuss with all the participants the correct answers to the quiz. Then, every group takes a few minutes to debrief the session, discussing the strategies adopted and participant’s role in the session (e.g. hierarchies within the group).

5 Step 5: Leader rotation: after each round, change the leader within the teams. This allows everyone to practice leadership and see different group dynamics.

6 Step 6: Post-game discussion: group discussion to reflect on the experience. Ask participants to share how they felt about working together and what strategies they used to collaborate. Depending on the quiz topic it’s possible to have a discussion about what has been learnt.

Group management

Assessment and evaluation:

The assessment of the skills gained within this activity can be automatically assessed through the report that Gimkit provides after the game play.

Possibility for digitalisation:

☒ Yes, how?



☐ No

This digital tool could be used in an online mode, through an online meeting platform.



Leadership among us

Focus:

✓ Developing leadership skills

Developing group management and organisation skills

✓ Increasing teamwork and inclusion among the group

Competence Framework:

Empathy and sensitivity

Enthusiasm for novelty

✓ Communication skills

✓ Leadership

Awareness on gender stereotypes

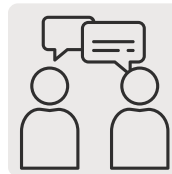
Awareness on discrimination

Adaptability and flexibility

✓ Creativity

Resilience and positivity

Digital skills



Other skills:

- Focus on building relationships.
- Learning to motivate.
- Conflict resolution
- Time management

Through teamwork and joint brainstorming and presentation, the participants learn more about leadership and teamwork in their professional and private life.



Duration:
60min



Minimum of Participants:
15 - 25 participants



Group management

Preparation:

Check the additional input materials for this exercise to inform yourself about possible bullet points for each topic.



Materials / facilities:

- Flipchart paper, colourful markers or pencils
- additional material

Description of steps:

Step 1: Split the participants into groups of 3-5 people depending on the number of participants. There are 6 topics. Let the groups pick the topics blindly without having them see the topics beforehand.

Topics:

1. What makes good leadership?
2. How can you build and strengthen professional relationships?
3. What are motivating behaviours towards others? How can you motivate others?
4. What are characteristics of good conflict management?
5. What are characteristics of good time management?
6. What makes good and constructive delegation of tasks? Especially to avoid misunderstandings, and communication issues.

Step 2: Give the groups 30 minutes to write on their flipchart paper and collect ideas and bullet points to the topic. Ask them to decide on who is going to present their results in front of the rest of the group.

Step 3: Each group receives 3-5 minutes to present their findings, depending on how many groups there are and the time used for the activity so far.

Step 4: Discuss the findings of all groups and have the other participants give feedback to the presentation and any additions they might want to add to the collections.

Group management

Assessment and evaluation:

Have each participant of the group prepare 1-2 sentences on how they will try to improve their own leadership, teamwork, and communication skills in the next month and what they could do to improve. Go through each participant to state their sentence.

Possibility for digitalisation:

☒ Yes, how?



Yes, how? This training can be done through Zoom or other digital meeting tools. Groups should be able to connect in smaller group through the tools though.

They will prepare Powerpoint presentations instead of Flipcharts.

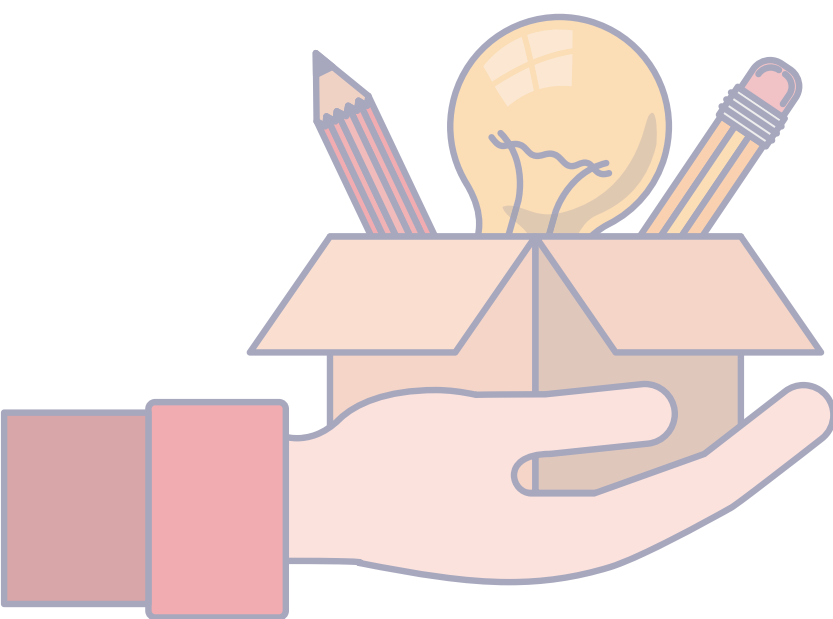
☐ No



Creativity and innovation for design

These activities are open example activities to highlight how certain non-formal education activities can support and improve the learning process and increase the motivation of learners to participate.

The activities range from 15 minutes of duration to 70 minutes, and cover a minimum of 5 until 20 participants. Refer to each activity to find out specifics.



Best practice example

Pick the Leader!

Topic:

Leadership, group dynamics, understanding perspectives and responsibilities

Competence Framework:

Empathy and sensitivity

✓ **Enthusiasm for novelty**

Communication skills

✓ **Leadership**

Awareness on gender stereotypes

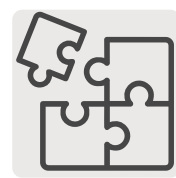
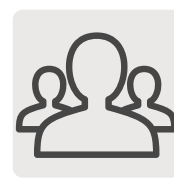
Awareness on discrimination

✓ **Adaptability and flexibility**

Creativity

Resilience and positivity

Digital skills



Other skills:

Understanding group dynamics and responsibilities that come with different roles and positions

The participants build a circle with one person in the centre and start following the movement of one of them. Through observation and exchange of positions, the participants learn the diversity of roles and responsibilities among the group.



Duration:
15min



Minimum of Participants:
8 to 15 participants



Best practice example

Preparation:

You should clear the room or location of any obstacles so the participants can freely move around. You should clear the room or location of any obstacles so the participants can freely move around.

Materials / facilities:

- Big room/ area to move



Description of steps:

Step 1: Explain the activity: The group builds a standing circle. One person is tasked with going to the centre and has to close their eyes. Once their eyes are closed, you choose one person who has to do a random movement of their own choosing. Everyone has to replicate the movement.

1 Once the movement has been chosen and has started, the person in the centre is allowed to open their eyes. Their task is to find out who the leader of the movement is while the task of the person leading is to change the movement occasionally (more often if the centre struggles to find the leader). Everyone has to follow the new movement as well. The next centre is the previous movement leader. The leader of the movement is chosen by the youth worker.

2 Step 2: The group plays one practice round where the person in the centre does not have to close their eyes, so everyone understands the activity.

3 Step 3: The activity begins. The youth workers should check that every participant is the leader and the centre at least once. No one should be in the middle for more than 3 to 4 minutes. In case someone is not able to guess the leader, reveal the person and have the leading person be the next person in the centre as usual.

Best practice example

Assessment and evaluation:

For the assessment, ask the participants which role they found more difficult/ easy to fulfil and which aspects made the role more difficult/ easy.

Possibility for digitalisation:

☐ Yes, how?

☒ No



Best practice example

Human Machine

Topic:

Teamwork, creativity, and understanding of complex systems (engineering).

Competence Framework:

Empathy and sensitivity

✓ **Enthusiasm for novelty**

✓ **Communication skills**

Leadership

Awareness on gender stereotypes

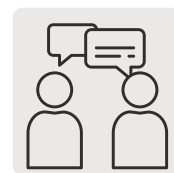
Awareness on discrimination

Adaptability and flexibility

✓ **Creativity**

Resilience and positivity

Digital skills



Other skills:

Better communicate, work in a team and be more creative.

Develop teamwork, creativity, and understanding of complex systems among young people by having participants create and perform as parts of a human "machine."



Duration:

60min



Minimum of Participants:

8 to 15 participants



Best practice example

Preparation:

Prepare examples (e.g.: clock, washing machine, toaster,...)

Description of steps:

1. Introduction: Explain the purpose of the activity: to foster teamwork, creativity, and communication by creating a human "machine."

Highlight that the activity requires no materials, just participants' imagination and cooperation.

2. Team Formation: Divide participants into small groups of 4-5 members.

3. Instructions: Explain that each group will create a part of a human "machine." The machine should perform a simple, repetitive function (e.g., a clock, a washing machine,...). Each participant in the group will represent a different component of the machine, and they need to coordinate their movements and sounds to work together as one functioning unit. Encourage creativity and clear communication.

4. Planning Phase (8-10 minutes): Groups brainstorm and decide what type of machine they want to create. Participants discuss and plan their individual roles and movements within the machine.

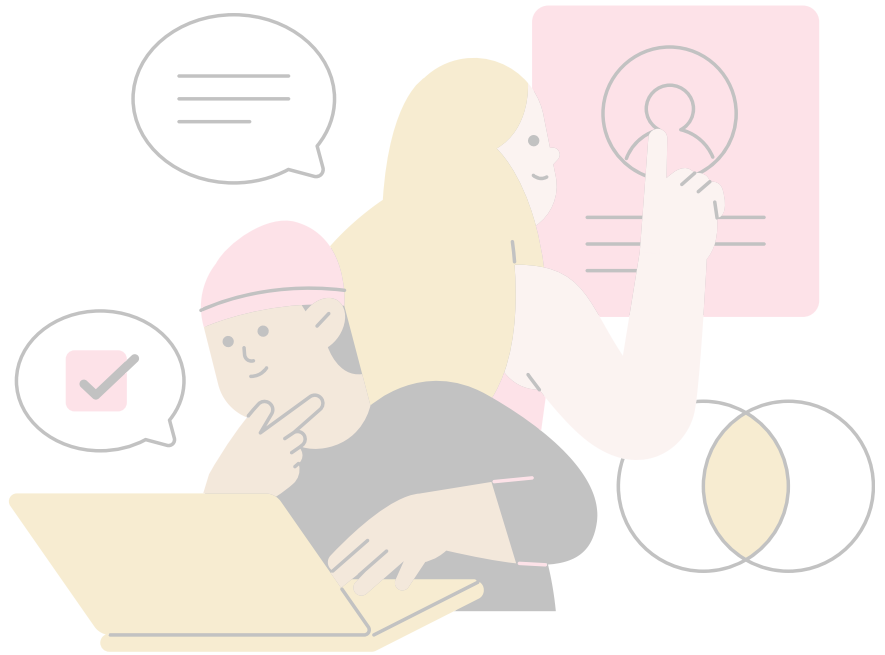
5. Practice Phase (10-12 minutes): Groups practice their movements and sounds to ensure they are synchronised and that the machine operates smoothly. You can observe and offer suggestions or encouragement but you should let participants drive the creative process.

6. Presentation Phase (10-15 minutes): Each group presents their human machine to the larger group.

Best practice example

Assessment and evaluation:

By peer evaluation: the participants who watched the performance and didn't participate gave feedback on their peers' performances and teamwork. It can be done through informal discussions or through a form prepared in advance.



Possibility for digitalisation:

☐ Yes, how?

☒ No



Best practice example

Breaking the bias: an escape from stereotypes

Topic:

Players must tackle puzzles and challenges focused around scientific discoveries, gender stereotypes, and prejudice to progress in the game. The topics covered are biology and chemistry.

Competence Framework:

Empathy and sensitivity
Enthusiasm for novelty

✓ Communication skills

Leadership

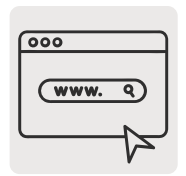
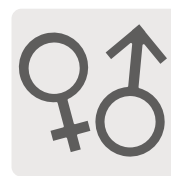
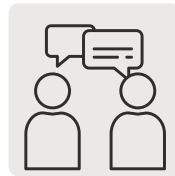
✓ Awareness on gender stereotypes

Awareness on discrimination
Adaptability and flexibility

✓ Creativity

Resilience and positivity

✓ Digital skills



Other skills:

- Cooperation among the group
- Better understanding of gender bias in the scientific world

Participants will be given four envelopes or boxes, each containing challenges that will lead players to discover the pictures and stories of some renowned female scientists.



Duration:
30min



Minimum of Participants:
max. 5 per group



Best practice example

Preparation:

- Prepare the room: you will need a table with some chairs and some objects related to the game as decoration (scientific tools, biology and/or chemistry text books, pictures, folders, a calculator...etc.).
- Prepare some music to create the atmosphere.



Materials / facilities:

- Papers and pens.
- A timer for countdown (it's possible to use the application on your smartphone or an online timer like this one <https://www.timeanddate.com/timer/>)
- Print out the game or create new puzzles and riddles based on a specific topic you want players to reflect on.
- Prepare the boxes or envelopes needed for the game. You will need:
 - 1 big box that contains 3 small boxes (or 1 big envelope that contains 3 small envelopes).
 - Be careful to insert the correct materials in each envelope/box.
- Set up the game. Follow the instructions [here](#)
- Set the padlocks or prepare pieces of paper on which players will write the code found after each game (if it's correct you will hand them the next envelope or box).
 - 1 padlock with 5 digits.
 - 1 padlock with 6 digits
- Ensure that the QR code (if created) works.
- Additional materials



Best practice example

Description of steps:

Step 1: Group formation: divide participants into mixed teams (minimum 2 people per team, maximum 5), trying to balance skills and personalities. Attention: print and prepare as many games as participants, considering that each game could be played by a maximum of 5 people.

Step 2: Ask participants if they know what an escape game is and how it works. Give a brief explanation of what players have to do, do not reveal many details.

Step 3: The game starts: set the time, players will have 20 minutes to solve all the puzzles and obtain the final message.

Step 4: Observe the game, don't take action unless players are stuck and give them a hint. Take notes of the dynamic within the group and if there are any issues that arise. Listen to their reasoning: this part will be addressed during the debriefing.

Step 5: The game ends when time's up. The debriefing part starts: ask participants how they have felt during the game and what they have learnt. Discuss about gender stereotypes and bias in science and in STEM careers and ask if they know other female scientists.

The discussion can go further presenting other female figures that made history. It's possible to expand this activity by creating together with young people other enigmas.

Best practice example

Assessment and evaluation:

After completing the game, you ask players to answer questions about what they learned regarding the scientists and their contributions.

For example:

"What was the most surprising fact you learned about Marie Curie?"

"How did Rosalind Franklin's work impact modern science?"

Additionally, you can facilitate a group discussion where players can share their thoughts and insights.

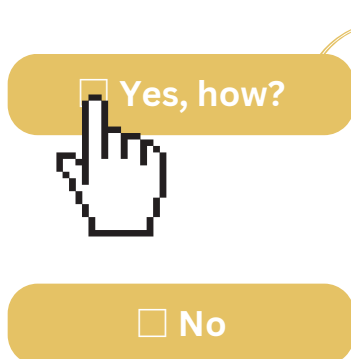
You can prompt with questions like:

"How did teamwork contribute to solving the puzzles?"

"What strategies did you find most effective?"

Finally, you can create a short quiz based on the content of the game

Possibility for digitalisation:



This activity could be adapted as an online Escape Room, using the platform Genially

 <https://genially.com> 

Best practice example

6 Square Art Activity

Topic:

Combating discrimination, Group work, Inclusion, Negotiation skills



Competence Framework:

✓ **Empathy and sensitivity**

✓ **Enthusiasm for novelty**

Communication skills

Leadership

✓ **Awareness on gender stereotypes**

✓ **Awareness on discrimination**

Adaptability and flexibility

✓ **Creativity**

Resilience and positivity

Digital skills



Other skills:

- Interpersonal knowledge, tolerance and mutual respect.
- Brainstorming, sharing ideas and agreeing on a common point.
- Development of consensus skills

Through open stories and creativity, participants learn how to identify their own stereotypes and how to be more open towards diversity.



Duration:

70min



Minimum of Participants:

9 to 18 participants



Best practice example

Preparation:

- Prepare the stories you want to tell the participants. Try to make it a relevant story for your learners by considering their background, e.g. where do they work? Where are they from? Do they have children? Etc.



Materials / facilities:

- Art paper (min. 50x100 in size) as many as the number of groups. If no large paper can be found, please provide 6 sheets of paper per group
- Coloured pencils or markers for each group
- Tables or surfaces the groups can work on

Description of steps:

1

Step 1: Split the participants in groups of 3-4 (depending on the number of participants). Preferably 3 people per group.

2

Step 2: Give each group the paper to work with and the markers or pencils. In case it is one paper, ask them to divide it into 6 equal squares (with lines or folding the paper).

3

Step 3: Give the instructions to the participants: You will tell them a story. During the story, they are supposed to start drawing and developing ideas for drawing the story. Your story should only cover 2 of the squares though, while square 3 to 6 should be their preferred ending to the story.

4

Step 4: Tell the story. See below

5

Step 5: The groups get 45 minutes to discuss and draw. In case the groups want to hear the story beginning again, tell it again one time.

Best practice example

Step 6: Afterwards, each group presents their stories and how they imagined the stories to go.

Other groups can share their thoughts and perspectives on the stories after all stories were presented.

For example:

“Today I will tell you the story of person X (person X is a fictional character).”

We do not know anything about the gender, age of person X. The participants are asked to determine this themselves. You can either name them X or choose a gender neutral name with no gender connotation.

First square story: “X has a lover. X is very happy with their lover.”

The groups are asked to draw X and X's lover in the first frame. In the first frame the participants decide on the gender of X and X's lover, their appearance, etc.

Second square story: “X is very sick and one day he goes to the doctor. The doctor tells X that they are very ill.”

The groups draw this event in the second frame and determine X's illness themselves. Afterwards, the participants continue the story based on their own imagination.

Please use either gender neutral terms or repeat their name (or X) instead of saying “his/her”.

Assessment and evaluation:

As an assessment, discuss the following points with the participants:

- Why did you decide to make X and their lover this gender?
- Are there any similarities or clear differences between the stories of each group?
- Where do you think these similarities or differences come from?
- Are there any points where you notice your own stereotypes of others coming to the surface?

Possibility for digitalisation:

☐ Yes, how?

☒ No



Best practice example

A look at my story

Topic:

Building resilience and learning new perspectives

Competence Framework:

✓ Empathy and sensitivity

Enthusiasm for novelty

✓ Communication skills

Leadership

Awareness on gender stereotypes

Awareness on discrimination

✓ Adaptability and flexibility

Creativity

✓ Resilience and positivity

Digital skills



Other skills:

- Storytelling, narration skills, reflection competences

Participants are tasked with telling a story about their life where they think they could have reacted differently than they did and have themselves and others reflect on it.



Duration:
45min



Minimum of Participants:
5 to 8 participants



Best practice example

Preparation:

- Prepare an open space where the participants can look at each other and talk together without visual obstacles. The narrator should not have to stand in front of the other participants and present themselves but should talk on the same level as the listeners.



Materials / facilities:

- Open space/ room, chairs or cushions to sit on

Description of steps:

Step 1: Tell the group to gather in a circle or throughout the room, so everyone is on the same level and has the same opportunities to participate and be included. A recommendation here is to have a seating circle with chairs or cushions on the floor.

Step 2: Tell a story of your life where you either reacted very well or very badly to a situation. The story should be about 3-5 minutes long. Afterwards ask the other participants:

- What do you think was difficult about this situation?
- Listening to me, how did you think I felt in the situation?
- If it was you, how would you have reacted and why?
- If it was a bad reaction: How could I have reacted better?

For example:

- It is Friday, at 2pm and you are about to leave the office for the weekend, when your colleague comes to you, asking if you can help them with their work. You decide to be polite and they give you their work. After one more hour, they leave for the weekend while you have to finish their work, having to stay in the office for longer.
- The next Friday, they do the same again. So the Monday after, you confront them in front of all your colleagues and they feel hurt and make it seem like you are faulting them for not getting your own work done. You feel hurt and want to defend yourself properly but no one listens.

Best practice example

A better reaction might have been to sit them down in a meeting room (if necessary with a supervisor) and discuss the issue, or, if you are close, to discuss it with them in private. It could also have been better solved by saying No from then on. This is something the group should discuss together.

Step 3: Afterwards, ask the participants to think about stories of their own. If someone already has a story, you can immediately continue. If they need some time, give them about 5 to think about situations.

Step 4: After each story, answer the same questions as above together. Through this reflection the participants learn how different situations can lead to different outcomes and how their reaction can influence a situation. Further, they learn that sometimes it is good to step back and think about a situation, rather than immediately react by instinct.

Assessment and evaluation:

As an assessment, discuss the following points with the participants:

- Why did you decide to make X and their lover this gender?
- Are there any similarities or clear differences between the stories of each group?
- Where do you think these similarities or differences come from?
- Are there any points where you notice your own stereotypes of others coming to the surface?

Possibility for digitalisation:

☒ Yes, how?



☐ No

Yes, how? This activity can also be done online via Skype, Zoom, or other online meeting tools. At the beginning of the session, make sure that all participants have a working microphone and camera.



Please note that these assessments and evaluations were done as a guidance material for interactive STEM exercises and activities in the educational context. The following assessment resources are not suited for the assessment of the activities provided as examples in this Compass, as the aforementioned exercises highlight interactivity and creative educational exercises but do not have a required STEM focus. Please refer to the part "Assessment and evaluation" for the proposed assessment of the example activities.

Evaluation and assessment

Assessment tool

The questionnaires shown are fundamental tools for evaluating the impact of the activities carried out within the My Diversity, Our Strength Compass project. The aim is to collect meaningful data on participants' knowledge, skills and perceptions of STEM (Science, Technology, Engineering, Mathematics) disciplines, with a particular focus on perceptions of gender stereotypes and the accessibility of STEM disciplines for boys and girls.

The questionnaires are structured to be administered in three main phases:

- Pre-activity: Before the start of the activities, to collect background information on the participants' knowledge and expectations regarding STEM disciplines.
- Post-activity: At the end of the activities, to assess learning and changes in perceptions, skills and confidence in STEM disciplines.
- Follow-up (6-12 months later): To monitor the long term impact of the activities and how they have influenced participants' interest and educational or career choices in STEM disciplines.



To survey participants, it is recommended to use digital tools to administer the questionnaires. Here are some of the most effective options, with tips on how to get the most out of them:

Google Forms is a free tool that makes it easy to create and distribute online questionnaires. Responses can be collected in real time and the data is organized into spreadsheets, making analysis much easier. It is particularly useful for standard questionnaires and makes it easy to track responses. This tool lends itself well to remote administration due to its accessibility and ease of sharing via links or email.

JotForm is a very useful tool for creating customized questionnaires and forms. As well as being intuitive and easy to use, JotForm offers advanced options for customisation and data collection. Responses can be organized in different formats and integrated with other analysis tools, making it easy to manage and visualize results. JotForm is suitable for both face-to-face and remote use, but is particularly suited to online questionnaires due to its ease of sharing and accessibility.

Mentimeter allows you to create real-time surveys, quizzes and interactive presentations. Participants can respond via smartphone or computer and the results are displayed instantly. It is ideal for group activities where you want to encourage active participation and visualize instant feedback to encourage discussion and participation. Mentimeter is particularly recommended for face-to-face meetings where instant results can be displayed and discussions can be more fluid and engaging.

Quizizz allows you to create quizzes that participants can complete independently, adding an element of competition. Results are instantly visible and participants can compare themselves on a leaderboard, making the experience more engaging. This tool is particularly effective in an in-person setting as it encourages competition and immediate participation, increasing attention and enjoyment.

Socrative is a tool for real-time interactive quizzes and surveys, allowing the organizer to monitor responses instantly. It is useful for gathering feedback during group activities, stimulating discussion and encouraging reflection on the topics covered. Although it can be used remotely, Socrative is more effective when used in person, where it is easier to manage group dynamics and responses in real time.

Classcraft fully integrates gamification, turning questionnaires into a collaborative adventure. Participants can earn points, complete missions and work as a team. This approach makes learning and data collection a fun experience and keeps participants motivated. It is advisable to use Classcraft in a face-to-face setting, where direct interaction between participants and the collaborative game format are more effective.



It is recommended to use tools such as Kahoot, Mentimeter, Quizizz, Socrative and Classcraft during face-to-face classes, as they foster group dynamics, competition and immediate participation. Direct interaction between participants increases engagement and motivation, making the experience more fun and stimulating. In contrast, tools such as Google Forms and JotForm are ideal for distance learning, as they allow data to be collected in a simple and organized manner without the need for real-time participation, thus offering more flexibility to participants. The use of these tools allows the administration of questionnaires to be managed effectively, ensuring that the activities are engaging and the data collected are of high quality.

Pre Activity Questionnaire (before the Activity)

This questionnaire collects basic data on participants' knowledge, attitudes and expectations.

Section A: Personal Information

- Age:
- Gender:
- Highest completed education level:
- Current occupation (if applicable):
- Country

Section B: Knowledge and Perception

1. How much do you like STEM subjects (Science, Technology, Engineering, Mathematics)?

- Not at all
- Slightly
- Somewhat
- Very
- Very much

2. Which of the STEM subjects do you like best?

- Science
- Technology
- Engineering
- Mathematics

2.1. Explain why (open answer)



3. Which of the STEM subjects do you dislike at all or like less than the others

- Science
- Technology
- Engineering
- Mathematics

3.1. Explain why (open answer)

4. In which of the STEM disciplines do you feel most skilled?

- Science
- Technology
- Engineering
- Mathematics

4.1. Explain why (open answer)

5. In which of the STEM disciplines do you feel least confident?

- Science
- Technology
- Engineering
- Mathematics

5.1. Explain why (open answer)

6. Do you think STEM subjects (Science, Technology, Engineering, Mathematics) are equally accessible for boys and girls?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Completely agree



7. How much do you think gender stereotypes influence girls' participation in STEM subjects?

- They do not influence at all
- Influence slightly
- Influence moderately
- Influence a lot
- Strongly influence

Section C: Expectations from the Activity

8. What are your main goals in participating in this activity? (Select more than one answer)

- To learn more about STEM disciplines
- Improve my skills
- To gain confidence in my abilities
- Other (please specify): _____

9. How much do you think this activity will help you choose a future study or career path related to STEM subjects? (Select more than one answer)

- Not at all
- Slightly
- Quite
- Very
- Definitely

Pre Activity Questionnaire (before the Activity)

This questionnaire is designed to collect feedback on your experience and assess your progress after the activity.

Section A: Personal Information

- Age:
- Gender:
- Highest completed education level:
- Current occupation (if applicable):
- Country



Section B: Knowledge and Perception

1. After participating in this activity, how much do you think you have improved your understanding of STEM disciplines?

- Not at all
- Slightly
- Somewhat
- Very
- Very much

2. How much more confident do you feel in tackling STEM disciplines after this activity?

- Not at all confident
- Not very confident
- Fairly confident
- Very confident
- Completely confident

2.1. Explain why (open answer)

3. Do you think you gain new practical skills in STEM subjects during this activity?

- Not at all
- Slightly
- Fairly
- Very
- Very much

4. How much do you think this activity has changed your view of STEM subjects?

- It has changed nothing
- Changed a little
- Changed quite a bit
- Changed a lot
- Changed completely



5. Did you develop more confidence in your ability to deal with STEM subjects after this activity?

- Not at all
- Slightly
- Somewhat
- Very
- Very much

6. How useful do you think the support you received from teachers/tutors during the activity was?

- Not at all useful
- Not very useful
- Somewhat useful
- Very useful
- Extremely helpful

Section B: Feedback and Future Expectations

7. What aspects of the activity do you think could be improved? (Open answer)

8. Would you recommend this activity to a friend interested in STEM disciplines?

- Definitely not
- Probably not
- Don't know
- Probably yes
- Definitely yes

9. What do you think this activity has done to improve your understanding of gender stereotypes in STEM disciplines?

- Had no impact
- Had a small impact
- Had a moderate impact
- Had a strong impact
- Had a major impact



10. Which additional STEM-related topics or activities would you like to explore in the future?
(Open answer)

Follow-up Questionnaire (6/12 months after the activity)

This questionnaire aims to assess your progress and interest in STEM subjects, six months after participation in the activity.

Section A: Personal Information

- Age:
- Gender:
- Highest completed education level:
- Current occupation (if applicable):
- Country

Section B: Knowledge and Perception

1. After 6/12 months, how much do you feel you have maintained or improved your understanding of STEM subjects?

- Not at all
- Slightly
- Somewhat
- Very
- Very much

2. How confident do you feel in your ability to deal with STEM disciplines today compared to before the activity?

- Much less confident
- Less confident
- Equal
- More confident
- Much more confident



3. Have you applied the skills you acquired during the STEM activity in your school or personal life?

- Not at all
- Slightly
- Fairly
- Very
- Very much

4. Have you explored or deepened your study of STEM disciplines in these six/tweve months?

- No, I have not
- I have explored little
- I have explored enough
- I have explored a lot
- I am fully immersed in STEM

5. If yes, in which STEM field did you explore the most?

- Science
- Technology
- Engineering
- Mathematics
- None

6. If you have undertaken specific STEM-related projects or studies, can you describe them?
(Open answer)

Section C: Impact and Future

7. How much do you think the activity six months ago influenced your choice to pursue STEM-related studies or activities?

- Not at all
- Slightly
- Somewhat
- Very
- Very much



8. Are you more interested in a STEM career or study path now than you were six/tweve months ago?

- Not at all interested
- Slightly interested
- Somewhat interested
- Very interested
- Extremely interested

9. How much do you think gender stereotypes continue to influence girls' participation in STEM subjects?

- They do not influence at all
- Slightly influencing
- Moderately influencing
- Very influential
- They definitely influence

10. Since participating in the activity, have you had any new female role models or examples of women in the STEM field inspire you?

- No
- Yes, a few
- Yes, more than one
- Yes, many

11. Looking to the future, do you plan to continue with STEM-related activities or studies?

- No
- Possibly
- Yes, probably
- Yes, definitely

Section D: Suggestions

Do you have any suggestions for improving similar activities in the future? (Open answer)

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