Co-funded by
the European Union

EASY

BOOTCAMP DOSSIER

Emerging
Advanced
Skills
Youth

MAISON DE L'EUROPE DES LANDES WIPSEE ACCELERAS EPeKa TAVOEUROPA Institutul Bucovina iasis

CONTENT

- What the EASY – Emerging Advanced Skills Youth project is? 3
- EASY - emerging skills for the labour market 4
- Why a transnational bootcamp? 5
- Transnational experience 6
- Bootcamp dossier 7
- Analytical thinking 15
- Active learning strategies 17
- Complex problem-solving 19
- Critical analysis 21
- Creativity & initiative 23
- Leadership and social influence 25
- Technology Exploitation 27
- Technology design & programming 29
- Resilience & flexibility 31
- Reasoning, problem-solving and ideation 33
- Outdoor 35
- Feedback 37
- Key words of easy transnational Bootcamp 39
- Overall impact of the Bootcamp 40
- How to replicate this Bootcamp 41
- Appendix 44

WHAT THE EASY – EMERGING ADVANCED SKILLS YOUTH PROJECT IS?

EASY – Emerging Advanced Skills Youth is a European cooperation Erasmus+ project aimed at strengthening the capacity of young people to respond to the demands of a rapidly evolving labour market. The project addresses the growing need for advanced and emerging skills that go beyond formal qualifications and are increasingly required in professional, social, and civic life.



At the core of the project is an online learning platform offering modular, accessible learning content focused on key competences such as analytical thinking, creativity, problem-solving, digital literacy, collaboration, and adaptability. These online courses are designed for both young people and youth workers, supporting flexible learning pathways and encouraging self-directed development.



EASY promotes a learning approach that combines knowledge acquisition with reflection and practical relevance, ensuring that skills development is closely connected to real-life contexts.



EASY - EMERGING SKILLS FOR THE LABOUR MARKET

The focus on emerging skills within the EASY project responds to concrete challenges faced by young people across Europe. Employers and organisations increasingly value transversal competences such as critical thinking, initiative, teamwork, and the ability to navigate complexity and change. However, opportunities to actively practice and apply these skills remain limited within traditional education systems.

EASY bridges this gap by creating learning pathways that move from online exploration to practical application. The online modules provide a shared conceptual foundation, while transnational learning activities offer space for experimentation, collaboration, and deeper understanding. Within this framework, the EASY Transnational Bootcamp represents a key moment where learning becomes tangible, social, and experience-based.

WHY A TRANSNATIONAL BOOTCAMP?



The EASY Transnational Bootcamp was designed as a key learning activity that complements the online learning process. While the platform supports individual learning, the Bootcamp created a structured, face-to-face environment where participants could practice emerging skills through teamwork, hands-on workshops, and guided reflection.



Its main purpose was to support young people in applying what they learn in a real setting: working with others, responding to challenges, taking initiative, and developing confidence. The Bootcamp therefore translated learning content into experience-based learning and strengthened the social and practical dimensions of skills development.

TRANSNATIONAL EXPERIENCE

We worked with a mixed international group of 35 young people aged 16–29 from the six EASY partner countries: France, Austria, Romania, Lithuania, Greece, and Slovenia. The diversity of the group was part of the learning design.



Participants included students as well as young people in NEET situations (not in education, employment, or training), who often benefit most from structured guidance, encouragement, and learning-by-doing approaches. Bringing different backgrounds into the same room created richer discussions, stronger teamwork, and a more inclusive experience.



Because the Bootcamp was transnational, participants practiced collaboration across languages and cultures – exactly the kind of reality many young people will face in study, work, and mobility contexts across Europe.

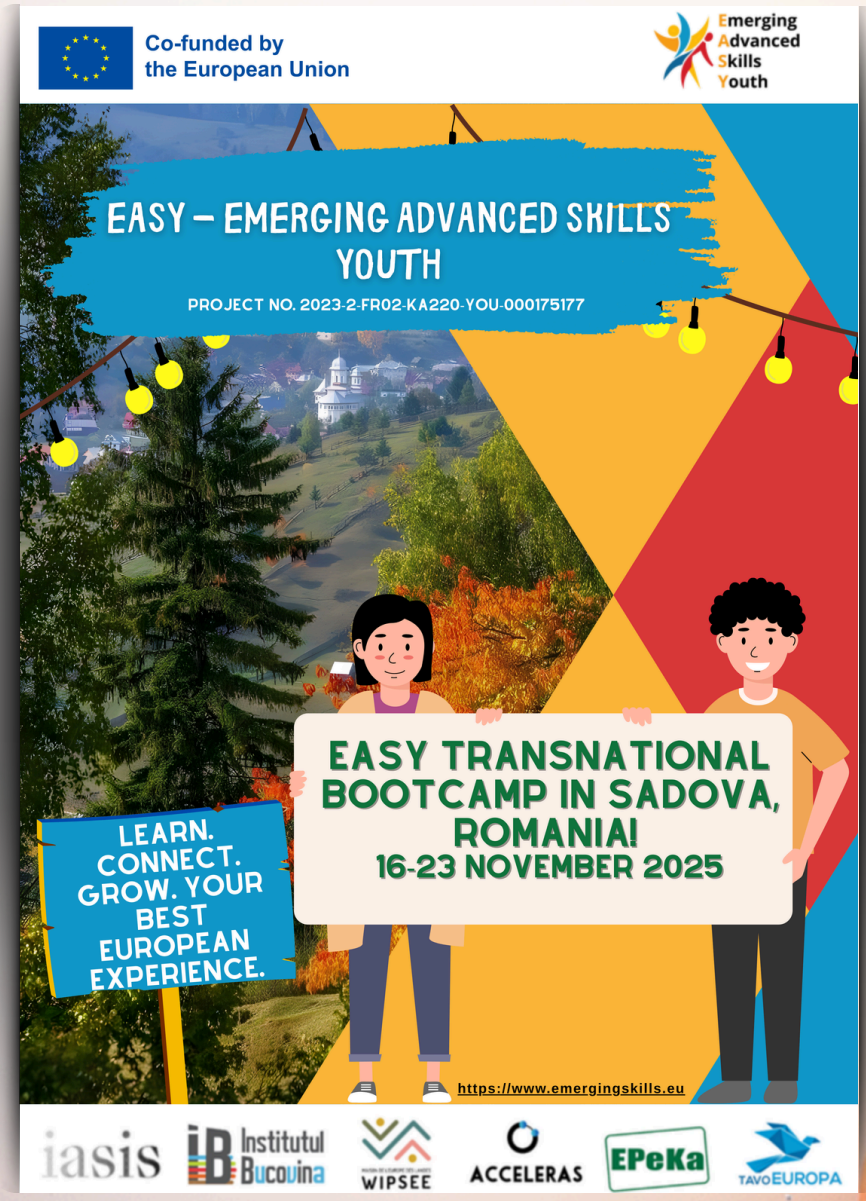


BOOTCAMP DOSSIER

This Bootcamp Dossier is designed as a best-practice resource that can be used by young people, youth workers, and organisations who want to deliver a similar skills-focused Bootcamp. It aims to be practical and transferable: it explains the learning logic behind the programme and offers examples of activities, reflections, and outcomes that can inspire replication in different contexts.

The dossier was developed together with participants. Throughout the Bootcamp, we collected daily feedback, short reflections, and quotes directly from young people, alongside photos and workshop outputs produced during activities. We also held two dedicated reflection sessions focused on the dossier itself, where we explained its purpose and invited participants to contribute inputs on what should be included and how the learning experience could be documented in a meaningful way.

In addition, the final evaluation and overall feedback were integrated to reflect the perceived impact of the Bootcamp and to support future improvements. For those who wish to implement the workshops, the Appendix at the end of this document includes ready-to-use materials, templates, and resources aligned with the skills covered during the Bootcamp.



The Bootcamp followed a simple structure that can be reused: each day focused on one, two or three key emerging skills, explored through practical workshops, teamwork exercises, and short reflection moments. What made it effective was the balance between action and reflection – participants did the activities first, then discussed what the skill means and how to apply it beyond the Bootcamp.

To make learning feel real, we also included practical tasks and culturally meaningful visits, using them as opportunities to observe, reflect, and connect skills (like communication, initiative, and teamwork) to real-life situations. The result was an experience that felt engaging and memorable, while still keeping a clear learning purpose.

The EASY Transnational Bootcamp took place over six intensive days, combining practical workshops with cultural activities and shared experiences. Throughout the programme, participants explored the 10 emerging skills through a logical progression, with skills intentionally paired to reinforce each other and support a clear learning pathway from exploration to application and reflection. The structure is also flexible and can be adapted – workshops can be rearranged or combined differently depending on local needs, group profile, or programme focus, while still keeping the same skills-based approach.

Below, we share the agenda used during our Bootcamp, including breaks, cultural visits, and practical moments for teamwork, as well as a short description of each day's focus and the way the skills were combined.

Emerging Advanced Skills Youth

DAILY SCHEDULE

17 NOVEMBER 2025 CONTEXT. CONNECTIONS. CULTURAL PRESENTATIONS. CREATIVITY & INITIATIVE.

09:00-10:00	BREAKFAST
10:00-10:30	PROJECT INTRODUCTION
10:30-12:00	GETTING TO KNOW EACH OTHER I
12:00-13:00	GETTING TO KNOW EACH OTHER II
13:00-14:30	LUNCH
14:30-16:00	**CREATIVITY & INITIATIVE WORKSHOP**
16:00-19:00	PROJECT BRIEF SELF-ORGANISATION & GROUP TIME
19:00-20:00	DINNER
20:00	FREE TIME

18 NOVEMBER 2025 ACTIVE LEARNING STRATEGIES. REASONING, PROBLEM-SOLVING & IDEATION.

08:00-09:00	BREAKFAST
09:00-10:30	**ACTIVE LEARNING STRATEGIES WORKSHOP**
10:30-11:00	FIKA BREAK
11:00-12:30	**REASONING, PROBLEM-SOLVING & IDEATION WORKSHOP**
13:00-14:00	LUNCH
14:00-19:00	TRIP TO PALMA AND SUCEVIȚA
19:00-20:00	DINNER
20:00	FREE TIME

Co-funded by the European Union

20 ani pentru comunitate prin educație continuă
Institutul Bucovina

Emerging Advanced Skills Youth

DAILY SCHEDULE

19 NOVEMBER 2025 TECHNOLOGY LITERACY & TECH DESIGN. TOOL-BASED EXPOSITION.

09:00-10:00	BREAKFAST
10:00-11:30	**TECHNOLOGY LITERACY WORKSHOP**
11:30-12:00	FIKA BREAK
12:00-13:30	**TECHNOLOGY DESIGN WORKSHOP**
13:30-14:30	LUNCH
14:30-15:30	PROJECT BRIEF. TIPS & GUIDELINES. WORLD-CAFE STYLE.
15:30-19:00	TEAMS WORKING TIME & PRESENTATIONS OF END-PRODUCTS.
19:00-20:00	DINNER
20:00	FREE TIME

20 NOVEMBER 2025 COMPLEX PROBLEM-SOLVING & ANALYTICAL THINKING. DOSSIER FEEDBACK I. GLOBAL CHALLENGES

09:00-10:00	BREAKFAST
10:00-12:00	WALK IN SADOVA
12:00-13:00	DOSSIER FEEDBACK FORM FOR FIRST HALF CAMP. NATION TEAMS.
13:00-14:00	LUNCH
14:00-15:30	**COMPLEX PROBLEM-SOLVING WORKSHOP**
15:30-16:00	FIKA BREAK
16:00-17:30	**ANALYTICAL THINKING WORKSHOP**
17:30-19:30	TEAMS WORKING TIME & PRESENTATIONS OF END-PRODUCTS
19:00-20:00	DINNER
20:00	FREE TIME

Co-funded by the European Union

20 ani pentru comunitate prin educație continuă

Institutul Bucovina

Emerging Advanced Skills Youth

DAILY SCHEDULE

21 NOVEMBER 2025 CRITICAL THINKING. RESILIENCE & FLEXIBILITY

09:00-10:00	BREAKFAST
10:00-11:30	**CRITICAL THINKING WORKSHOP**
11:30-12:00	FIKA BREAK
12:00-13:30	**RESILIENCE AND FLEXIBILITY WORKSHOP**
13:30-14:30	LUNCH
14:30-16:00	INNER PORTRAIT WORKSHOP
15:60-19:00	TEAMS WORKING TIME & PRESENTATIONS OF END-PRODUCTS.
19:00-20:00	DINNER
20:00	FREE TIME

22 NOVEMBER 2025 LEADERSHIP & SOCIAL INFLUENCE. DOSSIER FEEDBACK II. FESTIVITY DESIGN

09:00-10:00	BREAKFAST
10:00-11:30	**LEADERSHIP & SOCIAL INFLUENCE WORKSHOP**
11:30-12:00	FIKA BREAK
12:00-13:00	DOSSIER FEEDBACK FORM 2ND HALF CAMP (NATIONAL TEAMS). GENERAL FEEDBACK FORM.
13:00-14:00	LUNCH
14:00-15:00	THE MUSEUM OF WOOD ART
15:00-17:30	**CULTURAL VISIT TO CÂMPULUNG MOLDOVENESC**
17:30-19:00	FINAL PROJECT BRIEF (FESTIVITY DESIGN) | TIPS; GUIDELINES.
19:00-20:00	DINNER
20:00	END OF PROJECT FESTIVITY & CEREMONY AND PARTY

Co-funded by the European Union

20 ani pentru comunitate prin educație continuă

Institutul Bucovina

DAY 1

This opening theme built trust and a shared mindset from the start. Cultural sharing activities demonstrated how diversity powers teamwork. Quick, hands-on tasks encouraged everyone to test ideas and take initiative. Finally, the group mastered roles and timing through project planning and self-organization.



DAY 2

This theme promoted learning by doing and used structured thinking to improve solutions. Active learning was paired with reasoning so participants could immediately apply new techniques to real-world problems. Teams were guided from initial ideas to refined results through analysis and peer discussion. Finally, an outdoor element provided a practical setting for observation and reflection.



DAY 3

This theme connected digital awareness with user-oriented design. Technology literacy promoted critical thinking, while technology design moved participants toward practical solutions. A structured exchange format allowed teams to test assumptions and refine ideas through feedback. Finally, short presentations made the learning visible and shareable.



DAY 4



This theme moved from understanding complex issues to taking actionable steps. Analytical thinking helped teams prioritize tasks and make clearer decisions. A feedback session encouraged reflection on what worked and how to document best practices. Finally, activities linked skills to real-world challenges and culminated in teamwork outputs.

DAY 5



Youth strengthened the ability to stay effective during uncertain or demanding situations. Critical thinking activities focused on evaluating information and challenging assumptions. This foundation supported resilience and flexibility, allowing participants to explore constructive responses to setbacks. Finally, reflection tasks built self-awareness and provided practical takeaways for teamwork and daily life.

DAY 6



This theme connected leadership with responsibility and positive group influence. Practical tasks encouraged initiative, communication, and shared decision-making. A second feedback session helped participants refine their key messages and final outputs. Finally, a practical design project provided a concrete context to coordinate and deliver together, while cultural moments strengthened group cohesion.

ANALYTICAL THINKING

REAL WORLD CONTEXT

Breaking down messy data to find the "why" behind a problem and suggesting a fix.



WHY IT MATTERS?

It is the #1 skill employers want; it's necessary to navigate the massive amounts of info we deal with daily.



BOOTCAMP WORKSHOP ON THIS SKILL

Participants played the Climate Game, a simulation where they had to break down the massive global warming crisis into small, manageable decisions. It's a high-stakes way to practice prioritizing actions based on their impact while managing limited resources.



WORKSHOP LEARNING OUTCOMES

Participants learned to deconstruct "world-sized" problems into actionable steps and prioritize decisions based on real-time data feedback. This built their mental muscles to stay organized even when the stakes are high and the clock is ticking.



2 CONCRETE APPLICATIONS (EXAMPLES)

Auditing their personal monthly spending to find exactly where they can save for a major investment.

Breaking down a team's weekly workflow to identify and cut out "dead time" that kills productivity.



PARTICIPANTS FEEDBACK

"look beyond the most obvious answer, identify hidden variables, and reduce bias by comparing competing possibilities."

"I can minimize my waste and help promote a greener planet and also work together with a group and have a good attitude during that time"



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

ACTIVE LEARNING STRATEGIES

REAL WORLD CONTEXT

Teaching yourself new apps or AI tools without waiting for a formal course.



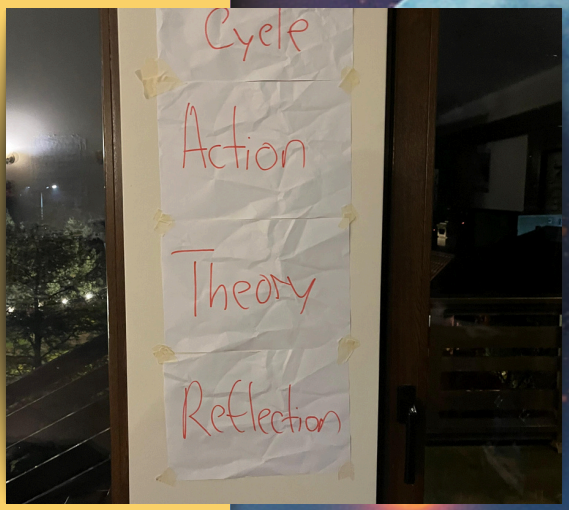
WHY IT MATTERS?

Skills expire faster than ever; being a "forever student" is the only way to stay hireable.



BOOTCAMP WORKSHOP ON THIS SKILL

Through the Marshmallow Challenge, participants prototyped a structure, failed fast, and then used the Kolb Cycle to turn those "oops" moments into a winning strategy. This session proved that the best way to learn is by doing, reflecting, and then trying a better version immediately.



WORKSHOP LEARNING OUTCOMES

We mastered the art of the "fail-fast" loop, using reflections to turn a collapsed structure into a winning design. By the end, participants knew how to coach themselves through any new skill by applying the Kolb learning cycle in real-time.



2 CONCRETE APPLICATIONS (EXAMPLES)

Creating a personalized "Learning Stack" of specialized newsletters and podcasts to stay ahead.

Teaching a new software tool to a colleague to lock in their own understanding.



PARTICIPANTS FEEDBACK

"That collaboration and allocation of responsibilities according to talents help to complete the goals"

"This skill can be applied to creating projects, businesses, and relationships."

Action and reflection complement each other, and we need both to make things happen.

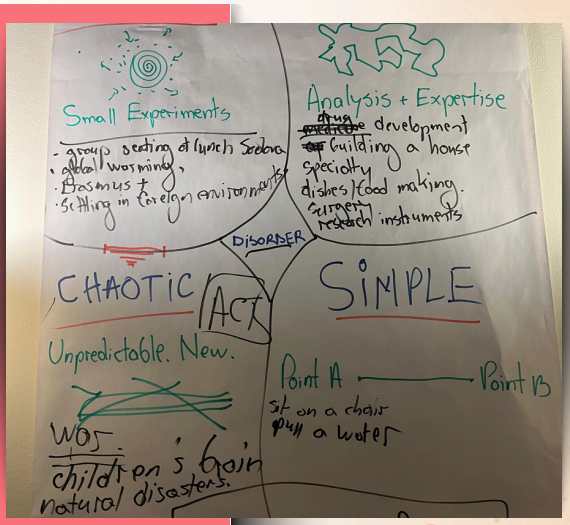


*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

COMPLEX PROBLEM-SOLVING

REAL WORLD CONTEXT

Fixing tricky "human + tech" issues that come without a simple manual and whose answers depend on evolving circumstances



WHY IT MATTERS?

AI can handle the easy stuff; humans are needed for the unique, non-routine challenges.



BOOTCAMP WORKSHOP ON THIS SKILL

We tackled real-world "wicked problems" using the 6 Thinking Hats and the Cynefin Model to navigate chaos. By switching perspectives (hats), participants learned to discover solutions that aren't just linear but actually work in messy, unpredictable contexts.



WORKSHOP LEARNING OUTCOMES

Our youth gained a toolkit of "mental hats" to switch perspectives and navigate everything from simple tasks to total chaos. This workshop ensured they can identify the type of problem they're facing before wasting energy on the wrong solution.



2 CONCRETE APPLICATIONS (EXAMPLES)

Mediating a resource conflict between two teams to keep a high-priority project on track and on budget.

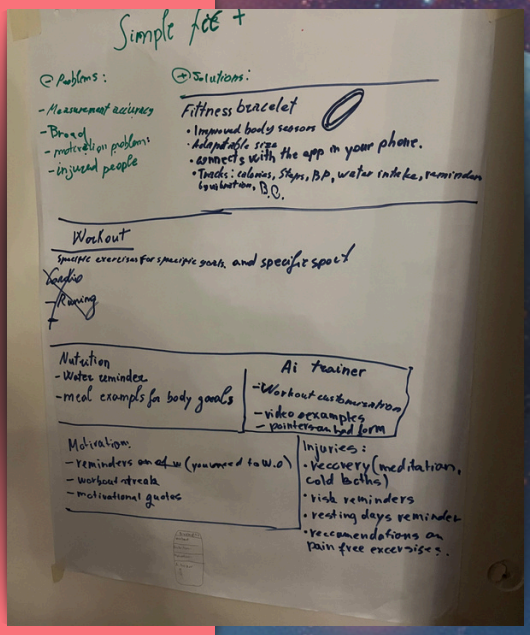
Redesigning a messy customer service process to stop the same complaints from repeating every week.



PARTICIPANTS FEEDBACK

"The differences between the simple, complicated, complex and chaotic problems. "

"Today I learned that solving complex problems often requires looking at the issue from different perspectives before choosing the best solution."

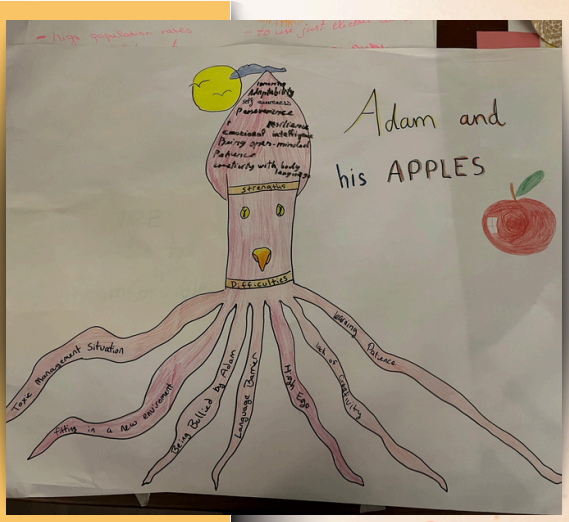


*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

CRITICAL ANALYSIS

REAL WORLD CONTEXT

Fact-checking AI and spotting biases before they ruin a project's strategy.



WHY IT MATTERS?

In an era of AI-generated errors, we are the essential "human filter" for quality and truth.



BOOTCAMP WORKSHOP ON THIS SKILL

This module used a Bias Game and an Empathy Walk to help participants spot the hidden assumptions and social stereotypes that cloud their judgment. They also tested their skepticism with an AI challenge to ensure they aren't just "cognitively lazy" when using tech.



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

WORKSHOP LEARNING OUTCOMES

Our 26 youth walked away with the ability to "fact-check" using their own brain, spotting hidden biases and stereotypes that could derail their professional decisions. It turned them into a high-level skeptic who can see the truth behind surface-level information and AI outputs.



2 CONCRETE APPLICATIONS (EXAMPLES)

Deconstructing a vendor's service contract to find hidden clauses or fees before their company signs it.

Testing a "viral industry trend" against our own team's data to see if it's actually worth our time.



PARTICIPANTS FEEDBACK

"One new thing I learned today about Critical Thinking is the importance of actively questioning underlying assumptions before accepting information as true."
"That we should use less chatgpt and more of our minds"
"Thinking outside the box"



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

CREATIVITY & INITIATIVE

REAL WORLD CONTEXT

Coming up with an original idea for a campaign and starting it without being told.



WHY IT MATTERS?

AI is great at patterns, but it can't match our unique "human spark" for innovation.



BOOTCAMP WORKSHOP ON THIS SKILL

We dived into Emotional Sourcing by drawing with our eyes closed and performing Improv Slides where we had to tell a story from random images. It's designed to kill our "inner critic" so we could think on our feet and take initiative even when things get weird.



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

WORKSHOP LEARNING OUTCOMES

We learned to silence our inner critic and generate "wild" ideas that actually solve problems under pressure. The goal was to make participants the kind of people who take the first step and keep the momentum going when a project gets stuck or goes off-script.



2 CONCRETE APPLICATIONS (EXAMPLES)

Designing a unique visual style for our project reports that makes them impossible for clients to ignore.

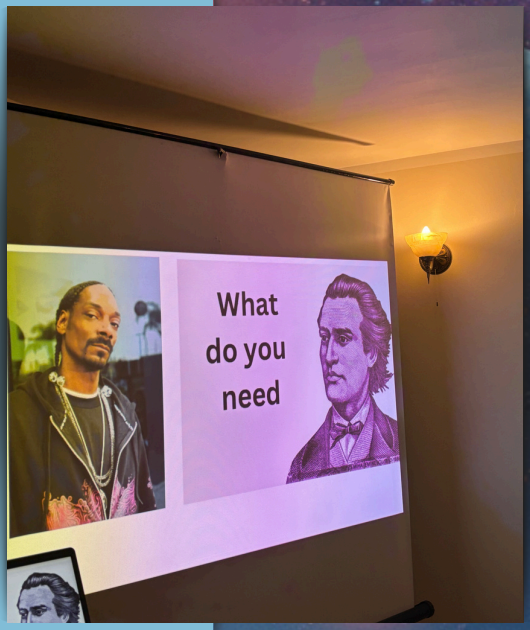
Launching a pilot version of a more efficient filing system for our team without waiting for a formal request.



PARTICIPANTS FEEDBACK

"I learned that when you fail, instead of staying stuck on that failure you should move on."

“This skill is necessary and is applied in every area of life, but especially at school when we have to do projects. In everyday life, it helps you have a more interesting and spontaneous life. ”



*Feedback insights and quotes included in this dossier are taken directly from participants’ responses.

LEADERSHIP AND SOCIAL INFLUENCE

REAL WORLD CONTEXT

Motivating our teammates to stay on track, even if we aren't the official boss.



WHY IT MATTERS?

Modern work is collaborative; the ability to move and inspire people is a career superpower.



BOOTCAMP WORKSHOP ON THIS SKILL

Through Active Listening Roleplays and influence stories, we discovered that leadership is about empathy and presence, not just being the boss. We practiced the Federate → Listen → Lead cycle to see how we can move a team toward a shared goal without using force.



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

WORKSHOP LEARNING OUTCOMES

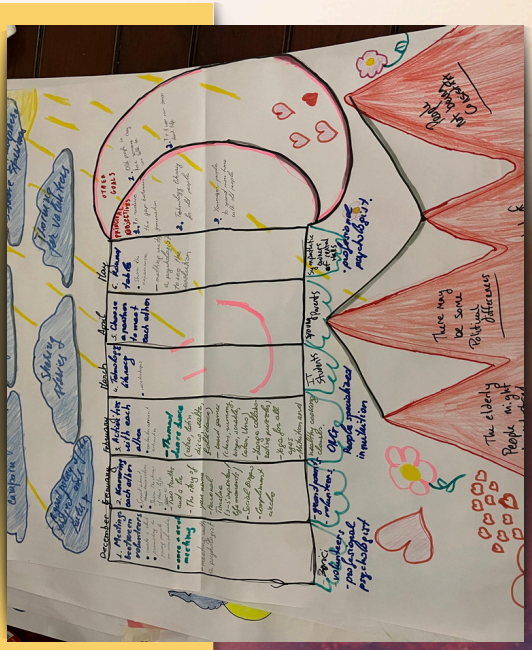
We developed the "invisible" leadership skills of active listening and presence that make people actually want to follow our lead. Participants left knowing how to steer a group's direction by building trust rather than just relying on a title or force.



2 CONCRETE APPLICATIONS (EXAMPLES)

Pitching a new initiative to senior management by aligning it with their specific financial goals & KPIs.

Leading a brainstorming session where you purposefully draw out the best ideas from even the quietest team members.



PARTICIPANTS FEEDBACK

"That social influence can be so diverse. And we all influence other people in so many ways."

"Simply being much better at holding conversations as listeners (difference between listening to respond and listening to understand)"

"As a leader you should have power with your words and you have trust your team"



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

TECHNOLOGY EXPLOITATION

REAL WORLD CONTEXT

Using digital tools and AI platforms to get the 8-hour job done in 4.



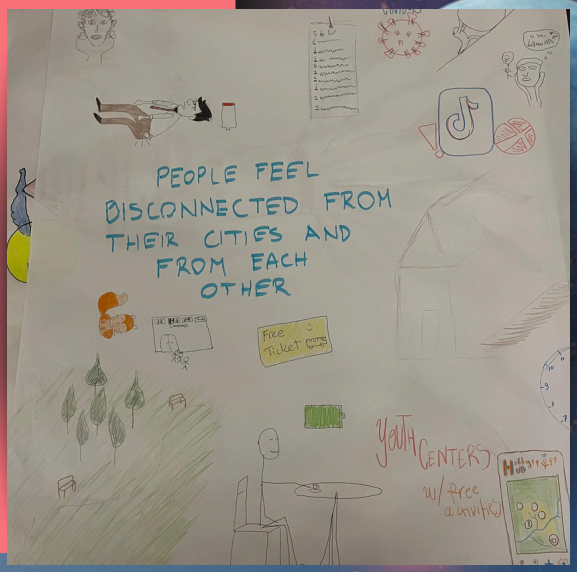
WHY IT MATTERS?

Tech literacy is no longer a "plus" - it's the baseline for almost every job in the 2030 economy.



BOOTCAMP WORKSHOP ON THIS SKILL

In the Tech Evolution Task, every team solved modern problems (like planning a wedding) using tools from different historical eras. It forces team members to research and select the best possible tech available to maximize their efficiency and get the job done.



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

WORKSHOP LEARNING OUTCOMES

Participants learned to evaluate and select the most effective digital tools by comparing how different "tech eras" solve the same everyday problems. This outcome ensured they're never just a passive user of tech, but a strategic master of the tools they choose to use.



2 CONCRETE APPLICATIONS (EXAMPLES)

Building an automated "agent" that syncs tasks and deadlines across multiple project management platforms.

Using advanced AI prompt engineering to draft complex reports or code snippets in record time.



PARTICIPANTS FEEDBACK

"Technology is an inherent need of humans and choosing which technology you don't waste time with is important, and technology can make committing to a big project much much easier"

"The technology literacy skill workshop, taught me the importance of all the great technologie we have! "



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

TECHNOLOGY DESIGN & PROGRAMMING

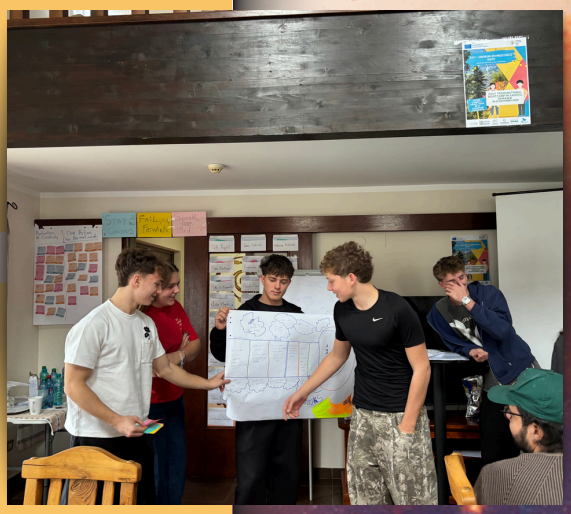
REAL WORLD CONTEXT

Building digital solutions or "talking" to AI through expert-level prompting and coding.



WHY IT MATTERS?

The biggest job growth is in high-tech; being a "creator" rather than just a "user" pays off.



BOOTCAMP WORKSHOP ON THIS SKILL

Participants were immersed in an Agile Sprint, learning how tech teams use "Stand-ups" and "Retrospectives" to build products iteratively. By practicing these workflows, they learned the structural logic behind how technology is designed and continuously improved



WORKSHOP LEARNING OUTCOMES

Youth participants understood the "engine room" of tech development by practicing the actual Agile rituals used by top global developers. It gave them the blueprint for managing iterative projects where they build, test, and improve in fast, high-productivity cycles.



2 CONCRETE APPLICATIONS (EXAMPLES)

Developing a custom, automated dashboard in Notion or Trello to track all your project budgets & timelines.

Writing a simple script to clean & organize large, messy datasets before they go into a professional presentation



PARTICIPANTS FEEDBACK

"I learned today that effective technology design often starts with creating rapid prototypes to test ideas early and refine them based on user feedback."

"Today I learned how to analyze a real environmental problem and come up with practical ideas by working together with my team."

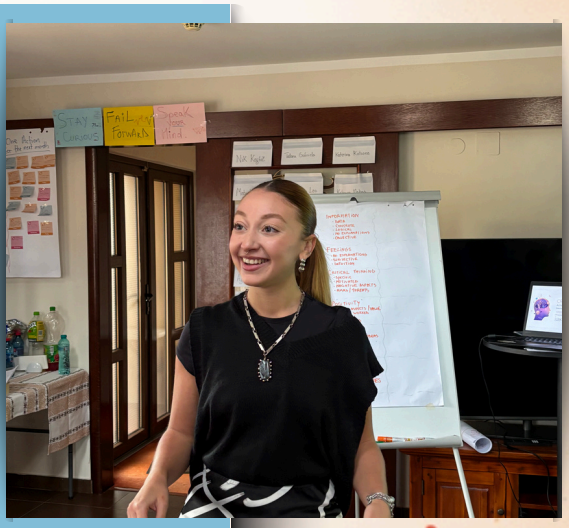


*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

RESILIENCE & FLEXIBILITY

REAL WORLD CONTEXT

Staying cool and pivoting quickly when a project's goals change at the last minute.



WHY IT MATTERS?

The #2 skill valued by bosses; in a fast-changing world, being able to "bounce back" prevents burnout.



BOOTCAMP WORKSHOP ON THIS SKILL

Participants built Resilience Trees to map out their past challenges and the "roots" of strength that helped them survive through. Then, in a Paper Boat competition, teams had to adapt their work style instantly as different leadership types were thrown at them.



WORKSHOP LEARNING OUTCOMES

Participants created a personal "resilience map" that identified their inner strengths and prepares them to handle professional storms. They also learned how to switch their working style instantly to match different team dynamics without losing their focus or presence.



2 CONCRETE APPLICATIONS (EXAMPLES)

Pivoting the entire project strategy in 24 hours when a major client or stakeholder changes their mind.

Processing harsh feedback on a proposal and immediately iterating to present an even better version the next day.



PARTICIPANTS FEEDBACK

"staying calm and adapting quickly when plans change helps me overcome challenges more easily and continue moving forward."

"In school or work, they help us stay focused when plans shift or when we receive difficult feedback."

"A unique way to look into empathy"



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

REASONING, PROBLEM-SOLVING AND IDEATION

REAL WORLD CONTEXT

Connecting dots between different ideas to find a logical, winning path forward.



WHY IT MATTERS?

This allows you to work with AI as its director, rather than being replaced by it.



BOOTCAMP WORKSHOP ON THIS SKILL

This session focused on Systems Mapping and Design Thinking to help young people prototype "story scenes" that inspire others to change their mindset. They employed logic and ideation to connect complex dots and design a future where problems are actually solved at the root.



WORKSHOP LEARNING OUTCOMES

We mastered "systems thinking" to see how different parts of a complex project connect and affect each other at a deep level. This empowered them to pitch big, innovative ideas that solve the root cause of an issue rather than just fixing the surface symptoms.



2 CONCRETE APPLICATIONS (EXAMPLES)

Mapping out the entire logistics flow for a multi-day event to ensure a perfect guest experience from start to finish.

Connecting two unrelated industry ideas to create a brand-new service or product for your specific market.



PARTICIPANTS FEEDBACK

"I learned to just get your ideas out even if you think it sounds stupid, even if the overall idea might not be good you can still take the good points out of it. As they said in the IBM video, do not be afraid to fail to success quicker.



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

OUTDOOR

„I really enjoyed Palma belle view and Sucevita Monastery, cause it have a big history and this is so interesting . ”





„I enjoyed my free time to walk combine with well planed activities in the afternoon ”
„I really liked the museum, it was so cool and unique”

*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

„I enjoyed a lot of group walk that we did”





„I really enjoyed visit to the Câmpulung Moldovenesc city, especially Wooden Museum ”

„Palma Bellei view is amazing place, because it was something I had never experienced before, the nature, the vibe, the atmosphere, it was something alive”



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

FEEDBACK

"I learned to just get your ideas out even if you think it sounds stupid, even if the overall idea might not be good you can still take the good points out of it. As they said in the IBM video, do not be afraid to fail to success quicker."
„I really appreciate the opportunity to connect with people that I didn't know from other countries, it was unique "





„That it's ok to be myself and to encourage my creative side and that also I need to spend more time organizing my plan so I can do it to the best level I can"
„To be participating in these European projects, it is really useful and special experience"

*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

„Congratulations on an amazing boot camp, I think this trip will remain in all of our hearts and minds forever”

„Thank you for all everyone. it was a great experience. I will say this to my kids. ”





„I really enjoyed and thought it was very helpful and productive”

„I really enjoyed the Bootcamp if there is another opportunity like this please contact me💕”

„Fate will make us meet again.„

„Bootcamps are very useful for people ”

„Always choose connection and places where we can be together. ”

„I am really thankful for this week and this experience overall”



*Feedback insights and quotes included in this dossier are taken directly from participants' responses.

KEY WORDS OF EASY TRANSNATIONAL BOOTCAMP

I LL ALWAYS REMEMBER

WORKSHOPS

COMMUNICATION

SAFE

USEFUL

DEVELOPMENT

AWESOME

SUPPORT

VERY GOOD EXPERIENCE

UNIQUE

AMAZING

FRIENDSHIP

FUN

UNEXPECTED

IMPROVEMENT

TONS OF LEARNING

JOY

BEAUTIFUL

ENRICHING

DEEP

EDUCATED

INTERESTING

ACTIONS

RELAX

COLLABORATING

HARD WORK

DIFFERENT

CONNECTIONS

CREATIVITY

ACTION

HELPING

LEARNING

IMPORTANT

MEMORABLE

FRIENDLY

OVERALL IMPACT OF THE BOOTCAMP

The Bootcamp created a strong learning environment where young people could actively practice emerging skills, not only discuss them. Participants reported increased confidence in applying skills such as teamwork, initiative, problem-solving, critical thinking, and technology-related competences in real-life contexts. The transnational setting added clear value by strengthening intercultural communication and collaboration, while the mix of workshops, reflection, and practical tasks helped transform learning into concrete behaviours and takeaways. Overall, the Bootcamp proved to be an effective model for turning online learning into an engaging, experience-based skills journey.



RECOMMENDATIONS FOR FUTURE EDITIONS / REPLICATION

The following page translates our Bootcamp experience into a simple, practical framework. It highlights the key elements that made the programme work well and can be used as a starting point for organisations who want to design a similar skills-focused Bootcamp.

HOW TO REPLICATE THIS BOOTCAMP

Purpose

Create a transnational, skills-focused learning experience where young people practice emerging skills through workshops, teamwork, reflection, and real-life application

Core format

- Duration: 6 days (adaptable to 4–7)
- Group size: 25–40 participants (+ team leaders)
- Daily structure: 2 workshop blocks + teamwork time + one outdoor/cultural element + daily reflection

Skills design

- Combine 1–2 complementary skills per day
- Build progression: connection → learning strategies → problem-solving/tech → critical thinking/resilience → leadership
- End each day with a small output (poster, pitch, mini-solution, reflection wall)

Workshop recipe (repeatable)

- 10 min: context (why the skill matters)
- 45–60 min: hands-on activity (challenge/simulation)
- 15 min: reflection (what did we learn?)
- 10 min: transfer (how can we apply it?)

Inclusion & safeguarding essentials

- At least 2 responsible adults present at all times
- Group agreements on Day 1 (respect, boundaries, alcohol-free, quiet hours)
- Clear reporting channel (who to contact + how)

Documentation (to build your dossier)

- Daily feedback form (5–8 min) with: learned / apply / improve
- 5–10 photos per day (activities + teamwork)
- 2 participant quotes per day (short, authentic)

What makes it work

- Balanced rhythm (learning + breaks + informal moments)
- Practical tasks linked to real-life situations
- Consistent reflection and participant voice

Adaptation tip

Keep the skills focus and the "activity → reflection → application" flow, but adjust the order, intensity, and examples to your group profile and local context.

Co-funded by
the European Union

Contact us:

Emerging Advanced Skills Youth

Stay connected with EASY – Emerging Advanced Skills Youth. For updates, resources, and all learning materials developed within the project, please visit our website: https://www.emergingskills.eu/.

You can also explore the EASY modules covered during the Bootcamp here: https://www.emergingskills.eu/modules/.

WIPSEE ACCELERAS EPeKa TAVOEUROPA Institutul Bucovina iasis

Co-funded by the European Union

2023-2-FR02-KA220-YOU-000175177

EMERGING ADVANCED SKILLS YOUTH (EASY)

Workshops structure and materials

Emerging Advanced Skills Youth

Table of Contents

Introduction..... 3
Session of module 1 : Analytical Thinking..... 3
Session of module 2 : Active Learning Strategies.....5
Session of module 3: Complex Problem-Solving.....6
Session of module 4 : Critical Analysis.....8
Session of module 5 : Creativity & Initiative.....9
Session of module 6 : Leadership & Social Influence..... 11
Session of module 7 :Technology Exploitation.....15
Session of module 8: Technology Design & Programming.....17
Session of module 9: Resilience & Flexibility.....19
Session of module 10: Reasoning & Ideation.....21
Appendices.....24

Introduction

This document contains the ready-to-use workshop materials delivered during the EASY Transnational Bootcamp. The workshops are presented and contextualised in the EASY Bootcamp Dossier, where you can also find the learning logic, daily structure, and participant reflections connected to each skill.

The purpose of this material pack is to support replication. It brings together the practical resources needed to implement the sessions, including activity instructions, templates, and facilitation guidance. Youth workers and organisations can use the materials as they are, or adapt them to their local context, group profile, and available time.

All workshops are skills-focused and designed with participatory, learning-by-doing methods. They aim to help young people actively practice emerging competences relevant to today's labour market through teamwork, reflection, and real-life application.

Session of module 1 : Analytical Thinking

Objective: Helping participants break down complex tasks into manageable steps, prioritize and debate them as a team, while facing real life challenge simulations that require decision-making. Practicing leadership skills in team communication within small groups, as well as reflection-based task iterations.

Methods: group gamified simulation learning; group discussion; proactive reflection (for iterative learning)

Duration: 90 minutes

Materials Needed: 5 laptops (one per team of 4-5 members).

Resources Needed: The Climate Game — Can you reach net zero?

Supporting Resources: N/A (just good internet)

Instructions:

Ice-breaker (10 minutes): up to the facilitator (depending whether it's the first workshop of the day, a continuation of a previous one, or connected to it). Also, depending on the group energy levels. Consider whether it's necessary to do only a warm-up activity, or an activity that prompts Analytical Thinking considerations.

Real Life Challenge Simulation – Climate game (60 minutes):
Five members of the group are selected as leaders (people who are naturally inclined, though less aware of their potential). They are invited to create balanced teams in terms of Reflection-Action-Theory-Integrated skills (Kolb Learning cycle-based) as well as cross-cultural.
They are then given the challenge to try to keep global warming under 1.5° by 2050. A real world, urgent complex problem that has an impact on all of us.
To do so, they play online the Financial Times "Climate game", a simulation that allows understanding on how a complex problem requires to be divided into multiple smaller problems and how every action and decision impacts the final results. It also shows that sometimes there is not a "Perfect Solution" and clear results, but we should try to achieve the best possible results with the resources we have at every moment.

Reflection questions (10 minutes)
After completing the first round of the game, groups are invited to reflect as a group on 3 different questions that enable them to improve on the second round of play-through. The goal is to have members analyze their choices, their pro's and con's and how group leadership can be improved in order to complete the game successfully.

- What was the main strategy your team used when allocating points, + what influenced those choices?
- Looking back, which task or decision do you think made the biggest difference in your outcome, and why would you keep or change that choice next time?
- If you would repeat this activity, what would you do differently?

A second round of games is then completed. (each round lasts between 20 and 30 minutes, depending on how long the team conversation on each decision lasts). Ideally, as a facilitator, give the reflection sheets separately for each team after they complete their tasks, not waiting for each team to finish before reflection.

Harvesting Learning (20 minutes): each group is invited to share insights from their process and what they've learned about Analytical Thinking through this real life challenge. Then, on one post-it each participant writes down a different professional challenge where they could apply the same process undertaken during this workshop, as well as one cooperation-related strategy that could help them achieve it. Each participant sticks them to a flipchart and depending on the energy of the group and time available, some who are willing can share what they've written and receive 1-2 additional questions from the trainer that helps them succeed on their selected task. Alternatively, the facilitator can invite pair reflection on strategy selected for 5 minutes (without any larger group sharing). Select the second if the group prefers activity over group listening at this point in time.

Tips for Facilitator:
Take some time (around 15 minutes) to try the Climate game yourself, this way you can understand the rules and support the groups better. It also allows you to understand how much time it's needed to finish it, and prompt some groups to go faster or slow down. Encourage each group to obtain the best possible results.

All other tips are included in the "instructions" section of each activity.

Session of module 2 : Active Learning Strategies

Objective: Practicing the full Kolb Cycle as a model of effective daily personal and professional learning. Reflecting on individual resonance with each part of Kolb's 4 dimensions (where participants excel and where they need to learn more). Identifying pivot actions after the bootcamp that can enable full cycle growth.

Methods: group creative prototyping, self-inquiry dialogue in pairs, group discussions.

Duration: 90 minutes (up to 3 hours)

Materials Needed: 1 flipchart paper, 20 pieces of marshmallow, 3 packs of spaghetti, 5 meters of thin rope, 5 pairs of scissors, 5 meters of duck tape, post-its (approx. 2 per participant), coloured markers, 4 papers (A4)

Optional – video projector + screen or large TV with HDMI cable.

Resources Needed: flipchart stand

Supporting Resources: Annex 1: Kolb's Learning Cycle

Instructions:

Ice-breaker (15 minutes)

Complete a short warm-up activity (2-3 minutes) selected by the facilitator which is quick and simple. Then, give each participant a post-it and invite them to note down one time in their past when they've taken an initiative that they were proud of. Invite them to stick it to a flipchart of "*My Step Forward*" and describe it to the entire group in a few words. The takeaway is that "the smallest actions can be tokens of inspiration for people and for ourselves".

"The Marshmallow Challenge" (50 minutes)

Divide participants into small groups (*4–6 people*). Provide each group with 20 spaghetti sticks, 2 meters of duck tape, 1 meter of string, and 1 marshmallow. Explain their task: build the tallest free-standing structure with the marshmallow on top (*15 minutes*), without using the ceiling as a support.

Announce different milestones by each team throughout the experience, also offer a time reminder at 5 minutes and 1 minute. Structures need to be standing on their own when the time is up; none that fall will be measured. Celebrate the winning team with the entire pack of marshmallows.

Debrief (*5 min*): Who naturally took the lead? How did the group organize itself? Did everyone feel included? If they were to repeat the experience, how would they go about doing it differently?

Invite a few insights from each team from their reflection. Explain that this activity is undertaken with all kinds of groups, and surprisingly it's not the engineers or executives which perform the best, but the children. That

is because creativity is boundless and children adapt much easier once they fall, as well as start much more easily with new ideas. Another remark is to make that even one centimeter structure is bigger than 0, and the tendency to aim highest without a solid base leads to failure. So small experiments and leadership insights within the team from observers who share their perspectives and take a proactive role – always win the game or at least ensure the biggest chances of success.

Participants are invited for a second round, where they can implement all the learning and build upon those reflections. Another 15 minutes. Same process. The winner gets a marshmallow box. Underline how all teams did better the second time, by reflecting on their initial learning.

Kolb Learning Cycle (5 minutes)

On a flipchart, present the group with the Kolb learning cycle and explain how each phase relates to the Marshmallow Challenge experience earlier. Take any emerging questions from the group.

Self-reflection (10 minutes)

On 4 pre-made A4 papers, write “Action”, “Reflection”, “Theory” and “Full Cycle”, symbolizing the 4 different phases of the Kolb Cycle. Invite participants to go where they feel they excel the most. Invite participants from different corners to pair with each other and briefly reflect on their reasons for choosing that spot and strategies they employ when assuming this particular role in daily life (*5 minutes*). At the end, debrief that it’s important to know where different people excel so as to learn and complement each other in work and life.

Tips for Facilitator: Observe how the groups react and how interactions are made within the groups during the marshmallow activity. Encourage competition at different times by congratulating teams that raise towers early on. Underline that competition can be used constructively for energy, although it’s important to keep focus on our team process and encourage each other to reach bigger heights together. Stick the initial flipchart somewhere visible for the remainder of the bootcamp. Share the Kolb Cycle model on the group chat for future references.

Session of module 3: Complex Problem-Solving

Objective: Increase understanding of Complex Problem Solving, experience real like example of CPS (Climate change), learn its complexity, learning 6 thinking hat strategy

Methods: Simulation game; Teamwork, 6 thinking hats

Duration: 90 minutes

Materials Needed:

1 printed version of the **6 thinking hats** (*see Annex 3 below;* or something symbolising them) for each group,
1 complex problem solving scenario to use during 6 thinking hat session (Can be decided among ideas given by participants of taken by the example list in “Resources Needed”); Flipchart; Pens; Papers; Post-Its

Resources Needed: Annex 2 - CPS Complex & Simple Problem Examples

Supporting Resources: Annex 3 - Six Thinking Hats
How to use the Edward de Bono's Six Thinking Hats for decision making
Six Thinking Hats – De Bono Group
Annex 4 - Cynefin Framework for Problem-solving

Instructions:

Ice-Breaking (10 minutes max): Facilitator choice

Warm up, recognising complex problems (15 minutes) : The facilitator makes a quick introduction to Complex Problem Solving, explaining its main point, why it's important to acquire, and the main differences with Linear problem Solving (by presenting and explaining the Cynefin Model). Participants have to brainstorm as many problem-solving scenarios they find themselves in their everyday life, after each of the 4 types of problems. Facilitators give some examples (i.e. your car broke, you need to plan a trip, ecc…). All examples are written by the facilitator on a flipchart in front of the larger group (the model is premade and there is enough space in each category (Simple, Complicated, Complex and Chaotic) to write around 3-5 examples from the group. Different examples are debated with participants in order to better fixate the differences between the 4 types of problems. Any emerging questions are answered briefly.

Exploring and Prototyping for Complexity (30 minutes)

Participants are then divided in teams of 4/5, and are given one complex problem from the brainstorming phase or from the list in the "Resources Needed". Over the course of 15 minutes, they have to explore the problem from different angles that could potentially contribute to their development, as well as provide potential solutions that take into consideration the complex nature of the problems. Participants are free to choose between presenting on a flipchart or a slideshow. Then, each team has 2 minutes to present their proposal in front of the larger group and receive 1-2 questions from the entire group.

6-Thinking Hats methodology (40 minutes)

Staying in the same team as before, every group is given a different complex problem to solve using the 6-thinking hats methodology. 1 set of 6 Hats (or something symbolising it) is given to each group:
Every group analyzes their own problem, consciously using 1 hat at the time. The facilitator shows a slide with instructions and details for that specific hat, and calls the time to when to switch to the next one (minimum 3 max 5 minutes each hat). Alternatively, a flipchart with the hat descriptions can be provided.

At the end we have a quick debrief on the process, and they present the solutions they founded with this methodology.

Tips for Facilitator:

Get familiar with the concept of complex problem solving and its differences with linear. If you can think of more relevant "complex and simple problem solving examples" feel free to add them to the list. It's possible to adapt the "Warm up" exercise to make it more complex.

Session of module 4 : Critical Analysis

Objective: To help participants recognize personal and social biases, develop skills of observation and reflection, and strengthen their ability to analyze information critically in professional and everyday contexts.

Methods:

- Interactive discussion
- Visual and storytelling techniques (Dixit cards, empathy walk)
- Guided reflection

Duration: 90 minutes

Materials Needed:

Introduction & Icebreaker (Dixit cards) – 15'
Bias Game ("True or False?") – 10'
AI & Critical Thinking mini-challenge – 20'
Empathy Walk – 25'
AI and Critical thinking Discussion - 10
Reflection & Takeaways (Jar activity) – 10'

Resources Needed:

Dixit cards ; Projector
Annex 5. EMPATHY WALK ROLES
Annex 6. TRUE OR FALSE
Annex 7. EMPATHY WALK STATEMENTS
Post it notes ; Small "Reflection Jars"

Supporting Resources: Space for participants to move

Instructions:

Warm-Up – Dixit Stories : Each participant picks a Dixit card and shares a short story with their interpretation of the card they had chosen**. Debrief:** How do our interpretations differ? What shapes our perspectives? Divide participants into small groups (4–6 people each).

Bias Game – "True or False?":
Present 8–10 statements (mix of true and false) about youth employment, education, and social trends in Europe. Ask each group to discuss for 5 minutes and mark whether they think each statement is **True or False**. Reveal the correct answers and brief explanations.

Reflect on the findings:

- What influenced your judgment – familiarity, wording, or perceived authority?
- How often do we assume something is true because we've "heard it before".

Emphasize on how critical thinking requires cross-checking sources, questioning assumptions, and being aware of emotional triggers in data presentation.

Empathy Walk:

Distribute role cards (1 per participant). Each describes a character with specific age, gender, background, or personal challenge. Ask participants to line up side-by-side at the back of the room. Read a series of statements related to employment, freedom, social access, and well-being (e.g., "I can apply for any job I want." / "People take me seriously when I speak."). Participants take a step forward if the statement applies to their role, or stay still if not. Continue for 10–15 statements.
Observe who is ahead or behind at the end — and why.

Reflection:

- What shaped vulnerability or privilege?
- How did you feel in your role?
- How quickly do we form opinions about others' abilities and values?

Connect this to critical thinking: our quick judgments often rest on stereotypes or incomplete data.

AI & Critical Thinking:

Studies show that overreliance on AI-generated outputs can lead to: Reduced analytical engagement, loss of skepticism: when AI is perceived as neutral or "smarter," users question less, Cognitive laziness.

Critical Thinking Reflection Jar (15')

Distribute post-it notes and a jar/envelope per participant. Ask everyone to write one reminder to their future self — something they want to remember when facing information or decisions.
Prompts: "Next time I read something online, I'll ask myself…"
"When I feel sure about something, I'll double-check…" , "I'll pause before I share or react because…"
Invite participants to fold their notes and place them in their jar. Open them and read them loudly to close the session.

Tips for Facilitator:

Create a safe, non-judgmental atmosphere — critical thinking is about curiosity, not being "right."
Encourage diverse voices; validate all contributions before guiding reflection.
Observe how the Empathy Walk can trigger deep discussion or personal thoughts.

Session of module 5 : Creativity & Initiative

Objective: Perceiving emotions as a starting point for creative confidence and growing comfortable with uncertainty / surprise as valid sources for creativity, even under time pressure.

Methods: improv presentations; drawing ; emotional contextualization; theater.

Duration: 90 minutes to 3 hours

Materials Needed: one A3 paper per participant ; coloured pencils ; coloured post-its ; pens ; some kind of treasure box ; one flipchart paper

Resources Needed: internet access ; flipchart stand ; video projector ; one laptop

Supporting Resources:
Random Slides Improv (eng).pdf
Annex 8. Random Slide Example (you can create your own)
13 positive & negative emotions on post-its

Instructions:

Warm-up (10 minutes): chosen by the facilitator appropriate for the order of the workshop and previous activities. If this is the first activity with participants in your bootcamp, use "*Imaginary Gum*" wherein an invisible object is created on the spot using hands and body, then passed to the right. In silence. The next person moulds it into something different, and passes it on to the next person. Do 2 rounds and express the connection between this activity and creativity (which often requires silence and a great deal of belief in endless possibilities, even when there's apparently nothing in front of us).

Emotional Sourcing (30 minutes)

Every participant picks one positive and one negative emotion post-it from the box and shares a context in which they experienced this emotion (sitting in a circle, without chairs, on the floor). Then, participants are given one A3 piece of paper and explained that the next activity will require them to consider one emotion and an associated context (it does not have to be one selected earlier), which will be drawn on paper with our eyes closed, without lifting the pen off the paper. One minute is given for each to select one emotion, then participants are invited to select one pencil of a colour appropriate for the emotion and context. With their eyes closed and in complete silence, participants draw for 3 to 5 minutes the shape of this emotion and associated context on the paper. They can sit in any position comfortably (even on their bellies). Eyes open when they're ready and participants flip the papers to write the name of the emotion and 3 defining words for this experience. Those comfortable can share with the rest of the group their drawing and the story behind. At the end, the facilitator explains how creativity flows best when it is not interrupted by judgement (thus the eyes closed) and when it is guided by visualization (of a specific context in this case, but a vision of a project or idea can be extrapolated for other circumstances) and feelings.

Finally, participants are split into 5 teams and given one negative emotion to bring to life through improvisational theater, where each team member needs to take a role in the story. This experience further cements the connection between emotions, creativity and initiative, as well as teamwork.

Improv Slides (40 minutes)

Participants are invited to come in pairs and present together a 5-slide story with randomly selected slides and images, under time constraint (60 seconds / slide). The goal here is to reveal how even unexpected circumstances can be given meaning if we choose to do so, though this depends on our ability to take the initiative towards giving this meaning for the experiences we live. Approximately 5-6 rounds cover half of the participants (usually not everyone wants to perform this activity due to its complex, apparently challenging nature). Participants can also present in groups of 3 or individually if they prefer to do so. The final debrief by the trainer provides insights into how the activity is not designed to be professional, but to showcase our capacity to brainstorm spontaneously with a lot of precision and coherent narrative even when we don't know what to expect next. This is an encouraging example for handling challenges professionally in life that often requires us to think on our feet.

Closing Harvest (10 minutes)

On one post-it, each participant defines "creativity" and on another writes one action in any area of life where they will employ creativity to overcome a specific challenge over the course of the following month. Then, they stick it to a flipchart which is taped in a visible spot within the workshop space through the bootcamp.

Tips for Facilitator:

Maintain a calm attitude throughout the entire workshop (especially during the emotional sourcing). Don't play background music then, as each emotion has a different tonality inside people's heads. Let participants sit in silence when they are not ready to volunteer for improv slides, someone will eventually go. If few people want to try it, then ask them for a way to select volunteers or skip the activity otherwise.

Session of module 6 : Leadership & Social Influence

Objective:

The overall objectives of this activity are for participants to understand that leadership is a process of influence rooted in empathy, collaboration and communication, not only in authority.

1. **Learning objectives for Introduction and Icebreaker**

- Recognize that everyone already practices influence in their everyday life
- Identify the different ways people influence others
- Set a collaborative tone for the session

2. **Learning objectives for part 1 : Building team cohesion**

- Experience group dynamics and observe how leadership naturally emerges in a group
- Understand the importance of collaboration, inclusion, and shared goals in team success
- Reflect on how leaders can federate a group by valuing diverse roles and encouraging participation

3. **Learning objectives for part 2 : Active listening roleplay**

- Differentiate between passive, distracted, and active listening behaviors.
- Understand how active listening enhances trust, empathy, and communication effectiveness.
- Develop awareness of how listening influences motivation and engagement.

4. **Learning objectives for part 3 : Lead to influence decision-making**

- Practice group decision-making and observe different influence strategies
- Reflect on personal influence style in group settings
- Understand the link between influence, collaboration, and leadership effectiveness

Methods:

This learning session is built on non-formal and experiential learning principles :

- Learning by doing
- Reflective learning cycle
- Peer learning
- Collaborative learning

Duration: 90 minutes

Introduction and Icebreaker - "Influence in Action" (10 minutes)

Materials Needed:

- Flipchart to note key words during plenary debrief (e.g., communication, empathy, persuasion, example, trust)
- Sticky for participants to write short examples of influence and stick them on the wall

Resources Needed:

- List of guiding questions to keep discussion focused (e.g. "What strategies did you use?", "How did the other person react?"

Supporting Resources: None

Instructions:

- Objective: Show that everyone already influences others.
- Instructions:
  - Ask participants: "Think of a time when you changed someone's mind or motivated them to act. How did you do it?"
  - In pairs, share these examples.
  - Debrief in plenary: *highlight how influence is not only about power but also about communication, empathy, and presence*.

Tips for Facilitator: Keep this part simple, without pressure, only to introduce the group to the competence.

Part 1 – Listen : Active Listening Roleplay (25 minutes)

Materials Needed:

- Handout or slide summarizing the structure of the triad and what each role does (Speaker, Listener, Observer)
- Observer feedback sheet (optional — could include prompts like “Did the listener make eye contact?”, “Did they paraphrase?”)

Resources Needed:

- List of active listening behaviors (for debrief)
- Reflection questions (e.g. “How did you feel when interrupted?”, “What made you feel understood?”)

Supporting Resources: None

Instructions:

- Activity: "The Listening Triads"
    - Form groups of 3: a speaker, a listener, and an observer.
    - Round 1 (5 min): Speaker talks about a topic - here the idea would be to make them talk about how they feel after the Bootcamp, what they learned, how they lived this experience, to have a first insight of their experience through this activity. Listener interrupts, gives advice, looks distracted. The observer takes notes.
    - Round 2 (5 min): Same story, but this time the listener practices active listening (eye contact, paraphrasing, asking open questions).
    - Observer shares feedback.

- Debrief (10 minutes):
    - How did it feel to be listened to vs. interrupted?
    - What behaviors made you feel understood?
    - Connect to leadership: listening builds trust and credibility.

Tips for Facilitator: As the groups will be of 5 people, you can arrange to have 2 listeners and 2 observers. You could also skip having an observer role, so divide the group in pairs. Furthermore, you can also decide to let one round with one person being the Active Listener, while the next round the same person can be the one who talks (in order to have both people in the pair experience both roles).

Part 2 – Lead : Influence in Decision-Making (30 minutes)

Materials Needed:

- Printed list of the 10 competences (one per group)
- Ranking sheets or cards (participants can cut or move cards to visually prioritize their top 5)
- Markers, post-its, and flipchart paper for group work

Resources Needed:

- Template for groups to record their top 5 competences and reasoning
- Optional slide with guiding questions for the debrief:

- "How did you reach agreement?"
- "What influenced the final choices?"
- "What does this say about professional priorities in your country?"

Supporting Resources:

Annex 9. Gameplan Template

Instructions:

Enable participants to reflect on the 10 competences they explored during training, identify which ones they consider most essential for their future, and experience how group decision-making and influence shape collective priorities.

- Activity : "The Competence Challenge"
  - Scenario : "Your group has been selected to design a follow-up program for young professionals in your specific countries. You can only focus on 5 of the 10 competences you've worked on during this training. Your task is to agree, as a group, on which 5 competences should be prioritized in your country and why."
  - Individual reflection (5 min): Each participant ranks the 10 competences from most to least important for their country's youth professional futures.
  - Group discussion (15 min): In nationality groups, they share their rankings and negotiate a common list of 5 top competences.
    - Encourage them to justify their choices — linking to personal experience, career aspirations, or social needs.
  - Plenary debrief (10 min): Each group presents its final 5 and briefly explains how they reached consensus.

Tips for Facilitator: Go into the different groups to hear their different ideas, and try to see if there are major differences between the countries. Do not forget to take the rankings by nationality to be able to use them afterwards. . You can also choose depending on time availability to employ the "GamePlan" model for structured action plan based on how each group envision the implementation of these 5 skills into their national context over the course of the following 6 months. Then, each team can present their work and receive questions from the larger group.

Closing Reflection - 5/10 minutes

Materials Needed:

- Flipchart or poster with the Federate → Listen → Lead cycle
- Markers or stickers for participants to add final words or feelings

Instructions:

- Quick round: each participant shares one insight they will take into their future professional life about leading and influencing others.

- Trainer highlights the symbiotic cycle: Federate ⟶ Listen ⟶ Lead.

Session of module 7 :Technology Exploitation

Objective: Understand the importance of technology literacy in our life, understand how fast technologies changes, reflect on personal level of Tech-literacy, discover useful tools to solve real-world tasks

Methods: Individual reflection, Teamwork, online game

Duration: 90 minutes

Materials Needed:

- Annex 10. Historical Settings & Contexts to guide them during the Technology evolution exercise
- Paper, pens + coloured pencils, one flipchart paper per team

Resources Needed:

Annex 11. Learning Pyramid

Supporting Resources:

Instructions:

IceBreaking: MySelf and Technology (15 minutes): Participants are given a white paper and work independently. At the centre of the paper, they represent themselves with a circle/star with their name in the center(or a quick drawing of themselves). All around, they draw their own "*Technology Constellation*", with each other Star/circle, representing one of the technologies they use/interact with in their life (both private and professional). The bigger the star, the more impactful that technology is for them. (*10 minutes*)
A short debrief is done with the goal to make them realise how much technology is part of our life, how much we depend on it and the importance of knowing how to use it in an appropriate way. (*5 minutes*)

Technology evolution and selection (30 minutes)
The group is divided into smaller teams of 6 people. Each team is given a different task to solve (i.e. Writing a book, inviting people to a wedding, building a house, planning a meet-up with a long distance friend, etc…) , and they have to identify the best technological tools to achieve this task, and estimate the time required to do it. They have to do this exercise multiple times, each time pretending to be in a different time in history, having to select the tools and technology available at that moment. They will be moving from a more ancient time to actuality. They can do online research if needed (I.E. Roman Empire/Medieval time/ Industrial Revolution/ WW2 /1970 (no computer) /2010 (computer but not smartphone)/ 2020 (smartphone but no AI)/Today).

When they arrive at "Today", they have to make a more complex selection process, they have to prepare a list of possible useful tools as options and have to answer the 3 question related to 3 levels of Tech-Literacy:

- What are the modern options for these tasks?
- How do they work, what are their potentials?
- Why should I use these specific tools instead of others? What are the advantages?

Debrief (15 minutes)

The groups come back together, every group explains to the others which Tasks were assigned and which tools they selected in every period of time. This exercise shows how to accomplish the same task, the technology used it's different based on the historical context and how things are changing much faster in the last 30 years than in the longer period of history before, *prompting reflection on the need to stay updated and discovering the best available tools for a task*. This will be linked with the need for technology in the work setting.

Learn, Unlearn, Relearn (20 minutes)

The facilitator quickly introduces the concept of "*Learn, Unlearn and Relearn*", (Annex 12. Learn & Relearn) linking it with the previous exercise debrief on how new technologies appear fast and we need to constantly update our knowledge to "Don't be stuck in the past". A moment of personal reflection follows, every participant thinks about a "challenge" they have professionally/ something they want to improve. With the challenge in mind, they will make a realistic plan to improve their knowledge of a specific technology useful for their professional development in the course of the next 3 months.

QUESTIONS:

- What is my professional development goal? Are new technologies impacting it?
- Looking at my "Technological constellation": Are the tools/methods I use now really the best choice or the one I am more comfortable with? Which one can be considered old/obsoleted by now?
- Which new technological tool can I learn to use/use better to achieve my goal?
- Which of my existing knowledge/skills will help me in that? And which one will need to be updated?

At the end, everyone "Makes a self-promise" to learn and improve the tool they selected.

Tips for Facilitator:

Get familiar with the topic reading the theoretical part of the e-course we prepared here.

During "**Myself and Technology"** Most people will immediately think of smartphone, laptop, social media, ecc… Those are valid answer, but they should try to go in details of for example which App/Softwares they use and facilitators should try to also remind about technologies that are not digital. (i.e. Car/train/bus used to go to work/school, eyeglasses/contact lenses, medications taken, Card payments, specific software or power tools used in their job, etc.…).

Technology evolution and selection: You can change the task assigned if you don't like the one proposed, remember that they should be real life practical task.

In this session, participants can try to estimate tools and time based on their knowledge, but allow them also to use the Internet and AI to discover about the different technologies available in the different eras. If they do so, during the debrief make them reflect that it would be much more time-consuming to do a "traditional"

research and that it can be considered a good use of technology to achieve a task in a limited amount of time. The last decades on the exercise are close to each other on purpose, to show how fast technology is evolving and impacting our life. Here you can have an overview of the main digital innovation they bring:
- 1990 (computer start to be more common)
- 2000 (google is years old)
- 2010 (social media diffusion)
- 2020 (smartphone diffusion)
- Today (AI diffusion)

"Learn, Unlearn and Relearn": Show and study yourself Annex 12 (Learn_Relearn) to understand and explain the concept better. If you are short on time, you can change the final question to be more fast to answer, but keep the "practical planning".

Session of module 8: Technology Design & Programming

Objectives:

- Develop practical understanding of user-centered technology design through hands-on application of Agile principles and sprint methodologies.
- Collaborate in teams to design and present a prototype solution addressing a real user persona's need, applying effective time and communication management.

Methods:

- Group slideshow design, decision-making and presentation
- User mapping (worksheet)
- Visual Prototyping

Duration:

- 90 minutes

Materials Needed:

- Flipchart
- Coloured pencils (sharpened)
- Video projector (x1)
- Laptops (x5)
- Coloured post-its
- 6 Empathy Maps printed in colour

- 5 large tables for group co-working

Resources Needed:

- Internet access (WiFi) for Canva. Gmail accounts to log-in.
- Annex 13. Agile Principles
- Annex 14. Empathy Map

Supporting Resources:

- Agile Manifesto Download (brief reading for trainers unfamiliar with the methodology)

Instructions:

Intro Module (10 minutes). What is Agile and why does it matter?

Agile is a method that enables iterated workflows in project management (predominantly in tech). The key feature is the sprint (max 2 week work). It connects with Design Thinking (from yesterday - based on a user real need - story). Every day starts with Stand-ups – check-in for actual progress. Every Sprint has planning involved (the Define stage from Design Thinking). Retrospective is concerned with quality of team work and communication. Review with results achieved. Each sprint flows into the other with improvements in team cohesion and workflow.

Annex 13. Agile Principles

User Persona (20 minutes) Choose one digital tool and design the user persona accordingly. Independent exercise.

Annex 14. Empathy Map

Agile Simulation

(Planning; 15 minutes). Teams of 5 – debrief your persona to the group. Choose one and the associated tool (one criteria: maximize societal impact and self-learning). Define a digital app that helps that person learn this tool effectively. Use a flipchart (focus on visuals - one image is worth a 100 words). Present in a few words to group.

(Sprint - 30 minutes). Design and Develop a working prototype which everyone can understand from a 2-minute presentation (slideshow). Make it relatable to people.

(Review & Retrospective; 30 minutes). Start with the presentations (stand-up & review). Send them in our email. raiaserban@gmail.com

Then, evaluate the quality of your group process (communication) based on 3 questions (After Action Review)

- What happened? (*e.g. uneven contributions, too much talking, etc*)
- What was supposed to happen?
- What can we do differently next time? (*i.e. learn from the difference between expectation & reality*)

Note on one post-it, one thing you take away from Agile that could help you moving forward. Stick the map on the wall.

Tips for Facilitator:

- Collect all materials that emerged during the workshop for future referencing (e.g. Dossier development)
- Collect all slideshow presentations via email for future referencing.
- Don't spend too much time on explaining the theory behind Agile. This is meant to be embodiment at a first glance (90 minutes duration - not enough time; best to focus on experiencing the sprint aspect dynamic)
- Ensure participants understand that the initial group work for auxiliary app design is meant to showcase the story of the app. They can delve into the UI / UX during the second stage of prototyping (can expand in slideshow with visual designs).
- Participants stay in the same teams throughout the entire workshop. They should be divided in teams based on how well they get along (as it usually happens when you create a start-up).
- You can mention that After Action Reviews are inspired from military trainings, but that they are also incorporated in corporate trainings for quick learning, at the scene of emergencies.
- **Suggest that Agile can be used a reference framework for daily working in every aspect of life. Quick, dirty and based on results and in communication with people rather than focus on proving stuff with paperwork and theory.**

Session of module 9: Resilience & Flexibility

Objective:

- Understand why resilience and flexibility are considered emerging skills for personal development and employability in today's job market.
- Reflect on life experiences and identify strengths and coping strategies.
- Explore how flexibility and resilience enhance teamwork and leadership.
- Connect personal resilience to professional adaptability and critical thinking.

Methods:

Duration:

90 minutes:
Warm-up & brainstorming: 10 min
Life Map Exercise: 20 min
Resilience Trees: 25 min
Leadership Styles – Paper Boats: 25 min
Reflection & Closing Discussion: 10 min

Materials Needed:

Flipcharts & markers
Sticky notes / post-it notes
Flipcharts
Colored pens or pencils
A4 Paper for building boats
Projector

Resources Needed:

Appendix 15. Management Styles
Appendix 16. Life Map

Supporting Resources:

Instructions:

Warm-Up & Brainstorming

Instructions: Flipcharts labeled “Resilience” and “Flexibility.”
Participants write words/ideas on sticky notes:
One color = Resilience
One color = Flexibility
Stick notes on the flipcharts.
Group discussion:
What patterns or common themes do you notice?

Life Map Exercise

Each participant receives a Life Map worksheet and individually marks 4–5 key moments (challenges, turning points, achievements). For each moment, reflect on: difficulties faced, response (internal strengths & external supports), lessons learned / personal growth
On sticky notes, write 5 key strengths/resources gained from these experiences. Share in pairs and identify similarities.

Resilience Trees Materials:

Divide into 4 groups.
Draw a tree:
Roots: Challenges / difficulties (emphasis on job market or professional life)
Branches / Leaves: Skills, achievements, and strategies developed
Groups present their trees and reflect on their experience.

Leadership Styles Activity – Paper Boats:

Divide into 4 groups: 1 Manager, 3 Team Members, 1 Observer
Assign leadership style to manager: Authoritarian, Democratic, Laissez-Faire, Coaching
Task: Build as many paper boats as possible in 5 minutes, following manager instructions.
Observers note team dynamics, communication, and adaptability.

Debrief discussion:

- Which leadership style was most effective?
- How did team members feel under each style?
- What did observers notice about teamwork and flexibility?

Reflection & Closing Discussion (15 min)

- How do resilience and flexibility help us endure stressful situations?
- How can these skills be applied in work, study, or daily life?

Tips for Facilitator:

- Encourage honesty and vulnerability during Life Map and Tree exercises.
- Monitor group dynamics during the Leadership Styles activity to ensure everyone participates.
- Try to link personal insights to professional skills.

Session of module 10: Reasoning & Ideation

Objective:

1. Grow aware of metacognitive processes and the switch between thinking fast and slow systems.
2. Identify a protective net of resources that help solve problems by mapping them out as a group.
3. Understand the complementary nature between Design Thinking and Participative Decision Making by using theater as a tool for empathy and prototyping.

Methods:

- Systems mapping
- Improvisational Theater
- Group Discussion & Presentations
- Reflection Action Sheet with micro-commitments

Duration:

- 90 minutes

Materials Needed:

- postits
- A4 paper stack
- Flipchart paper
- Blue ballpens

- Coloured markers (orange, blue, black, red, and green)
- Coloured pens (wide range, even chalk if possible)
- Video projector for slides and presentations
- chairs / pillows for sitting on the floor / 6 tables

Resources Needed:

- Appendix 17. Systems Descriptions
- Appendix 18. Reflection Sheets
- Appendix 19. Youth Cases _ Story Theater
- Appendix 20. Design Thinking (further reading for Design & Double Diamond → LINK)
- Appendix 21. Double Diamond Model

Supporting Resources:

- Trainer having familiarised themselves with the metacognition (Thinking Fast and Slow by David Kahneman), Design Thinking by IDEO and Participatory Decision-making by Sam Kaner.
- Understand the importance of systems mapping.

Instructions:

1. **Intro (10 minutes)**

   Brief intro for the day (agenda) explained. Rules for communication (suspended judgement, curiosity, connection). Opening question about self-reflection on thinking styles ("How would you describe in two separate systems your own thinking). Present them without using language. Everyone sits in a circle, in a structured round-about. Present the two systems defined by Daniel Kahneman and the importance of meta-cognition as an associated process towards navigating effectively between the two different systems.

2. **Thinking Fast and Slow (40 minutes)**

   Split the group into System 1 and System 2. Each group further into 3 sub-groups with the same following task. Each has to create a system map with factors that influence positively or negatively the development of their specific system (on flipchart papers). Draw a large circle and note down surrounding the circle, different factors that influence the system's function. Then draw correlations or causation lines between different factors. Encircle sections where a lot of lines cross together, meaning it's a heat point and probably it holds more influence than other factors. After 15 minutes, the 3 sub-groups need to co-design a single flipchart paper that holds the information from all 3 initial ones (10 minutes for this part now).

   Present them in front of the larger group group (5 minutes per group, 10 in total for the presentations).

3. **Design Thinking and Participative Decision Making (30 minutes)**

Give a slip of paper with a story of a young person who struggles with one of either two particular types of thinking. Invite them to design a small prototype story that could inspire that specific youngster to change their outlook on life by watching this short improv theater scene (2 minutes duration). Split 6 groups with 5 members each. With 10 minutes for preparation. Make the presentations. Keep track of time management.

The audience writes 2-3 post-its for each group's perspectives as if they were that youth, what impressed them and could be better next time. One flipchart per group (6 in total). Stick them. Don't move forward with the next improv scene without having stuck post-its first.

At the end, present participants the Design Thinking and Double Diamond as theoretical models that describe the stages of empathizing with a user, identifying their needs, coming up with a solution as a team (by having some groan zone interaction, difficult in the middle) some ideas come up, some people assume leadership roles, and eventually one idea is being prototyped, feedback collected and ideally a new test is deployed again.

4. **Self-reflection (10 minutes)**

At the end, read all flipchart post-its out loud and invite participants to note down on a reflective slip of paper answers to 3 different reflective questions:

- "What Thinking System do I need to work on during the next 6 months?"
- "Which 1 core factor in my environment positively influences my development of this system? But negatively?"
- "How can you act differently starting next week to facilitate positive influence over your system development? Note 2-3 concrete actions"

Any participant can share their insights within the larger group, if they want to. Concise language is recommended.

ROUND OF APPLAUSE AND GRATITUDE ONE GRATITUDE MAGIC MINUTE

(sit in a circle, silently for 1 minute, eyes closed and take in the workshop and it's personal meaning with gratitude for the individual work, facilitation, space, team and emerging insights).

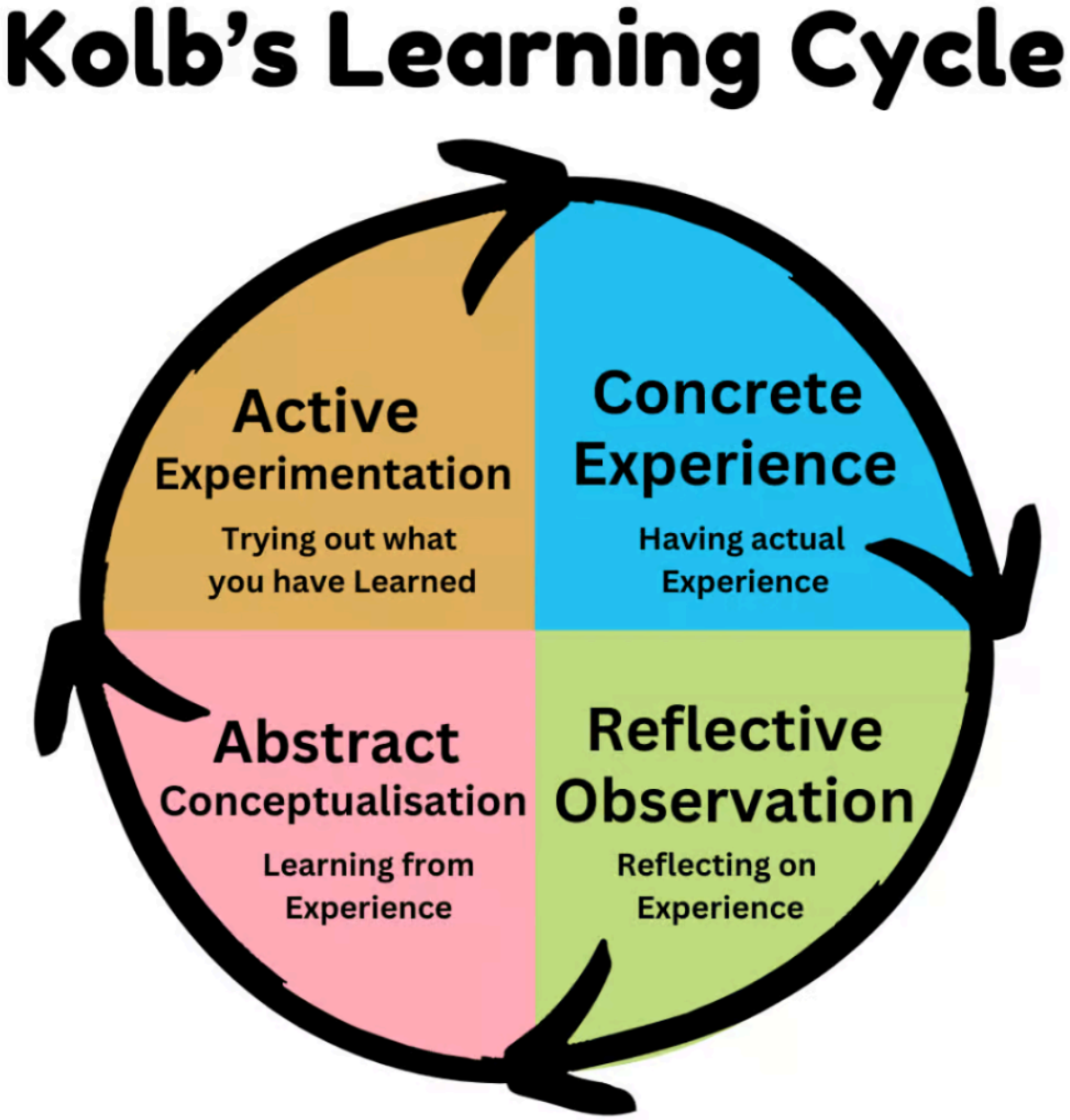
Tips for Facilitator:

- Don't share personal information about one's own thinking processes. Allow for investigative inquiry from an unknown self-curiosity perspective. No recipes. Encourage a space for exploration.
- Explain the Design Thinking and the PArticipative Decision-making process on the go, without a specific section dedicated, in order to save time and facilitate proactive learning instead of theoretical stuff
- The one minute golden gratitude minute can be sounded by a special bell (beginning and ending)

- Optionally create a short slide with design thinking and participatory design thinking (available as a resource, but up to facilitator if they can introduce it throughout the process).
- Remain curious as to participants answers throughout
- Keep good track of time for presentations. Allow participants to read the youngster story during the first minute of their presentation
- Invite the audience to take the role of youth in the specific story as they listen
- Be prepared to be surprised and to adapt to emerging circumstances. There's clearly a lot of content to cover and limited time. If some participants fall behind, encourage them to be active, but let them sit behind if they want to be more passive. As long as they participate, it's good enough. They may only want to be observers, so it's healthy if that's what they need.

Appendices

Appendix *1. Kolb's Learning Cycle (Active Learning Strategies)*



Appendix 2. CPS complex and simple problems examples

-Help refugees to integrate into a new city
-Make a diagnosis of someone sick
-Ideate and start a marketing campaign for a new drink
-Fight climate change
-Reduce the amount of waste around the town
-Reduce schools drop-out rate
-Decide the allowed limit to allow or not AI in your workplace
-Teach critical thinking among youths
-Start a new successful business
-Promote mental health and wellbeing
-Solve overtourism
-Help older population to recognise disinformation

LINEAR/SIMPLE PROBLEM SOLVING EXAMPLES SCENARIO

-Clean the house before your mother visit
-Forgot the password of your email account
-Calculate monthly budget for eating out
- Submit a project report with a strict deadline
-Repair your broken coffee machine
-Plan a trip with your friends for summer
-Prepare a theatre performance
-Cook a new recipe you never try before
-Prepare election for the city council
-

Appendix*3. Six Thinking Hats Model*



Blue Hat

Successful reflection process



Red Hat

Intuition and feelings



Yellow Hat

Optimistic judgment, Benefits and Hope



White hat

Available and required information



Black Hat

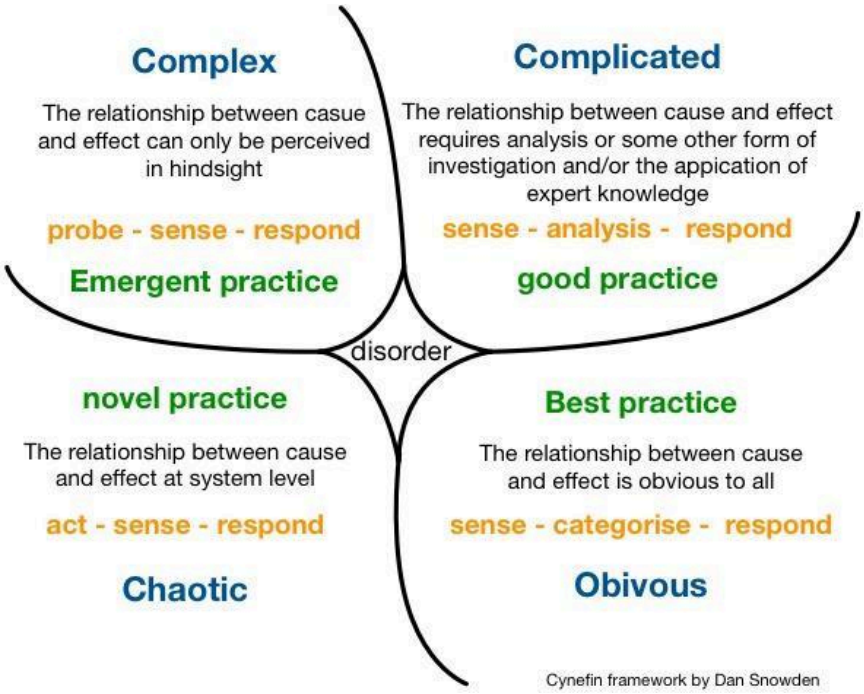
Critical judgement, Risks and Weaknesses



Green Hat

Creative and Alternative Ideas

Appendix 4 - Cynefin Framework for Problem-solving



Appendix 5. Empathy Walk Roles

A 28-year-old illiterate woman takes care of her three young children; her husband is a fisherman.

A 17-year-old girl is physically abused by her father, who does not allow her to leave the house.

An 18-year-old girl, a student, lives with her mother and two sisters.

A 55-year-old man, unmarried, unemployed, lives with his father.

A 20-year-old man is studying medicine, lives on campus, and works part-time.

A 24-year-old woman with depression and mental disorder, mother of two children, husband often abroad.

A 22-year-old man who believes he is a famous movie star and behaves strangely.

A 10-year-old girl with a serious mental illness who lives with her parents and older siblings.

A 26-year-old man, a journalist for a local newspaper, lives with his mother and younger sisters.

A 35-year-old woman, a nurse, has two children and a supportive husband.

A 20-year-old woman who has dropped out of university participates in a men's political activism group.

A 26-year-old woman who cannot walk.

An 18-year-old woman, an orphan, cares for her grandfather who has dementia.

A 30-year-old woman, a political scientist, works in parliament.

A 26-year-old deaf man lives with his mother.

A 19-year-old woman who studies human rights and lives with her unemployed father, who closely follows politics.

A 22-year-old transgender person who lives in a foreign country.

A 23-year-old man who was recently hospitalized for psychosis, unemployed, and begs.

A 32-year-old woman, a single mother, works as a cashier in a supermarket and supports two children.

A 28-year-old man, a recent immigrant, works in construction and lives in a dormitory.

A 25-year-old woman, an IT student, lives with a roommate, suffers from exam anxiety.

A 40-year-old man, unemployed engineer, divorced, cares for two children.

A 21-year-old woman, an Instagram influencer, is also studying communications.

A 19-year-old man, a volunteer at an NGO for refugees, lives with his parents.

A 34-year-old woman, a doctor at a hospital, is divorced and has one child.

A 35-year-old man, former soldier, suffers from PTSD, lives alone.

A 29-year-old woman, young entrepreneur, cares for elderly parents and two children, works 14 hours a day.

A 24-year-old man, recently unemployed after being laid off from a startup, lives with his grandmother and is trying to find a stable job.

A 31-year-old woman with vision problems works remotely for a technology company and lives alone with a pet.

A 38-year-old man, a refugee from Syria, works on a construction site and lives with his wife and two children in temporary accommodation.

Appendix 6. TRUE OR FALSE

🧠 Activity 2: “True or False?”

1. “70% of young employees quit their first job within the first year.”
2. “Greece has the highest youth unemployment rate in the European Union.”
3. “Most European youth believe AI will create more jobs than it destroys.”
4. “AI-generated CVs and cover letters are used by nearly 40% of job seekers in Europe.”
5. “Less than 20% of young people trust information shared by influencers.”
6. “AI-generated images are now detected correctly by people more than 80% of the time.”

Appendix 7. EMPATHY WALK STATEMENTS

Statements:

"At work, if I report that my manager yells at me and belittles me in front of my colleagues, I'm afraid I might lose my job."

"I have sent more than 30 job applications in the last year, but I am almost never called for an interview."

"At a job interview, I was afraid they would ask me something about my family."

"I have been subjected to sexual innuendo at work."

"On social media, it's easy for people to send me threatening messages."

"I'm afraid to talk about my mental health because people will think I'm weak."

"At work, sometimes they ignore me or don't ask for my opinion."

"When they ignore or mock me, I feel angry but don't know how to react."

"I feel that I don't have many opportunities for promotion because I don't have the right connections."

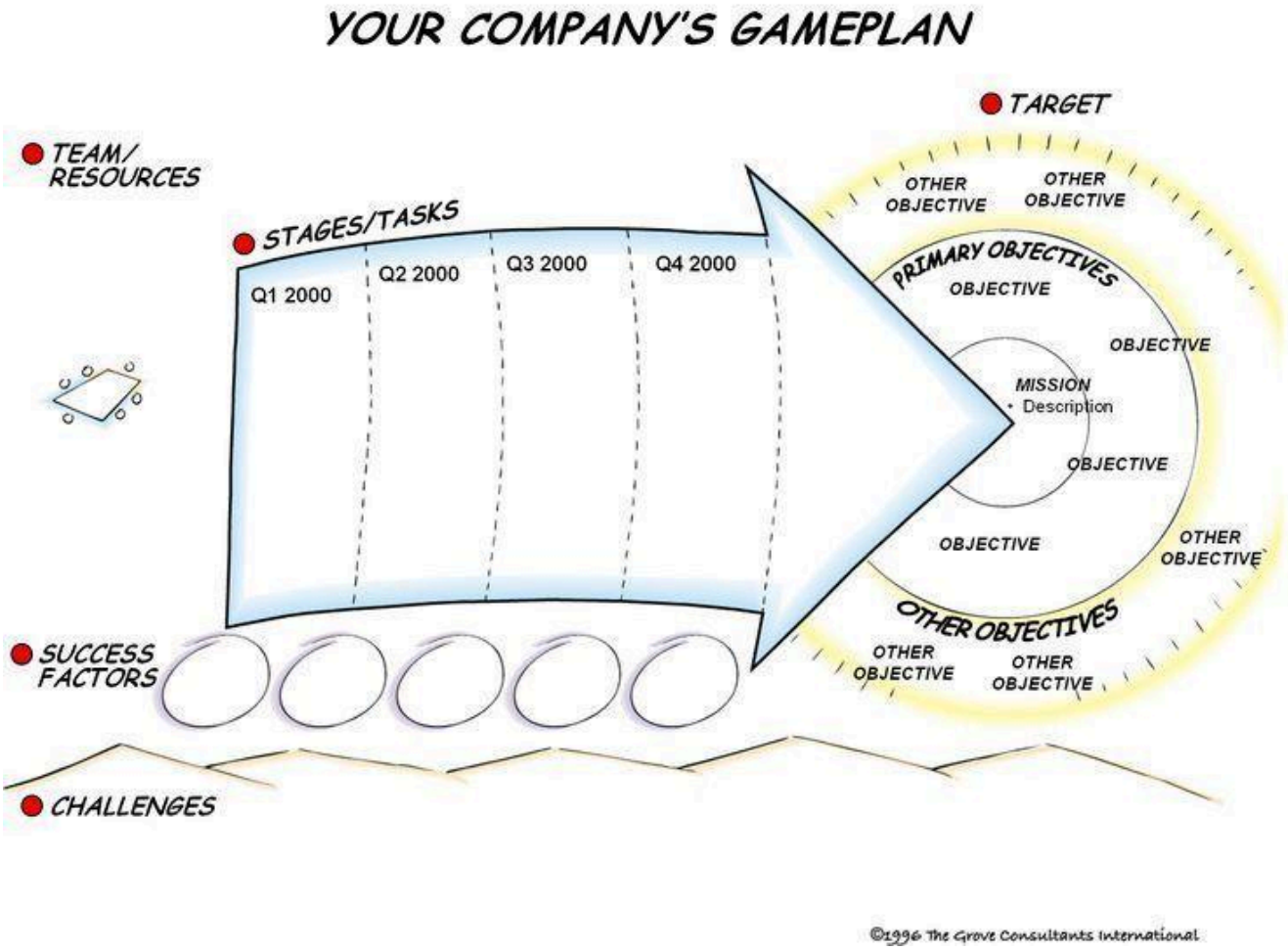
"I often avoid participating in social events or meetings."

"I have received insinuations or comments in my private or public life."

Appendix 8. Random Slides Example (you can create your own using random images, text and leaving space for interpretations)



Appendix 9. Gameplan Template (participants can draw on flipcharts)

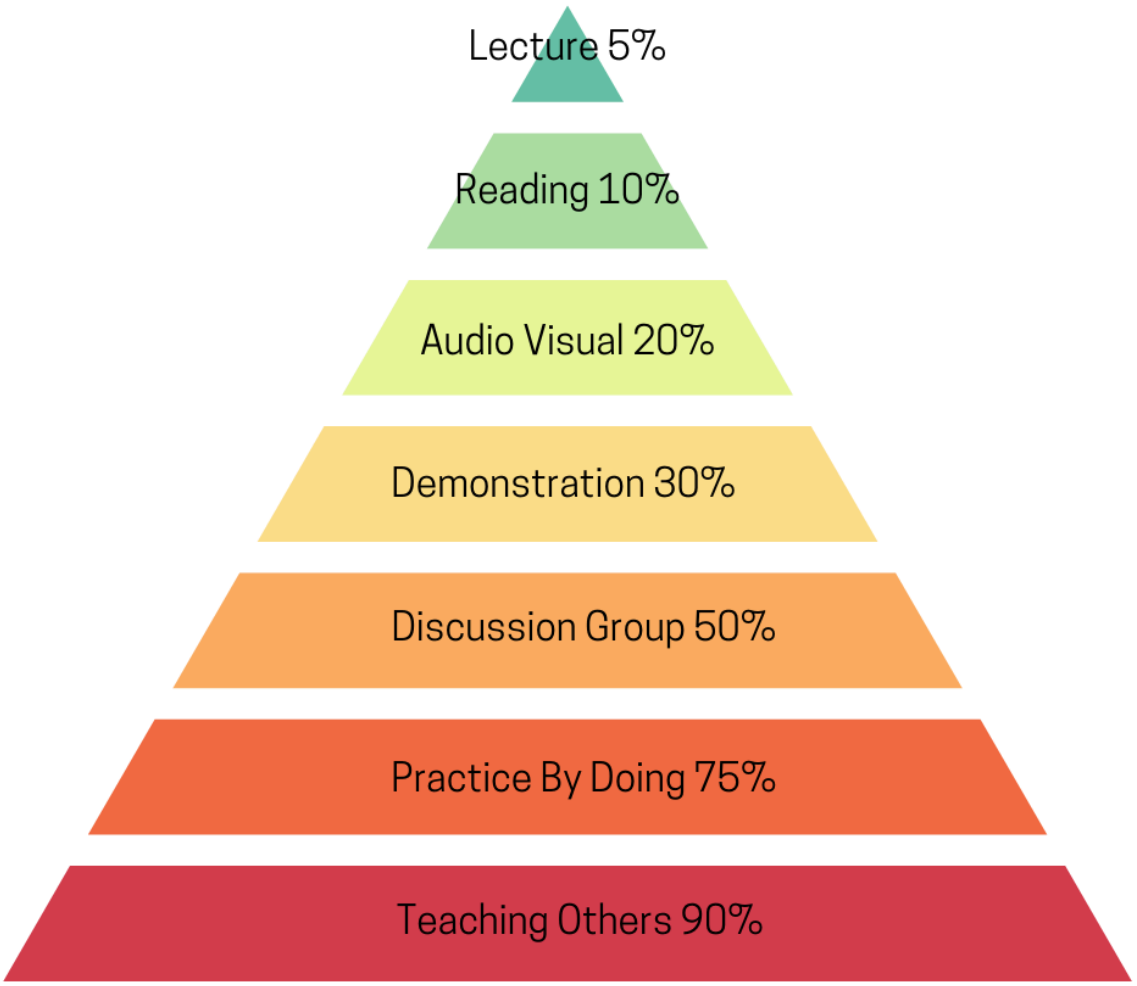


Appendix 10. Historical Settings and Contexts

Task Proposal

-Organise a wedding with 300 invites
-Writing a book
-Create a sculpture
-Collect and count taxes
-Make a self portrait
-Bake a cake/10 kg of bread

Appendix 11. Learning Pyramid

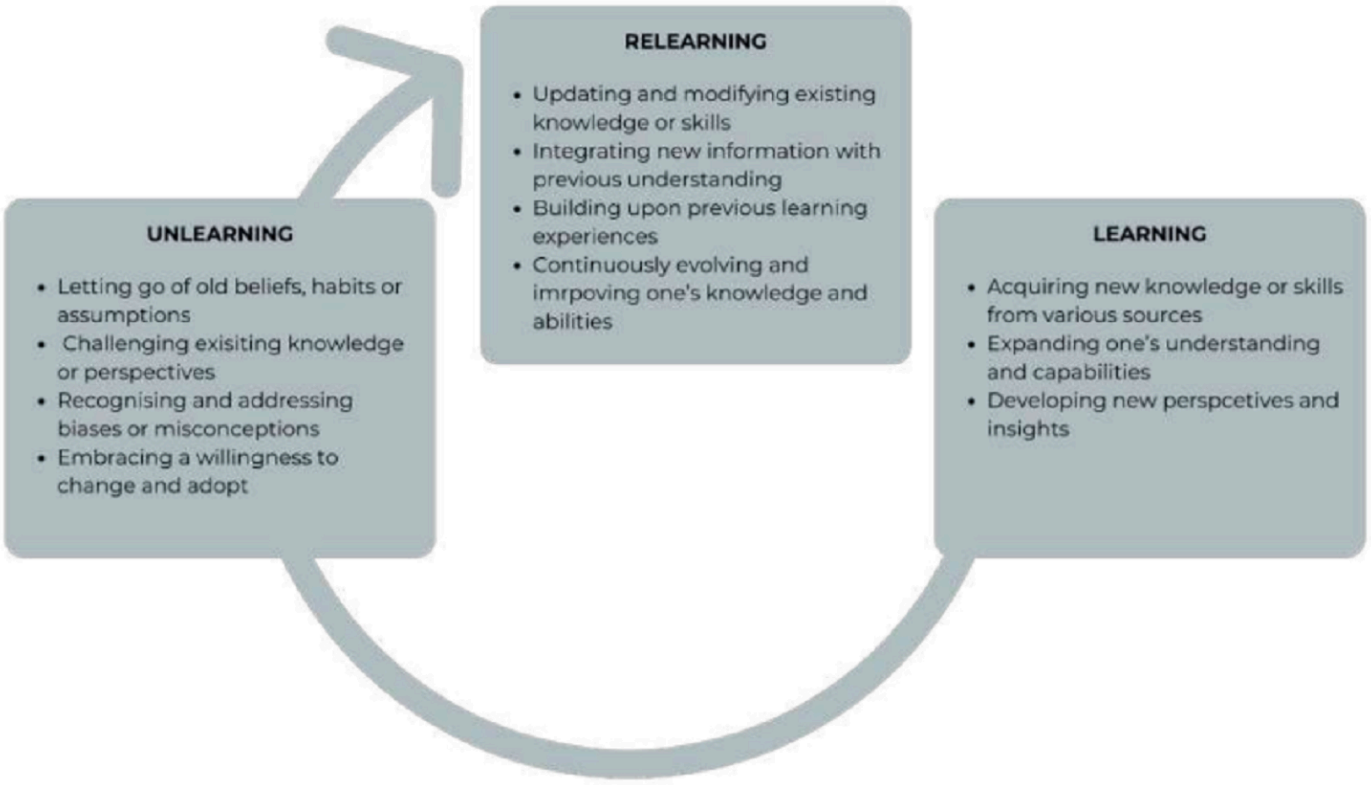


The Learning Pyramid

Rates of Learning Retention Based on Method

Based on the Original from the National Training Laboratories Bethel, Maine

Appendix 12. Learn and Relearn Model



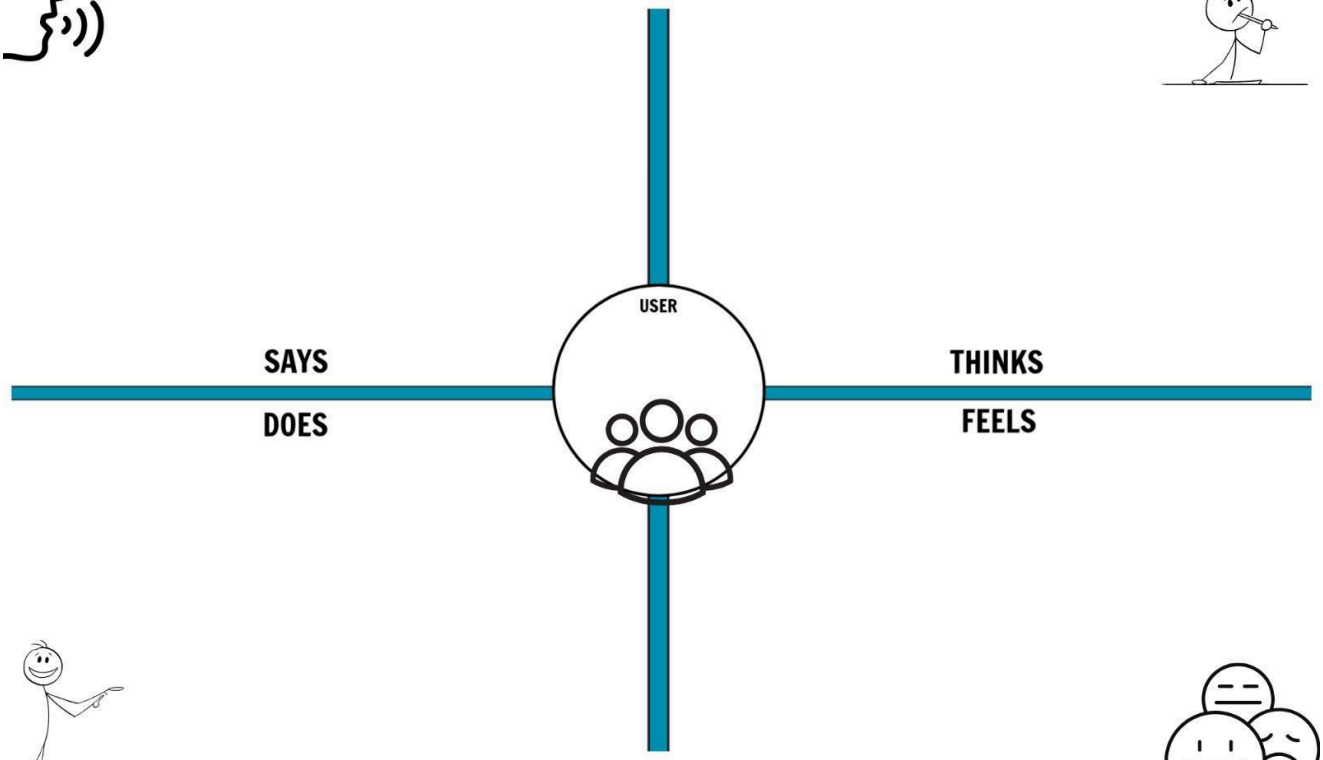
Appendix 13. Agile Principles



Appendix 14. Empathy Map







Appendix 15. Management Styles

AUTHORITARIAN MANAGER



- "MY WAY ONLY"
- "DO EXACTLY WHAT I SAY, STEP BY STEP."
- "NO QUESTIONS — JUST FOLLOW MY INSTRUCTIONS."
- "I DECIDE, YOU ACT."

Your role: Give strict, step-by-step instructions. Expect full compliance — no questions, no discussion.
Tone: Firm, commanding.

DEMOCRATIC MANAGER



- "LET'S DECIDE TOGETHER"
- "WHAT DO YOU THINK IS THE BEST WAY TO START?"
- "SHARE YOUR IDEAS — ALL ARE WELCOME."
- "WE WILL DECIDE AS A TEAM."

Your role:
Ask for ideas, discuss methods, and agree as a group before starting.
Tone: Inclusive, encouraging.

LAISSEZ-FAIRE MANAGER



- "YOU FIGURE IT OUT"
- "I TRUST YOU TO ORGANIZE YOURSELVES."
- "FIGURE OUT YOUR OWN STRATEGY — I'LL OBSERVE."
- "TRY TO INNOVATE AND SEE WHAT WORKS BEST."

Your role:
Give the task and step back. Let the team decide how to organize, plan, and act.
Tone: Relaxed, trusting.

COACHING MANAGER



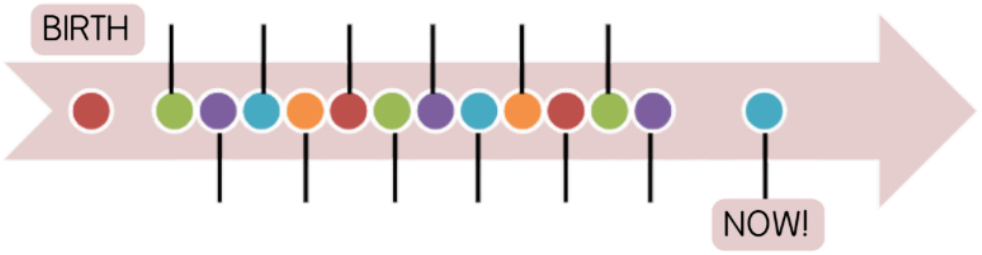
- "I GUIDE AND SUPPORT YOU"
- "HERE'S ONE IDEA — WHAT DO YOU THINK?"
- "I'M HERE TO HELP — ASK IF YOU NEED GUIDANCE."

Your role:
Offer encouragement and feedback while letting the team take initiative.
Ask reflective questions ("What could work better?").
Tone: Supportive, motivating.

Appendix 16. Life Map

LIFE MAP

MAPPING YOUR LIFE & STRENGTHS



Identify and spot 4-5 **significant moments** or **turning points** in your life. These can be challenges, transitions, or proud achievements.

Reflect on them:

- 🌧️ What was difficult or challenging?
- 💪 How did you respond? What helped you cope or move forward?
- 🌈 **What did you learn or gain from this experience?**

Appendix 17. System Descriptions

System 1 – fast, automatic, and intuitive. Handles quick, everyday decisions and is based on patterns and emotions.

System 2 – slow, deliberate, and effortful. Engaged for complex tasks, problem-solving, and requires concentration and logic.

System 1 – fast, automatic, and intuitive. Handles quick, everyday decisions and is based on patterns and emotions.

System 2 – slow, deliberate, and effortful. Engaged for complex tasks, problem-solving, and requires concentration and logic.

System 1 – fast, automatic, and intuitive. Handles quick, everyday decisions and is based on patterns and emotions.

System 2 – slow, deliberate, and effortful. Engaged for complex tasks, problem-solving, and requires concentration and logic.

System 1 – fast, automatic, and intuitive. Handles quick, everyday decisions and is based on patterns and emotions.

System 2 – slow, deliberate, and effortful. Engaged for complex tasks, problem-solving, and requires concentration and logic.

System 1 – fast, automatic, and intuitive. Handles quick, everyday decisions and is based on patterns and emotions.

System 2 – slow, deliberate, and effortful. Engaged for complex tasks, problem-solving, and requires concentration and logic.

Appendix 18. Reflection Sheets

NAME _____

"What Thinking System do I need to work on during the next 6 months?"

"Which 1 core factor in my environment positively influences my development of this system? But negatively?"

"How can you act differently starting next week to facilitate positive influence over your system development? Note 2-3 concrete actions"

NAME _____

"What Thinking System do I need to work on during the next 6 months?"

"Which 1 core factor in my environment positively influences my development of this system? But negatively?"

"How can you act differently starting next week to facilitate positive influence over your system development? Note 2-3 concrete actions"

Appendix 19. Youth Cases _ Story Theater

System 1 deficit:

Antonia is having a difficult time completing everyday tasks because she's constantly thinking about what the right way to do them is. For example, when she's trying to do the laundry, she's always checking every label for temperatures, she's overthinking washing cycles and wonders what to do for the 40 minutes washing duration before she even sets the timer on.

Theater task: Create a story that helps Antonia meet relaxed people that help her fold laundry while having fun and teach her that "done" is sometimes better than "perfect."

System 1 deficit

Leila is an art student who hasn't painted anything in three months. Every time she sits in front of the canvas, she spends hours deciding on colors, composition, or the "meaning" behind the piece before making a single brushstroke. She researches what famous artists did, watches tutorials, and plans detailed sketches… but the canvas remains blank. When she finally paints something, she erases it right after, convinced it wasn't "the right idea."

Theater task: Create a story that helps Leila rediscover spontaneity, imperfection, and emotional flow: painting with instinct, not fear of being wrong.

System 1 deficit

Tudor loves hosting, but lately, dinners have turned into stressful, micromanaged events. He measures the salt grains, checks recipes three times, and schedules the evening to the minute. When guests arrive, he's so preoccupied with doing things "right" that he forgets to actually talk to anyone. He collapses exhausted at the end, thinking everyone had a terrible time… though they all say it was lovely.

Theater task**:** Create a story that helps Tudor rediscover the joy of connection and imperfection: to laugh at a burnt dish and stay present with his guests rather than his checklists.

System 2 deficit:

Michael is extremely effective when it comes to daily activities at home and with completing physical tasks, as well as everything that includes some kind of routine. Unfortunately, every time he needs to think about how to solve more complex challenges such as tailoring a training program to his fitness goals, he's getting blocked. This is, because he tries to simplify and doesn't have patience to consider all the different factors involved in reaching a good decision. Furthermore, he doesn't have a lot of experience with reflecting on his own experiences and identifying what he needs.

Theater Task: Create a story that helps Michael take on a gym challenge where participants must plan their own routines. He fails the first few weeks, but then another member introduces him to journaling and incremental reflection.

System 2 deficit

Ionut has switched jobs six times in two years. Every new opportunity sounds exciting… until he realizes after a few weeks that it's "not for him." He rarely takes time to evaluate what he wants or what went wrong before moving on. When friends ask what kind of work would really fulfill him, he laughs and says, "I'll know it when I see it." He's full of energy and enthusiasm but has no structure for decision-making or self-assessment.

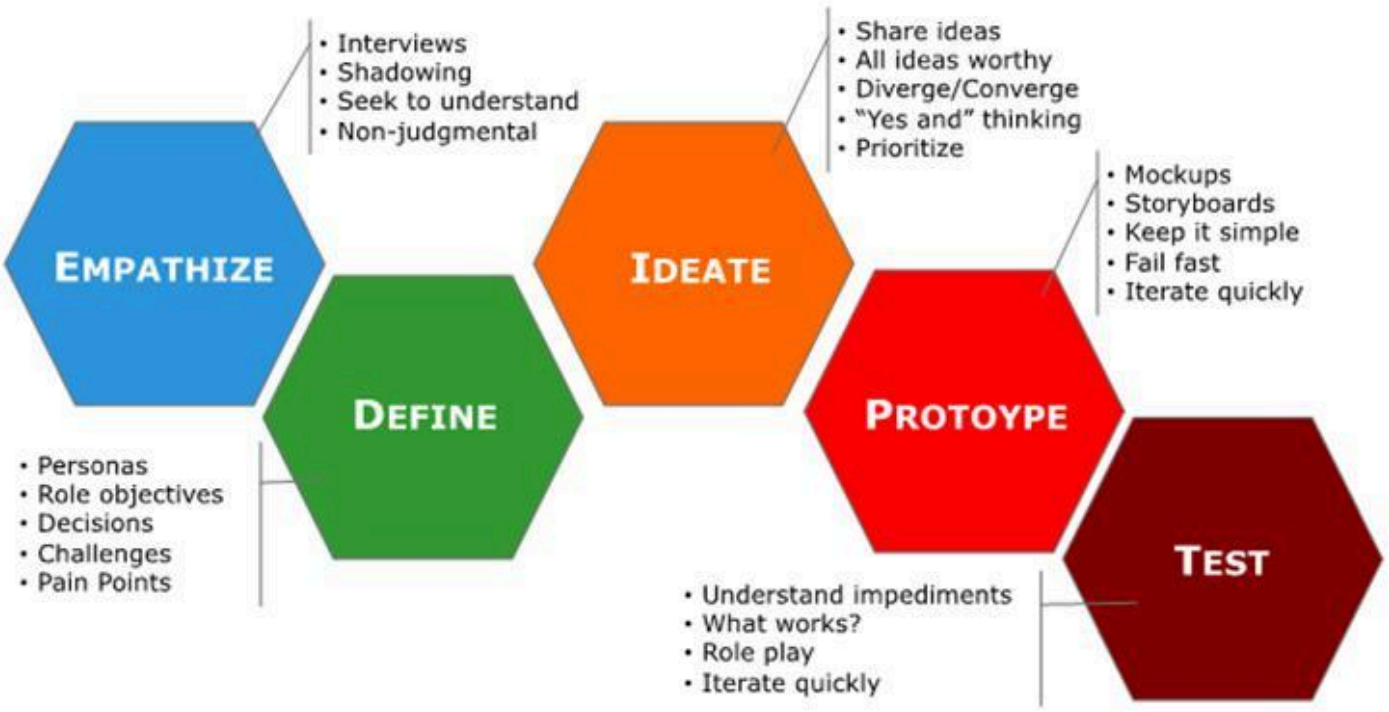
Theater Task: Show how Ionut might slow down, reflect, or seek guidance to make more grounded choices: transforming impulsive change into intentional growth.

System 2 deficit

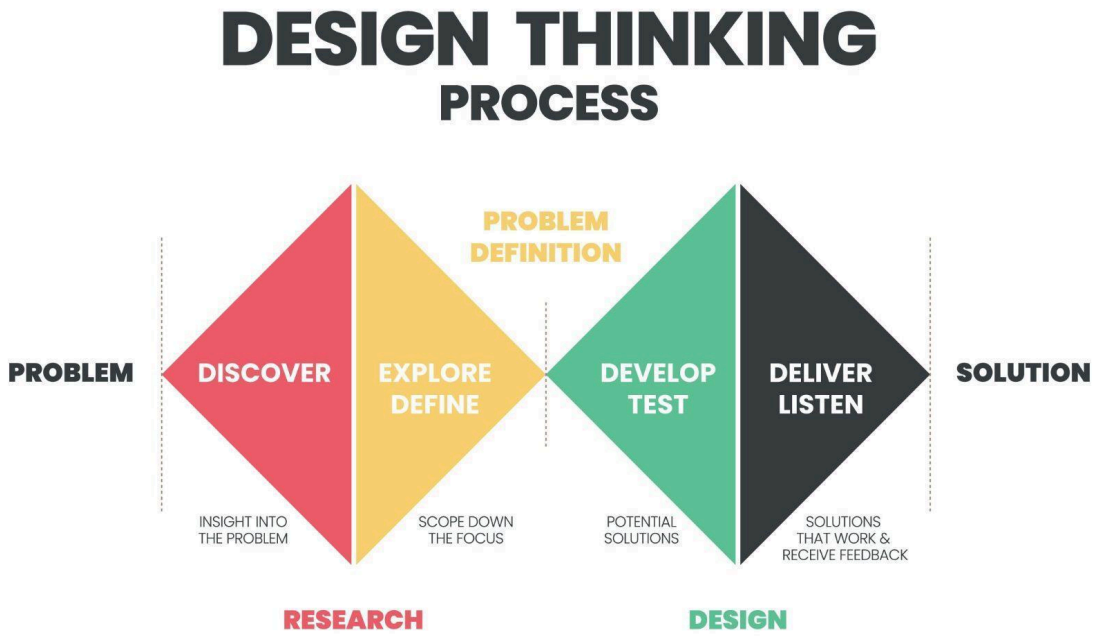
Mara is creative, efficient, and practical; until teamwork gets complicated. When her colleagues start discussing different perspectives, she quickly decides "the simplest solution" is best and insists on it. If things get messy, she becomes impatient, saying, "Let's just do it my way; we're wasting time." Her teammates feel unheard, and the project misses important nuances that could have made it great. Mara thinks she's being pragmatic, but in truth, she's avoiding deeper reasoning and collaboration.

Theater Task: Create a scene in which Mara learns to appreciate slower dialogue, active listening, and the value of multiple perspectives in reaching thoughtful decisions.

Appendix 20. Design Thinking



Appendix 21. Double DIamond Model



Emerging Advanced Skills Youth

Co-funded by the European Union



The content of this toolkit reflects the views of the authors only and does not necessarily represent the views of the European Union or other supporting bodies. Neither the European Union nor the Erasmus+ Programme can be held responsible for any use which may be made of the information contained therein. The information provided is for educational purposes and aims to support young people, educators, and policymakers in understanding and developing key employability skills.

© 2025 EASY Project Consortium. All rights reserved. Reproduction or distribution of any part of this guide is allowed for non-commercial purposes with proper attribution to the authors and acknowledgment of the Erasmus+ Programme.

iasis Institutul Bucovina WIPSEE ACCELERAS EPeKa TAVOEUROPA