

# Youth in Route

Routes for fostering sense of initiative  
and active citizenship among disaffiliated youth

## Route 3 – Community mosaic (community engagement) worksheet



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# Route 3 – Community mosaic (community engagement) worksheet

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## Worksheet identification

- Worksheet title:** Find your voice, shape your community
- Duration:** recommended 2h30 (can be split into shorter sessions)
- Use:**
  - Individual
  - Group
  - Both

- Worksheet outcomes:**

- Analyse community needs using assessment tools
- Plan and organise small-scale community of civic initiatives
- Collaborate effectively within a group and demonstrate leadership skills
- Mobilise resources and apply basic fundraising strategies
- Use digital platforms responsibly to raise awareness or support causes
- Participate actively in volunteering or civic actions
- Develop a sense of belonging and connection with own community
- Value civic participation and social responsibility
- Demonstrate empathy, cooperation and respect for diversity
- Adopt an active and engaged attitude towards social and community issues
- See his/herself as capable contributor and agent of change

- Route tool(s) explored in this worksheet:**

- Community needs assessment tool
- Project planning and management guides
- Fundraising and resource mobilisation tutorial
- Leadership and teamwork skills-building exercise
- Civic engagement and volunteering opportunities database
- Social media activism and digital campaigning guides

**Worksheet purpose**

This worksheet is designed to help you practice and reflect on community awareness, project planning, teamwork, leadership, resource mobilisation, civic participation and responsible digital engagement and how you make choices and take responsibility in situations connect to community engagement and active citizenship.

The activities invite you to work with real-life situations, explore different ways of responding and identify small, realistic steps that make sense for you right now by using a specific tool.

There are no right or wrong answers. You decide what to share, how much time to spend and which activities feel most useful to you. You can pause, skip questions or return to this worksheet whenever you want.



## Worksheet activity 1

**Activity title:** Seeing your community with fresh eyes

**With this activity, you are expected to:**

- Analyse community needs using assessment tools

**Tool in use:** this activity uses a community needs assessment tool to help you explore what is working well in your community, what challenges people face and what support or opportunities may be missing. The tool invites you to observe, reflect and identify issues that matter to you and others around you

Complete the following activity 1 steps and make use of the community needs assessment tool when requested to reflect on what your community needs and what could be improved.

### Step 1 – Quick check-in

1-How do you feel about looking at your community more closely right now?

- Curious
- Not sure yet
- Ready to notice what matters

2-When you think about your community, what is one thing you appreciate and one thing you would like to see improved?

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### Step 2 – Using the tool

Tool in use: you are invited to use a simple community needs assessment tool to look at your surroundings, notice local strengths and challenges, and identify one issue that feels important to you

Do the activity:

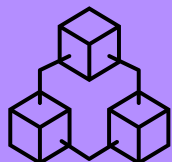
- Read each section of the tool and think about your neighbourhood, school, youth centre or online community
- Tick or note the needs, challenges and resources you notice most
- Choose one issue that stands out to you and write why it matters

Notice your experience:

- Which questions felt easier to answer?
- Which needs or challenges did you notice for the first time?
- Was anything difficult to name or describe?

Capture one takeaway

What is one need, challenge or strength in your community that stood out to you most?



## COMMUNITY NEEDS ASSESSMENT TOOL

### WHAT THIS TOOL IS FOR

This tool helps you look at your community in a more structured way. It can support you to:

- Notice what people around you may need
- Identify challenges that affect daily life
- Recognise strengths, resources and supportive people already present
- Choose one issue that feels meaningful and realistic to explore further

### HOW TO USE IT

- Think about one community you are part of: your neighbourhood, school, youth group, sports club, online group or another space where you feel connected
- Read each area below
- For each one, write short notes, examples or keywords
- You do not need to complete everything perfectly; brief observations are enough
- Focus on what you see, hear, experience or know from real life

### COMMUNITY SCAN

#### STEP 1-People and relationships

Think about:

- Do people feel welcome and included?
- Are there groups who are often left out or ignored?
- Do young people feel heard?
- Is there respect between different ages, cultures or backgrounds?

My notes: \_\_\_\_\_

#### STEP 2-Spaces and opportunities

Think about:

- Are there safe places to meet, learn or spend time?
- Are there youth activities, clubs or volunteering options?
- Are these opportunities easy to access?
- What is missing?

My notes: \_\_\_\_\_

#### STEP 3-Everyday challenges

Think about:

- What problems affect young people here?
- Is there stress, isolation, boredom, discrimination or lack of information?
- Are these barriers linked to money, transport, confidence or digital access?
- Which issues seem more urgent?

My notes: \_\_\_\_\_

#### STEP 4-Existing strengths and resources

Think about:

- What is already helping people?
- Are there supportive adults, organisations, groups or local initiatives?
- Are there spaces, skills or networks that could be used better?
- What already works well?

My notes: \_\_\_\_\_

**CHOOSE ONE PRIORITY ISSUE**

Now choose one issue that feels important and relevant.

The issue I want to focus is: \_\_\_\_\_

Why this issue matters:

\_\_\_\_\_

Who is affected by it?

\_\_\_\_\_

What strengths or resources could help address it?

\_\_\_\_\_

**Step 3 – Linking the tool to real life**

- In which parts of your life did you notice this community issue or need most clearly: in your neighbourhood, school, youth group, online spaces or another place?
- Who seems most affected by this issue, and how does it shape people's daily lives or sense of belonging?
- Have you ever seen someone taking action around a similar issue, or can you imagine one small community-based response that could make a difference?

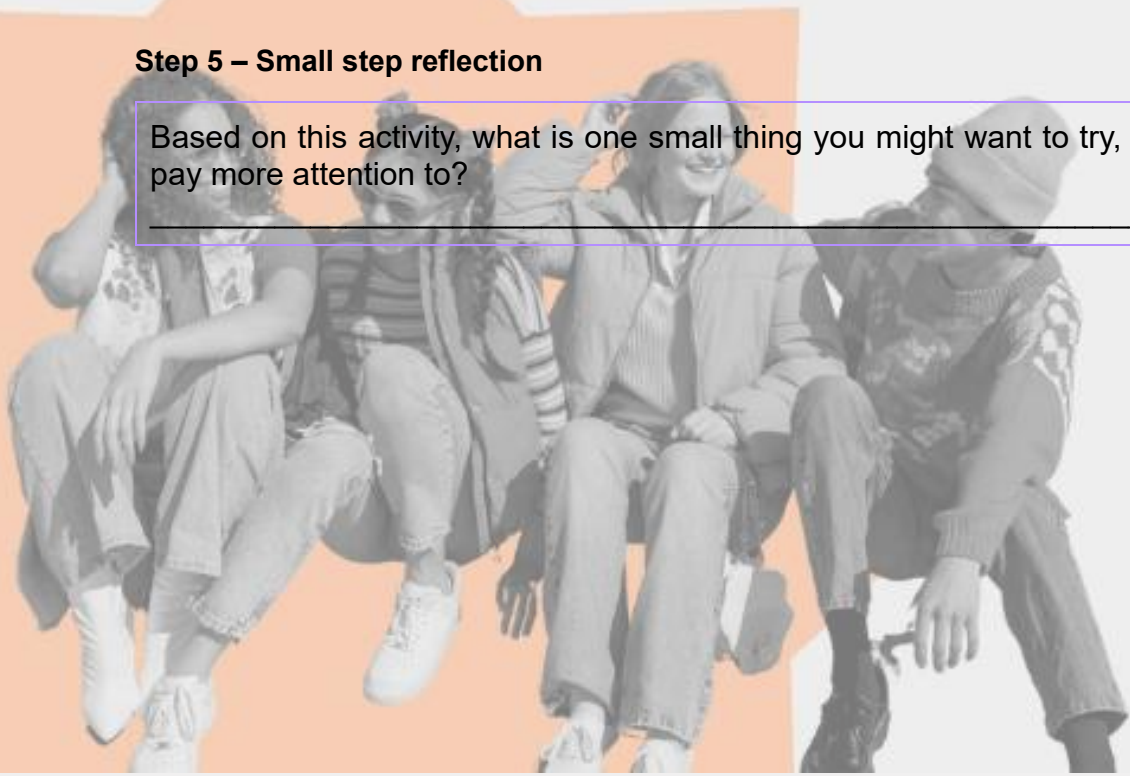
**Step 4 – Responsibility and choice**

- You can choose to notice, listen and name what matters to you, even if you cannot fix the whole problem on your own
- Some things are within your control, such as sharing your perspective, asking questions, joining others or taking one small action
- Some things are outside your control, such as bigger policies or decisions made by institutions, and it is ok to start with what feels realistic

**Step 5 – Small step reflection**

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

\_\_\_\_\_



## Worksheet activity 2

□ **Activity title:** From idea to community action

□ **With this activity, you are expected to:**

- Plan and organise small-scale community of civic initiatives
- Develop a sense of belonging and connection with own community

□ **Tool in use:** this activity uses project planning and management guides to help you turn a community concern into a simple, realistic action plan. The tool invites you to choose one issue, define a small goal and think through the people, steps and support needed to make action possible

Complete the following activity 2 steps and make use of the project planning and management guide tool when requested to reflect on how a small community idea can be organised in a realistic way.

### Step 1 – Quick check-in

1-How do you feel about planning a small community action right now?

- Motivated to try
- Interested but unsure where to start
- More comfortable thinking about it step by step

2-If you could improve one small thing in your community, what would you choose?

---

### Step 2 – Using the tool

Tool in use: you are invited to use a simple project planning guide to shape one community idea into a small and realistic plan. You do not need a perfect project. The goal is to organise one idea clearly enough that it could be tested in real life

Do the activity:

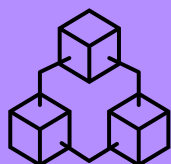
- Choose one community issue or need you would like to respond to
- Fill in the planning guide by writing a small goal, who the action is for and 3-5 practical steps
- Identify what support, space, materials or people might help you carry it out

Notice your experience:

- What is easy or difficult to turn your idea into clear steps?
- Which part of planning felt most useful: choosing the goal, thinking about people involved or organising the steps?
- Did the activity make the idea feel more realistic, or did new questions come up?

Capture one takeaway

What is one thing you realised while planning your community idea?



## PROJECT PLANNING AND MANAGEMENT GUIDE

### WHAT THIS TOOL IS FOR

This tool helps you organise a community idea into a simple plan. It can support you to:

- Move from noticing a problem to planning a response
- Keep your idea realistic and manageable
- Think about who the action is for and why it matters
- Break a big idea into small steps
- Identify support, roles and resources

### HOW TO USE IT

- Start with one issue that matters to you (it can be the same from worksheet 1)
- Keep your plan small and realistic
- Focus on one action, not on solving everything
- Write short answers; keywords are enough
- You can work on this alone or with others

### PROJECT PLANNING GUIDE

#### STEP 1-What is the issue?

Write one short sentence about the community issue or need. Example: young people in my area do not know what free local activities exist.

My issue: \_\_\_\_\_

#### STEP 2-What is the small goal?

What would you like to improve, change or make visible? Example: create and share a simple list of free youth activities in my area.

My small goal: \_\_\_\_\_

#### STEP 3-Who is this for?

Who would benefit from this action?

- Young people
- Families
- My school or youth group
- Local residents
- Another group: \_\_\_\_\_

#### STEP 4-What action could you take?

Choose one small action:

- Share information
- Organise a discussion
- Create a poster or online post
- Ask people what they need
- Set up a small event or activity
- Another action: \_\_\_\_\_

#### STEP 5-What are the main steps?

Write 3-5 short steps:

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**STEP 6-Who could support this?**

Think about people, groups or places that could help.

- Friends or peers
- Youth worker
- Teacher or school staff
- Local organisation
- Community group
- Online community page
- Other: \_\_\_\_\_

**STEP 7-What do you need?**

Tick or write what might help:

- Time
- Information
- Permission
- Space
- Materials
- Internet or digital tools
- Help from others
- Other: \_\_\_\_\_

**STEP 8-What could get in the way?**

Think realistically about possible barriers.

- Low confidence
- Lack of support
- Not enough time
- Not knowing where to start
- Limited resources
- Difficulty reaching people
- Other: \_\_\_\_\_

**STEP 9-What is one realistic first move?**

Choose one first step you could actually take.

My first move: \_\_\_\_\_

**Step 3 – Linking the tool to real life**

- When people in your community want to improve something, what usually helps an idea move from taking to doing?
- In real life, what makes it easier or harder for young people to take part in a community activity or initiative?
- Thinking about your own plan, what would help people feel welcome, included and interested in joining?

**Step 4 – Responsibility and choice**

- You can choose an action that matches your energy, time and confidence; small actions still count
- You are responsible for your contribution, but not for controlling how everyone else responds
- If the idea feels too big, you can scale it down, ask for support or focus on one first step instead of the whole plan

**Step 5 – Small step reflection**

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

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### Worksheet activity 3

**Activity title:** Finding support for your community idea

**With this activity, you are expected to:**

- Mobilise resources and apply basic fundraising strategies

**Tool in use:** this activity uses a fundraising and resource mobilisation tutorial to help you identify what your idea needs and where support could come from. The tool invites you to think beyond money only and explore people, spaces, materials, skills, partnerships and small fundraising options that could help a community action happen

Complete the following activity 3 steps and make use of the fundraising and resource mobilisation tutorial tool when requested to reflect on what kind of support your idea needs and how you could realistically look for it.

#### Step 1 – Quick check-in

1-How do you feel about asking for support for a community idea?

- I feel ready to try
- I feel unsure but open
- I feel a little bit uncomfortable with it

2-What feels harder for you right now: knowing what you need, asking for help or believing people might support your idea?

---

#### Step 2 – Using the tool

Tool in use: you are invited to use a simple resource mobilisation tool to map what your idea needs, what you already have and what kind of support you could ask for. The goal is to build a realistic support plan, not a perfect one

Do the activity:

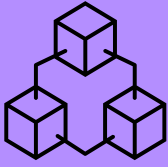
- Think of one small community idea or action you want to support (it can be the same from worksheet 2)
- Use the tool to list what you need, what is already available and what is still missing
- Choose one or two realistic ways to look for support, resources or small-scale funding

Notice your experience:

- Was it easier to think about money, materials, people or practical help?
- Did you realise you already had more resources than you first thought?
- Which type of support feels easiest or hardest to ask for?

Capture one takeaway

What is one useful source of support you identified through this activity?



## FUNDRAISING AND RESOURCE MOBILISATION TUTORIAL

### WHAT THIS TOOL IS FOR

This tool helps you think about what a community idea needs so as to happen. It can support you to:

- Identify the resources needed for a small action
- See what is already available around you
- Recognise that support can be money, time, skills, space, materials or visibility
- Choose realistic ways to ask for help
- Take a first step towards making your idea possible

### IMPORTANT REMINDER

Fundraising is not only about asking for money. Community ideas can also grow through borrowed spaces, donated materials, volunteers' time, support from local groups, help with promotion, advice or mentoring, and access to networks or contacts.

### HOW TO USE IT

- Start with one small community action (it can be the same from worksheet 2)
- List what you need in simple terms
- Separate what you already have from what is missing
- Think realistically about who or what could help
- Focus on one or two next steps

### RESOURCE MAPPING GUIDE

#### STEP 1-What is your idea?

Write the action or activity you want to support.

My idea: \_\_\_\_\_

#### STEP 2-What do you need?

Tick or add what could help make it happen:

- Time
- People to help
- Materials
- Space
- Information
- Permission
- Internet or digital tools
- Transport
- Small budget
- Promotion or visibility
- Other: \_\_\_\_\_

#### STEP 3-What do you already have?

Think about existing strengths or support:

- My time or energy
- A friend or group willing to help
- A youth worker or teacher

- A place to meet
- Access to social media
- Some materials already available
- Local contacts
- Other: \_\_\_\_\_

**STEP 4-What is still missing?**

Write the main gaps.

What is still missing: \_\_\_\_\_

**STEP 5-Where could support come from?**

Tick any realistic source:

- Friends or peers
- Family members
- Youth workers
- School or training centre
- Local association or NGO
- Community centre
- Local business
- Online supporters
- Municipality or local service
- Donation box or small fundraiser
- Other: \_\_\_\_\_

**STEP 6-What kind of support could you ask for?**

Write one or two examples.

I could ask for: \_\_\_\_\_

**STEP 7-How could you ask?**

Choose a simple approach:

- A short face-to-face conversation
- A text or email
- A social media post
- A poster or message in a local group
- Asking through someone I trust
- Another way: \_\_\_\_\_

**STEP 8-Keep your request clear**

A useful request usually explains what the idea is, why it matters, what kind of help is needed and how the support would be used.

My simple request draft: \_\_\_\_\_

**STEP 9-Choose one first step**

Pick one realistic action:

- Make a short list of what I need
- Speak to one trusted person
- Ask one local group for support
- Write a short message asking for help
- Look for free or low-cost resources nearby
- Another first step: \_\_\_\_\_

**Step 3 – Linking the tool to real life**

- Think about a time when you or someone around you wanted to organise something. What kind of help was needed to make it possible?
- In your experience, what makes people more willing to help: feeling trusted, understanding the idea clearly, knowing what is needed or feeling connected to the cause?
- Have you seen people support an idea in ways other than money, such as giving time, sharing materials, offering a space, using their skills or helping spread the word?

#### **Step 4 – Responsibility and choice**

- You can choose what kind of support feels realistic to ask for, and you do not need to ask everyone at once
- You are responsible for being clear and respectful in your request, but not for controlling how others respond
- If asking for support feels too big, you can begin by identifying what you already have and starting with one trusted person or small request

#### **Step 5 – Small step reflection**

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

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## Worksheet activity 4

**Activity title:** Working together and taking the lead

**With this activity, you are expected to:**

- Collaborate effectively within a group and demonstrate leadership skills
- Demonstrate empathy, cooperation and respect for diversity

**Tool in use:** this activity uses a leadership and teamwork skills-building exercise to help you reflect on how people work together in community action. The tool invites you to notice group roles, communication styles, shared responsibility and ways to include different perspectives while working towards a common goal

Complete the following activity 4 steps and make use of the leadership and teamwork skills-building exercise tool when requested to reflect on how you work with others and how leadership can be shared in a respectful and inclusive way.

### Step 1 – Quick check-in

1-How do you usually feel when working with other people on a shared task or idea?

- Comfortable and involved
- Interested, but sometime unsure of my role
- More comfortable when expectations are clear

2-When you work in a group, what helps you feel respected, included or able to participate?

---

### Step 2 – Using the tool

Tool in use: you are invited to use a simple leadership and teamwork exercise to explore how a group can work together around a community idea. The goal is to notice how roles, listening, communication and shared decisions can affect the experience of everyone involved

Do the activity:

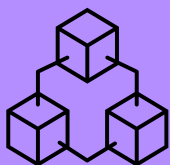
- Think about a small community activity that would involve more than one person (if applicable, it can be the same as worksheet 3)
- Use the tool to identify possible group roles, ways of communicating and how decisions could be shared
- Reflect on what helps a group feel respectful, organised and welcoming for different people

Notice your experience:

- Which group role felt more natural to you: organising, listening, encouraging, speaking up, solving problems or something else?
- Did the exercise make you feel differently about leadership in a group?
- What seems most important for helping people feel included and heard?

Capture one takeaway

What is one thing you noticed about how you work with others in a group?



## LEADERSHIP AND TEAMWORK SKILLS-BUILDING EXERCISE

### WHAT THIS TOOL IS FOR

This tool helps you think about how people can work together effectively in a community setting. It can support you to:

- Recognise different roles people may take in a group
- Understand that leadership can mean guiding, listening, encouraging and helping others participate
- Reflect on how communication affects cooperation
- Identify attitudes that build trust, respect and inclusion
- Notice how diversity can strengthen a group

### IMPORTANT REMINDER

Good teamwork does not mean everyone is the same. A strong group can include people who speak a lot, speak less but observe carefully, organise tasks, bring ideas, encourage others, ask useful questions, and help solve problems. Leadership can be shared. One person does not need to do everything.

### HOW TO USE IT

- Think about a real (if applicable, it can be the same as worksheet 3) or imagined group activity
- Read the reflection points below, tick, circle or write short notes, focusing on what helps people work well together

### LEADERSHIP AND TEAMWORK REFLECTION GUIDE

EXERCISE 1-Think about a group situation.

This could be planning a local activity, helping organise a youth event or preparing an awareness action.

The group situation I am thinking about is: \_\_\_\_\_

EXERCISE 2-What roles might be needed?

Tick any that seem useful:

- Someone to organise steps
- Someone to listen and check how people feel
- Someone to bring ideas
- Someone to explain clearly
- Someone to keep the group focused
- Someone to notice if people are left out
- Someone to help solve problems
- Other: \_\_\_\_\_

EXERCISE 3-Which role feels most natural to you?

- Organising
- Encouraging others

- Listening
- Sharing ideas
- Helping with decisions
- Solving problems
- I am not sure yet
- Other: \_\_\_\_\_

Why does this role feel close to me:

---

#### EXERCISE 4-What helps a group work well?

Tick what matters most:

- Clear communication
- Listening without interrupting
- Shared responsibility
- Respect for different opinions
- Fair turn-taking
- Clear goals
- Openness to different backgrounds and experiences
- Support when someone feels less confident
- Other: \_\_\_\_\_

#### EXERCISE 5-What can make group work harder?

- One person doing everything
- Not listening to each other
- Judging people too quickly
- Unclear roles
- Excluding some voices
- Poor communication
- Conflict left unresolved
- Different levels of confidence
- Other: \_\_\_\_\_

#### EXERCISE 6-Inclusion check

Think about the group you imagined.

Who might feel confident speaking?

---

Who might find it harder to join in?

---

What could help more people feel welcome?

---

#### EXERCISE 7-Shared leadership

Leadership in a group can include helping the group stay focused, making sure others are heard, supporting participation, helping solve problems calmly or keeping the group respectful.

One leadership action I could take is: \_\_\_\_\_

### Step 3 – Linking the tool to real life

- Think about a time when you were part of a group at school, in a youth activity, online or in your neighbourhood. What helped you feel included, listened to or taken seriously?
- Can you remember a situation where group work felt difficult or unfair? What was happening, and how did people's behaviour affect the atmosphere?
- When someone takes the lead in a group, what makes you feel supported and respected instead of pushed aside or controlled?

#### **Step 4 – Responsibility and choice**

- You can choose how to contribute to a group, and your role does not have to look the same as someone else's
- You are responsible for how you listen, speak and treat others, even when you do not control the whole group dynamic
- If group work feels difficult, you can start by focusing on one action within your control, such as listening carefully, making space for someone else or being clear about your role

#### **Step 5 – Small step reflection**

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

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## Worksheet activity 5

**Activity title:** Finding your place to take part

**With this activity, you are expected to:**

- Participate actively in volunteering or civic actions
- See his/herself as capable contributor and agent of change
- Adopt an active and engaged attitude towards social and community issues

**Tool in use:** this activity uses a civic engagement and volunteering opportunities database to help you explore ways of getting involved in causes, groups or actions that matter to you. The tool invites you to search for opportunities, compare options and reflect on what feels realistic, meaningful and safe for you at this stage

Complete the following activity 5 steps and make use of the civic engagement and volunteering opportunities database explorer tool when requested to reflect on how you could connect with causes, groups or opportunities for participation.

### Step 1 – Quick check-in

1-How do you feel about looking for ways to get involved in a cause or activity?

- Curious and open to explore
- Interested, but not sure what fits me
- More comfortable starting with small options

2-What kind of issue, cause or activity would you be most interested in supporting right now?

---

### Step 2 – Using the tool

Tool in use: you are invited to use a civic engagement and volunteering opportunities database to look for real opportunities that match your interests, location, availability and comfort level. The goal is to explore what exists, compare a few options and notice which ones feel realistic and safe for you

Do the activity:

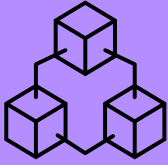
- Access one or two databases, platforms or websites that list volunteering, civic engagement or community participation opportunities
- Search for opportunities using keywords linked to your interests, such as environment, youth participation, solidarity, arts, mental health or inclusion
- Choose 2 or 3 opportunities and note what they involve, where they take place, who can join and how to get involved

Notice your experience:

- Was it easy or difficult to find opportunities that felt relevant to you?
- Did any opportunity seem more welcoming, realistic or interesting than you expected?
- Was anything unclear, too demanding or difficult to access?

Capture one takeaway

What is one opportunity you found that you would like to remember or explore further?



## **CIVIC ENGAGEMENT AND VOLUNTEERING OPPORTUNITIES DATABASE EXPLORER**

### **WHAT THIS TOOL IS FOR**

This tool helps you explore different ways of taking part in community or civic life. It can support you to:

- Discover causes, groups or actions that match your interests
- See that participation can happen in different ways and at different levels
- Compare opportunities before deciding anything
- Identify options that feel realistic, safe and meaningful
- Take a first step towards community involvement

### **IMPORTANT REMINDER**

Taking part does not always mean making a big commitment. Participation can include joining a one-time activity, helping at a local event, supporting an awareness campaign, volunteering a few hours, contributing online, helping spread useful information, attending a meeting or discussion, or supporting a cause in a small but consistent way.

### **HOW TO USE IT**

- Look for causes or activities that interest you
- Focus on what feels relevant to your life right now
- Compare a few options before choosing one
- Pay attention to what the activity involves, where it happens and what support is available
- You do not need to decide immediately

### **OPPORTUNITY EXPLORATION GUIDE**

**STEP 1-What kind of cause or issue interests you?**

Tick any that matter to you:

- Youth participation
- Mental health and well-being
- Environment
- Inclusion and diversity
- Education
- Anti-discrimination
- Community support or solidarity
- Arts, culture or sports
- Digital awareness or media literacy
- Other: \_\_\_\_\_

**STEP 2-What kind of participation feels most comfortable?**

- One-time activity
- Short-term volunteering

- Ongoing involvement
- Online support or digital participation
- Group activity
- Individual contribution
- I am still exploring

**STEP 3-What do you need in order to take part?**

- Clear information
- A welcoming group
- Flexible timing
- Nearby location
- Online option
- Support from a trusted person
- Low-cost or free access
- Other: \_\_\_\_\_

**STEP 4-Search for 2 or 3 opportunities**

Use one or two databases, websites or platforms to look for opportunities linked to your interests. You can search using words such as youth, volunteering, environment, inclusion, arts, solidarity, local action, online participation or community support.

For each one, note:

Option 1: \_\_\_\_\_  
Where did you find it? \_\_\_\_\_  
What is it about? \_\_\_\_\_  
What would I do? \_\_\_\_\_  
What makes it interesting? \_\_\_\_\_  
What might make it difficult? \_\_\_\_\_

Option 2: \_\_\_\_\_  
Where did you find it? \_\_\_\_\_  
What is it about? \_\_\_\_\_  
What would I do? \_\_\_\_\_  
What makes it interesting? \_\_\_\_\_  
What might make it difficult? \_\_\_\_\_

Option 3: \_\_\_\_\_  
Where did you find it? \_\_\_\_\_  
What is it about? \_\_\_\_\_  
What would I do? \_\_\_\_\_  
What makes it interesting? \_\_\_\_\_  
What might make it difficult? \_\_\_\_\_

**STEP 5-Which option feels most realistic right now?**

The option that feels most realistic for me is: \_\_\_\_\_  
Why it feels realistic: \_\_\_\_\_

**STEP 6-What would help you take one step closer?**

- More information
- Asking someone about it
- Going with another person
- Contacting the organisation
- Saving the option for later
- Learning more before deciding

□ Other: \_\_\_\_\_

### Step 3 – Linking the tool to real life

- When you looked at real opportunities, which ones felt closest to your current life, interests or energy levels?
- What made some opportunities feel easier to imagine yourself joining than others?
- What do you think young people need in order to feel that a volunteering or civic opportunity is truly open and accessible to them?

### Step 4 – Responsibility and choice

- You can decide which opportunities feel realistic for you right now, based on your time, energy, location and what kind of involvement feels manageable
- You are responsible for reading the information carefully and noticing whether an activity feels safe, inclusive and clear, but you do not need to force yourself to apply or join immediately
- If you are unsure, a first step can simply be to keep exploring, save one option, or ask someone you trust to look at it with you

### Step 5 – Small step reflection

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

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## Worksheet activity 6

□ **Activity title:** Using your voice online for a cause

□ **With this activity, you are expected to:**

- Use digital platforms responsibly to raise awareness or support causes
- Value civic participation and social responsibility
- Adopt an active and engaged attitude towards social and community issues

□ **Tool in use:** this activity uses a social media activism and digital campaigning guide to help you think about how online platforms can be used to support causes in a responsible, respectful and effective way. The tool invites you to reflect on messages, audiences, tone, safety and the difference between posting something and creating meaningful engagement

Complete the following activity 6 steps and make use of the social media activism and digital campaigning guide tool when requested to reflect on how digital platforms can be used to support a cause in a thoughtful and responsible way.

### Step 1 – Quick check-in

1-How do you feel about using social media or digital platforms to speak about an issue that matters to you?

- Interested and comfortable
- Curious, but not fully sure how
- Cautious and wanting to think it through

2-Is there a cause, issue or message you would be willing to support online? Why this one?

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### Step 2 – Using the tool

Tool in use: you are invited to use a social media activism and digital campaigning guide to think through how one message, post or small digital action could support a cause you care about. The goal is not to become an expert campaigner, but to make one online action more clear, responsible and meaningful

Do the activity:

- Choose one cause, issue or message you would like to support online
- Use the guide to think about your purpose, who you want to reach and what kind of digital action fits best
- Draft one simple online action, such as a post idea, short message, story concept, awareness caption or call to action

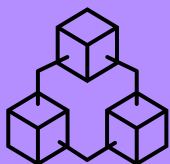
Notice your experience:

- Was it easy or difficult to turn your idea into a clear message?
- Did thinking about audience, tone or safety change the way you wanted to communicate?

- What helped you feel that your digital action could be responsible as well as meaningful?

Capture one takeaway

What is one thing you realised about using digital platforms to support a cause?



## SOCIAL MEDIA ACTIVISM AND DIGITAL CAMPAIGNING GUIDE

### WHAT THIS TOOL IS FOR

This tool helps you think about how digital platforms can be used to raise awareness, share information or support a cause in a responsible way. It can support you to:

- Choose a cause or issue you want to speak about
- Clarify what you want your message to do
- Think about who you want to reach
- Choose a suitable digital format
- Create content that is respectful, clear and safe
- Reflect on how online action can connect to real community issues

### IMPORTANT REMINDER

Posting online can be powerful, but it also has responsibilities. Responsible digital engagement includes:

- Sharing accurate and respectful information
- Avoiding harmful language or misinformation
- Thinking about privacy and consent
- Being aware of how messages may affect others
- Choosing actions that fit your values and your safety
- Understanding that online awareness is stronger when it connects to real needs or actions

### HOW TO USE IT

- Start with one cause, issue or message that matters to you
- Keep your message simple and focused
- Think about what you want people to understand, feel or do
- Choose a format that feels realistic for you
- Reflect before posting or sharing
- You do not need to publish anything if you are not ready

### DIGITAL ACTION PLANNING GUIDE

STEP 1-What issue or cause do you want to support?

Write one topic that matters to you.

My issue or cause: \_\_\_\_\_

STEP 2-Why does this matter to you?

Write a few words or a short sentence: \_\_\_\_\_

STEP 3-What is the purpose of your message?

- Raise awareness

- Share useful information
- Encourage people to take part
- Support a local action or cause
- Challenge stereotypes or harmful ideas
- Show solidarity
- Other: \_\_\_\_\_

**STEP 4-Who do you want to reach?**

- Friends or peers
- Other young people
- My local community
- A group online
- People who may not know about the issue
- Another audience: \_\_\_\_\_

**STEP 5-What kind of digital action could you take?**

- A social media post
- A story or short video
- A visual or poster for sharing online
- A short awareness caption
- Sharing a useful opportunity, event or resource
- A call to action
- Other: \_\_\_\_\_

**STEP 6-What do you want your message to say?**

Write the key idea in one or two sentences: \_\_\_\_\_

**STEP 7-Before sharing, check:**

- Is the message clear?
- Is it respectful?
- Is the information accurate?
- Does it avoid harmful stereotypes or blame?
- Am I comfortable sharing this?
- Does it protect my privacy and the privacy of others?
- Would I still feel okay if others responded to it?

**STEP 8-What kind of response do you hope for?**

- People understand the issue better
- People reflect or start a conversation
- People share the message
- People join an activity or cause
- People access support or useful information
- Other: \_\_\_\_\_

**STEP 9-Draft your digital action**

Post / caption / message idea: \_\_\_\_\_

**STEP 10-Decide your next step**

- Keep the idea for later
- Edit it more
- Ask someone I trust for feedback
- Share it with a small group first
- Post or publish it

- Use it as inspiration for another action

### Step 3 – Linking the tool to real life

- Think about what you usually see online about social or community issues. What kinds of posts make you stop, pay attention or care?
- Have you ever seen online content about a cause that felt respectful and useful, or content that felt confusing, aggressive or unfair? What made the difference?
- In your own life, when would using a digital platform feel like a meaningful way to support a cause, and when might another kind of action make more sense?

### Step 4 – Responsibility and choice

- You can choose how visible or active you want to be online; supporting a cause does not mean sharing everything publicly
- You are responsible for checking what you share, how you say it and whether it respects both your safety and the dignity of others
- If posting feels too big, a first step can be saving a message draft, sharing useful information privately, asking for feedback or supporting an existing campaign in a smaller way

### Step 5 – Small step reflection

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

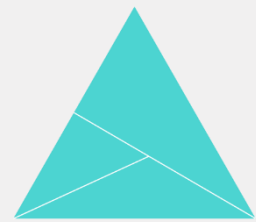
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# YOUTH ROUTE



FORUM-CITOYENS-BURGERS ASBL



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