

AI Training TOOLKIT

AI FOR YOUTH WORK

Enhancing Youth Work Through AI
ai4youthwork.eu

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Author(s)	Miriam LANZETTA; Angela MANGIULLO; Vasilis TSEKOURAS; Alexandros SKOUFIAS; Dimitra SOFIANOU; Jorge MACHADO; Marta LIMA; Nicoleta ACOMI; Mykyta CHERVINSKYI; Ovidiu ACOMI
Contributor(s)	Dovile IMBRASAITE;
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Document History

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V1.0	15/09/2024	MACHADO Jorge, LIMA Marta, IMBRASAITÉ Dovile	Final version. Final review and editorial corrections.

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EXECUTIVE SUMMARY

The **AI Training Toolkit** gives you practical resources to guide young people in understanding and using AI responsibly. It is designed for youth workers who want to build AI literacy, critical thinking, and awareness of digital technologies.

The toolkit delivers **three main outcomes**.

- Increase your capacity to integrate AI in youth work.
- Provide ready-to-use workshop plans focused on active learning.
- Support ethical and responsible adoption of AI among young people.

You will find **16 workshop plans**. Each plan includes objectives, activity steps, preparation and implementation instructions, training materials, and debriefing tips. The workshops are simple to deliver and adaptable to different groups and contexts.

The design process was collaborative. Partners co-created each plan to ensure relevance for youth workers across Europe. The content reflects **real needs, practical examples, and youth-centered approaches**.

The toolkit is not a theory book. It is a working resource. You will be able to pick a plan, prepare quickly, and run a session with confidence.

Young people who take part in these workshops will gain:

- A clear understanding of what AI is and how it works.
- Awareness of the opportunities and risks of AI systems.
- Skills to question, analyze, and make responsible choices when using AI tools.

This resource equips you with tools to prepare the next generation for a digital future shaped by AI. **It supports your role in building informed, responsible, and active citizens.**

1. PROJECT OVERVIEW

Artificial Intelligence for Youth Work (AI4YouthWork) is a Cooperation Partnership in the Youth field co-funded by **Erasmus+**, the European Union's programme to support education, training, youth and sport in Europe.

The project brings together four organisations from four European countries:

 Lascò (Coordinator) Digital innovation company lasco.io	 TEAM4Excellence Non-profit organisation trainingclub.eu
 Kyttaro Enallaktikon Anazitiseon Neon Non-governmental organisation kean.gr	 Contextos Social cooperative contextos.org.pt



OBJECTIVES

The project aims to **contribute to increasing youth professionals' capacity to harness AI's potential to enhance** the quality, attractiveness, and effectiveness of their work.

Specific objectives:

- **Identify the competencies youth work professionals need** to integrate AI into their work.
- **Equip youth work professionals** with training and learning resources to adopt trustworthy AI solutions and foster young people's AI literacy.
- **Increase the awareness** of youth work professionals and young people on the benefits and limitations of adopting artificial intelligence.



KEY RESULTS

1 AI Competence Framework for Youth Workers

A **framework** identifying the **key competence areas, knowledge, attitudes, and skills** needed by youth workers to effectively integrate artificial intelligence into their work and guide youth in navigating an AI-powered future.

2 Digital Catalogue of e-Learning Experiences on AI

A digital catalogue of **open educational resources** on artificial intelligence for youth workers in English, Italian, Greek, Portuguese and Romanian, tailored to foster each competence outlined in the Competence Framework.

3 AI Training Toolkit

A **toolkit** for youth workers, including two key components:

- (i) A **map of relevant, trustworthy AI-powered solutions** for youth work meeting the requirements defined in the *Ethics Guidelines for Trustworthy AI*¹ by the European High-Level Expert Group on AI (AI HLEG), the independent expert group set up by the European Commission in June 2018;
- (ii) A collection of **workshop plans** to foster AI literacy among young people, encouraging critical thinking and responsible AI usage.

Learn more:
www.ai4youthwork.eu



¹ High-Level Expert Group on Artificial Intelligence (2018). *Ethics Guidelines for Trustworthy AI*.
<https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>

2. METHODOLOGY

The development of the **AI Training Toolkit** followed a collaborative and structured process carried out between April and August 2025. The focus was the co-design of **16 youth-centered workshop plans** and the creation of supporting training materials. The process aimed to deliver a practical, consistent, and accessible resource for youth workers.

Co-design of Workshop Plans

The consortium co-designed **16 workshop plans**. Each plan was created to build AI literacy among young people, strengthen critical thinking, and promote responsible use of AI technologies. Non-formal education and active learning methodologies guided the design, ensuring that the workshops are engaging, practical, and adaptable to different contexts.

Division of Responsibilities

The production of the workshop plans was shared among the partners to balance contributions and ensure diverse perspectives:

- Contextos developed 4 plans.
- TEAM4Excellence (T4E) developed 4 plans.
- Lascò developed 4 plans.
- Kyttaro Enallaktikon Anazitiseon Neon (KEAN) developed 4 plans.

This division allowed each partner to bring its expertise into the toolkit, while maintaining a common standard.

Template and Structure

To guarantee coherence, Contextos provided a template for all partners. The template included:

- Objectives of the workshop.
- Detailed activity plan.
- Instructions for preparation and implementation.
- Training resources and instructional materials.
- Tips and guidelines for debriefing.

This structure ensured that each plan could be easily applied by youth workers.

Supporting Materials

Alongside the workshop plans, partners produced presentations, templates, worksheets, and assessment activities. Debriefing prompts were added to help youth workers guide reflection with participants and evaluate learning outcomes.

Peer Review and Publication

Once the workshop plans were drafted, the partners reviewed each other's work. This peer review process improved quality, aligned methodologies, and created a consistent voice throughout the publication. The final toolkit brings together all 16 plans and their training materials as a single, coherent resource.

Translation and Accessibility

To make the toolkit accessible across Europe, the consortium translated the publication into all partner languages. This step guaranteed equal use in different national contexts and increased the reach of the resource.

Through this methodology, the **AI Training Toolkit** was developed as a practical and inclusive resource. It provides youth workers with ready-to-use workshops and training materials to strengthen young people's understanding of AI, while promoting critical thinking and responsible digital citizenship.












Disclaimer: The tools mentioned in this Toolkit are presented for informational purposes only and should not be interpreted as endorsements by the authors. We encourage you to independently evaluate each tool to determine its suitability for your specific needs before adopting it.

3. HOW TO USE THIS TOOLKIT

This Toolkit has been designed to **support youth workers in delivering engaging, practical, and reflective workshops on AI with young people**. It provides **ready-to-use workshop plans, training materials, and guidance** to ensure activities are easy to implement in different contexts and languages.

3.1 Structure of the Workshop Plans

Each workshop plan follows a clear and consistent structure, so you can quickly understand its purpose and how to deliver it:

	Main Objective	The overall aim of the workshop
	Learning Outcomes	What participants are expected to gain in terms of knowledge, skills, and attitudes.
	Duration	Recommended length of the session.
	Format	Delivery options (in-person, hybrid) and recommended setup
	Group Size	The number of participants the workshop is designed for.
	Resources and Materials	What you need to prepare before the session (e.g., presentation, projector, pens).
	Preparation	Practical steps to set up the workshop.
	Instructions	Step-by-step guidance on how to conduct the activities, including suggested timings, questions, and facilitation tips.
	Evaluation and debriefing	Methods to reflect on and consolidate learning
	Training Materials	The supporting files you will need (presentations, handouts, reflection sheets, etc.).
	References	External resources for further exploration

Each plan is designed to be adaptable: you can shorten, expand, or modify activities depending on your group size, time, or context.

3.2 Accessing the Training Materials

Each workshop is accompanied by **training materials** (*presentations, activity sheets, reflection templates, etc.*), which are available at <https://www.ai4youthwork.eu/en/training-materials/>

In every workshop plan, you will see a reference to the file name, following the format: [Workshop Plan Number]_[Workshop Title]_[Material Title]. For example: *WP01_When AI Gets It Wrong_Presentation*)

On the dedicated webpage, you will find links to five folders - one for each project language (*English, Italian, Portuguese, Greek, and Romanian*). Inside each folder, all files are named consistently (e.g., *WP01_When AI Gets It Wrong_Presentation*) in order to make it easier for you to match the reference in the workshop plan with the corresponding file in the folder.

4. WORKSHOP PLANS

4.1 When AI Gets Wrong



Main Objective

Help youth workers confidently guide young people in identifying false, biased, or AI-generated content, while promoting critical thinking and responsible use of generative AI tools.



Learning Outcomes

Knowledge

- Understand how AI-generated content is produced
- Recognize typical errors or limitations in AI-generated content
- Understand ethical concerns surrounding misinformation generated by AI

Skills

- Critically assess the accuracy and credibility of AI-generated content
- Identify AI misinformation and practice digital responsibility

Attitudes

- Develop a critical mindset toward digital information and AI-generated content
- Value the ethical use of AI tools and transparent communication
- Encourage responsible use of AI tools within youth engagement practices



Duration

60 minutes



Format

In-person (recommended), hybrid also possible



Group Size

10–20 participants



Resources and Materials

- Presentation
- Room with a projector and screen (or large monitor), with space for small group work.
- Pens, pieces of paper, and reflection sheets



Preparation

- Open presentation slides on screen
- Prepare debrief questions on reflection sheets



Instructions

1. Introduction - (10 min)

Begin by welcoming participants and introducing the topic of the workshop: understanding how AI-generated content can sometimes be misleading or incorrect. Explain that AI is becoming more common in tools young people use daily, like chatbots, or content generators, but it's not always accurate or trustworthy. Emphasize that it's important to build the critical thinking skills needed to navigate AI-powered spaces responsibly.

Ask participants if they've ever been fooled by an AI-generated image, text, or post, or if they've had a strange or surprising experience using AI. Allow for one or two short examples. Close the introduction with an icebreaker that raises awareness about how difficult it can be to distinguish between fact and fiction when AI is involved.

Steps:

- Display 5 sets of images on screen (real and AI-generated that look like real).
- Ask: "Is this Real or an AI Generated?"
- Reveal answers and ask: "Why did you think that?"

Tips:

- Choose examples relevant to youth (e.g. social media, celebrities, news).
- Make it fun and slightly confusing — it proves the point!

2: AI Mistake Matching (20 min)

Begin by introducing five common types of AI mistakes using simple examples:

- hallucination – the AI makes up false information;
- bias – outputs reflect stereotypes or unfair assumptions;
- inaccuracy – the information is factually incorrect;
- lack of context – the AI misinterprets tone, nuance, or meaning;
- overconfidence – the AI gives an answer with undue certainty.

Display these categories in a presentation and briefly explain each with a short example. Next, divide participants into 2 groups and display 2-3 items of real AI-generated "mistake" examples. Each group analyses the examples and works together to decide which type of AI error is represented in each case, and why. After that go through the examples together and let each group share their reasoning. Encourage discussion to clarify any confusion.

3: AI Ethics (20 min)

Tell participants that we often don't just need to spot bad AI — we also need to decide how to respond when it's misused or misunderstood. Introduce 3-5 short, real-life scenarios (e.g. Misinformation on social media where AI-generated news spreads false claims, or AI bias in job applications where CV tools suggest stereotypical roles, or Academic integrity issues where students submit AI-generated essays without

understanding the content, etc.) where young people might encounter challenges with AI (e.g., misinformation, bias, or inappropriate academic use).

Divide participants into 2-3 groups and assign one scenario to each.

Ask them to write down their response to the following questions:

- What's happening here?
- What would you do when facing such a situation?
- How would you turn this into a learning moment for young people?

After 10 minutes, invite each group to briefly present their scenario and solution. Wrap up by reinforcing the key message: your role is to guide reflection, ensure safety, and promote thoughtful, responsible use of AI.



Evaluation and debriefing

To close the session, the facilitator invites participants to reflect on what they've learned and how confident they feel in applying the workshop content to their youth work practice.

Participants will complete a short written reflection on a feedback card responding to two questions:

- What did I learn today about how and why AI can produce false or biased content?
- What is one concrete action I will take to promote responsible AI use in my everyday life?



Training Materials

[WPO1_When AI Gets It Wrong_Presentation](#)



References

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4.2 AI In Our Lives



Main Objective

Help youth workers build confidence in leading reflections about AI's pervasive presence in everyday life, and equip them with strategies to guide young people in ethical and responsible content creation using AI tools.



Learning Outcomes

Knowledge

- Understand common ways AI is integrated into daily digital tools and platforms.
- Recognize the implications of AI's presence on personal data, privacy, and digital habits.
- Identify key ethical considerations when using AI for content creation.

Skills

- Facilitate open and critical discussions with young people about their daily interactions with AI.
- Guide young people in evaluating the ethical implications of AI-generated content and its creation.
- Develop practical skills in creative use of AI tools in content creation among youth.

Attitudes

- Foster a proactive, curious, and critical mindset towards AI's role in personal and public life.
- Value ethical principles, transparency, and responsible practices in AI content creation.



Duration

60 minutes



Format

In-person (recommended), hybrid also possible



Group Size

10–20 participants



Resources and Materials

- Presentation slides
- Room with a projector and screen (or large monitor), with space for small group work.
- Pens
- Large pieces of paper
- Access to DALL-E or ChatGPT



Preparation

- Open presentation slides on screen.
- Set up areas for small group work.



Instructions

1. Introduction - (10 min)

Welcome participants and introduce the workshop topic: "AI in Our Lives". Explain that AI is no longer just a futuristic concept; it's deeply integrated into our daily digital experiences, often without us even realizing it. Emphasize that beyond just spotting AI mistakes, it's crucial to understand AI's constant presence, its impact, and how to use it thoughtfully and responsibly, especially when creating content.

Ask them:

- Where do you think AI is already present in your daily life?
- How might young people be interacting with AI without even realizing it?" (e.g., social media algorithms, streaming recommendations, smart assistants, predictive text, photo filters, online games).

Allow for a few brief examples and observations from participants.

2: Activity: AI content creation (20 min)

Begin by introducing several free and accessible AI content creation tools commonly used by young people. Briefly explain how these tools can be used to generate text, images, or multimedia content, and highlight their practical uses in youth contexts (e.g., schoolwork, storytelling, social media, presentations).

Divide participants into 2–3 small groups. Each group selects one AI tool to create text or image (DALL-E or ChatGPT) and creates a short content piece using a self-written prompt. This could be a short story, a poster, a social media post, an image, or a mini campaign idea. Encourage creativity, but also ask groups to consider and discuss the ethical implications of what they're creating. If needed, suggest prompt ideas or topics (e.g., digital wellbeing, environmental awareness).

Facilitate a short sharing session where groups can present their creations and reflect on:

- How the tool worked
- What challenges or concerns they noticed
- How they would guide a young person using this tool



Evaluation and debriefing

Briefly summarize the main points: AI is deeply embedded in our lives, and as youth we have not just to consume AI-generated content, but also to create it with AI responsibly and ethically.

Invite participants to complete a short-written reflection using the following debriefing questions:

- What is one way I now see AI playing a role in my everyday life that I hadn't considered before?
- What's one ethical consideration I would raise when discussing AI content creation with young people?



Training Materials

[WP02 AI in Our Lives Presentation](#)



References

- Blend. (2024, December 23). *12 best AI tools to use for content creation*. Retrieved September 9, 2025, from <https://www.getblend.com/blog/10-best-ai-tools-to-use-for-content-creation/>

4.3 Understanding AI Bias



Main Objective

Help youth workers understand how AI systems make decisions, reflect on where responsibility lies when things go wrong, and support young people in thinking critically about fairness, bias, and accountability in AI-powered environments.



Learning Outcomes

Knowledge

- Understand simplified models of how AI “decides” (e.g. keywords, pattern recognition, scoring)
- Identify types of errors and biases that occur in AI decision-making
- Know who the key actors are in AI-powered systems (developers, platforms, users, moderators)

Skills

- Facilitate critical discussions with youth about responsibility and fairness in AI
- Explain how and why AI systems may produce false, biased, or harmful results
- Guide young people in reflecting on their role and rights when interacting with AI systems

Attitudes

- Promote fairness and shared responsibility in AI use
- Encourage transparency and skepticism toward AI-powered decisions
- Support young people’s agency in questioning and responding to automated outcomes



Duration

60 minutes



Format

In-person (recommended), hybrid also possible



Group Size

10–20 participants



Resources and Materials

- Presentation slides
- Whiteboard or flipchart for shared responses
- Room with a projector and screen (or large monitor), with space for small group work.
- Printed copies for the matching game



Preparation

- Open presentation slides on screen
- Prepare debrief questions on reflection sheets



Instructions

1. Introduction - (5-7 min)

Start the workshop by asking participants who they think is responsible when AI makes a decision — like removing a post, flagging a student, or recommending content. Explain that AI is increasingly involved in everyday decisions that affect young people, yet these systems often lack context and may reflect hidden biases from their data or design. This workshop will explore how AI decisions are made, where things can go wrong, and how youth workers can help young people respond thoughtfully and critically.

2: Activity 1: Match the AI Brain (20 min)

The goal is to help participants understand the simplified ways AI “thinks” and the types of logic behind common automated decisions. Begin by briefly introducing the five types of AI decision logic:

- Pattern Matching
- Keyword Trigger
- Scoring System
- Confidence Level
- Bias from Training Data

Then, divide participants into 2 small groups and give each group 5 case cards. Each group discusses the examples and “matches” each card to one of the AI brain types, similar to a matching game. Encourage groups to think of it as a puzzle — their task is to connect the case with the correct decision logic. After 10–12 minutes, regroup and review the matches together, encouraging discussion about the reasoning and possible implications of each decision type.

3: Activity 2: Bias Detector Game (20 min)

The goal is to show how AI systems can produce biased results due to flawed data, narrow assumptions, or cultural blind spots. Divide participants into 2 groups, each group receives two AI case examples and a paper to write on. For each case, they discuss and identify the type of bias involved, consider who might be harmed or excluded by the system, and propose an action for three roles: a developer (to improve the system), a youth worker (to support the affected young person), and the platform (to ensure responsible use). After working through the cases, each group presents one of their examples and proposed solutions to the larger group for discussion.



Evaluation and debriefing

To close the workshop, briefly summarize the main insights: AI makes decisions based on limited patterns and data, which can lead to biased or unfair outcomes. Human oversight is essential to ensure fairness and understanding.

Invite participants to reflect on what they’ve learned and how they can apply it in their practice.



Reflection Questions (verbal or written):

- What's one thing I learned about how AI makes decisions?
- What would I say to a young person who was harmed or confused by an AI mistake?



Training Materials

[WP03 AI Bias Presentation](#)

[WP03 AI Matching Cards](#)



References

- University of Toronto Libraries. (n.d.). *Datasets, Bias, and Discrimination*. Retrieved September 9, 2025, from <https://guides.library.utoronto.ca/c.php?g=735513&p=5297043>
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4.4 How AI Learns and Responds



Main Objective

Support youth workers in understanding the foundational processes behind AI learning and prompt engineering, enabling them to introduce technical AI literacy to young people in accessible and practical ways.



Learning Outcomes

Knowledge

- Understand the basic process of how AI is trained (supervised and reinforcement learning)
- Recognize how AI systems make predictions and how prompts influence output
- Identify risks and limitations in AI model behavior and user interaction

Skills

- Guide young people in testing and refining AI tool outputs through prompt engineering
- Facilitate group activities that simulate AI decision-making and learning processes
- Support critical discussion around how AI responds, improves, or fails in various tasks

Attitudes

- Develop curiosity and confidence around technical AI concepts
- Encourage young people to experiment with and question AI systems
- Value clarity, fairness, and inclusion in how AI systems are trained and used



Duration

60 minutes



Format

In-person (recommended), or hybrid



Group Size

10–20 participants



Resources and Materials

- Printed training process card decks (for both supervised and reinforcement learning)
- Smartphones with access to ChatGPT or Google Gemini (free version)
- Paper, pens, flipcharts
- Room with a projector and screen, group tables, and slides on AI learning basics and prompt structure.



Preparation

- Prepare two training flow sets with step titles and descriptions (shuffle for group sorting)
- Ensure ChatGPT (or similar tools) is available for prompt activity
- Load slide presentation introducing: supervised vs. reinforcement learning, prompt structures



Instructions

1. Introduction (10 min)

Briefly introduce how AI “learns” by recognizing patterns and responding to user instructions (prompts). Clarify that there’s no “thinking” — AI only reacts to data and context it was trained on. The workshop will explore two foundational processes: how AI is trained and how we talk to it.

2: Activity 1: How AI learns (20 min)

The goal of the activity is to visualize the real logic and limitations of AI training. Divide participants into 2 groups (slide no.5). Each group receives a shuffled deck of cards representing one training process:

- Group A: Supervised learning (e.g., dog image recognition)
- Group B: Reinforcement learning (e.g., simple game AI)

Each card set contains a step title (e.g., “Label Data”) and a definition. Groups must match titles to definitions and arrange them in correct order.

After arranging the cards, each group presents their sequence to the others. The facilitator asks:

- Why did you place the steps in this order?
- What is the AI “learning” at each step?
- Where could mistakes or biases arise in this process?

Wrap up by highlighting how the process of supervised vs. reinforcement learning differs and where each can fail.

3: Activity 2: Prompt battle (20 min)

The goal of the activity is to show how language shapes AI output — and how to improve it. Introduce core prompt elements: role, task, tone, format. Divide participants into 2 groups. Give them a youth-oriented task, e.g. “Create a post for a campaign for healthy digital habits”. Each group writes a strong prompt, enters it into ChatGPT, and collects the results. Participants are encouraged to rewrite or refine their prompt multiple times until they are satisfied with the final result.

After completion, groups present their outputs, then reflect:

- What worked well?
- What could improve?
- Which result felt more usable or relevant?

Wrap up by suggesting how participants could structure better prompts.



Evaluation and debriefing

To close the workshop, briefly summarize the main insights:



AI learns from data, not understanding - and its responses are shaped by how we communicate with it. With the right guidance, young people can take more control over their interactions with AI by understanding how it's built and how to "talk" to it effectively.

Invite participants to reflect on what they've learned and how they can apply it in youth work.

Reflection Questions:

- What's one thing I learned about how AI learns or responds to input?
- How could I help a young person improve the way they use AI tools like ChatGPT?



Training Materials

[WP04: How AI Learns and Responds Presentation](#)

[WP04: Supervised Learning Card Set](#)



References

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4.5 My Dream AI Assistant



Main Objective

Helping young learners to explore and experience how Artificial Intelligence can support and challenge human collaboration by engaging them in active learning using tools like Gemini.



Learning Outcomes

- Define what an AI assistant is and how it can support teamwork
- Identify commonly used AI collaboration tools
- Evaluate AI-generated outputs critically, identifying strengths and limitations
- Reflect on when and how it is appropriate to use AI responsibly in a work group



Duration

60 minutes + 5 to wrapping up ideas



Format

Online or in person



Group Size

15 participants



Resources and Materials

- Laptop and internet access for each participant or group.
- Projector or large screen.
- Gemini account for the facilitators and participants
- Canva brainstorming board template.



Preparation

Online setup:

- Breakout rooms
- Each group should be provided with Canva brainstorming board

In-person setup:

- Tables for small group work
- Optional: Markers or visual aids to stimulate creativity



Instructions

Introduction, icebreaker activity (15 min)

Active imagination of the participants asking 3 guiding questions, allowing them to share ideas about AI collaboration.

- Name your AI assistant
- What can the AI assistant do?
- How does it help you collaborate?

Each participant will share their opinion for no more than 1 minute. The facilitator can offer their support by writing down participants' ideas on a board. Conclude the icebreaker activity by wrapping up with open questions like:

"Would you trust your AI assistant in a team?"

"How might it help or harm teamwork?"

How AI works in teams (20 min)

Facilitators at this stage support learners in building a foundational understanding of AI.

Find and present examples of AI tools used in collaboration (e.g., Slack, Miro, Google Workspace & Gemini, Microsoft Teams). Use visuals and relatable stories, then ask the group:

"Which ones have you used? What worked? What didn't?"

Elicit reflection asking:

- Would you trust AI to organise your teamwork?
- What should humans still do without AI?
- How can we make sure AI is used responsibly?

Co-create with AI (40 min)

Explain to the group that they will be working together to organise and refine their ideas from the earlier brainstorming session using Google Gemini, an AI assistant that helps group and summarise content. Assign or let the form into small groups.

Participants should already have their initial ideas collected- either visually on Canva or written on paper or sticky notes.

Each group will work together using one shared device with access to Gemini.

Each group member contributes 1-2 ideas to the list. Together, they prepare a full idea list to feed into Gemini.

Organise:

Ask groups to copy their list of ideas into Gemini with this prompt:

"Organise this list of ideas into 3 or 4 themed groups and give each group a name"

Once Gemini replies with clusters and names, the group:

- Reviews the groupings
- Rewrites the list on paper or in Canva to reflect the cluster structure
- Renames clusters as needed

Summarise:

For each cluster, the group pastes the items back into Gemini and prompts:

"Summarise these ideas in 1-2 sentences."

They write or paste each summary next to the cluster titles.

Reflect: "Did the summary match what we meant?"

At the end of the activity, let the group debate and modify clusters if needed, reminding them
"AI helps, but you make the final decision"

Wrap-up and Reflection (5 min)

Discuss:

"Was Gemini helpful or confusing?"

"Did the AI help you agree faster, or did you need to rework its suggestions?"

"Would you trust AI to organise your schoolwork or team project?"



Evaluation and debriefing

At the end of the workshop, the facilitator will engage participants in a guided debrief to consolidate learning, encourage reflections and evaluate the effectiveness of the session.

The facilitator will lead a brief, open discussion using targeted reflection questions, encouraging participants to express their learning and perspectives. These may include:

- "What surprised you about using AI today?"
- "What did AI help you do better in your group?"
- "Would you trust AI in a real teamwork setting? Why or why not?"

This group dialogue encourages meta-cognition and helps the facilitator assess how well participants understood key concepts (e.g., responsible AI use, collaboration dynamics)



Training Materials

[WP05 Brainstorming Board](#)

[WP05 Collaborating Using AI Handout](#)



References

- Humboldt Institute for Internet and Society (HIIG). (2024, July 17). *AI under supervision: Do we need "humans in the loop"?* Retrieved September 9, 2025, from <https://www.hiig.de/en/ai-under-supervision-human-in-the-loop/>
- Sands, M. (2024, November 19). *AI collaboration report: "Using" AI is not enough.* Atlassian. Retrieved September 9, 2025, from <https://www.atlassian.com/blog/productivity/ai-collaboration-report>

4.6 Lost in Translation



Main Objective

Helping young people explore how AI tools can support inclusive, multilingual, and accessible communication in real time, and reflect on their impact and limits.



Learning Outcomes

- Recognise how AI supports communication across languages
- Identify tools that enable real-time translation, transcription, and voice-to-text
- Critically reflect on the inclusivity and limitations of AI-driven communication
- Experiment with tools that help overcome language or accessibility barriers.
- Develop awareness of inclusive practices in digital communication



Duration 2.5 hours



Format In person



Group Size 15 participants



Resources and Materials

For facilitator:

- A laptop with an internet connection
- Projector or large screen for group viewing
- Speakers or audio system (for playing video clips)
- Flipchart or whiteboard + markers (for reflections or notes)
- Printed handouts or access to digital resources (optional)

For participants (individual or group use):

- Devices with internet access (laptop, tablet, or smartphone)
- Access to AI tools (most are free or have freemium versions)



Preparation

Test all AI tools on the devices to be used:

- Check compatibility with browsers and device types.
- Ensure tools do not require paid accounts for basic functions.

Set up the room:

- Organise tables for small groups.



- Ensure the sound is audible for all.
- Provide space for reflection or visual feedback (whiteboard, post-its, etc.).



Instructions

Icebreaker activity (15 min)

The facilitator shows funny or surprising translations. In pairs, participants try to guess the original message.

Prompt a brief discussion:

- Why do things get lost in translation?
- Have you ever used AI to understand someone else?

AI & Inclusive communication (20 min)

The facilitator shows some examples of how AI helps with

1. Real Time Translation
2. Text-to-speech and accessibility tools.

Then, ask the group

- Where could these tools be useful in your life or your community?
- Who benefits most from them?

Multilingual Challenge with AI tools (40 min)

The facilitator divides the participants into smaller groups. Each group gets a mini task:

1. Translate a short dialogue into 3 languages using AI tools
2. Use voice-to-text to transcribe a spoken message
3. Use text-to-speech to “read aloud” the AI output

To complete the task, facilitators may choose or create a short, fun dialogue (4-6 lines) or use this pre-selected video: [GPT | AI Comedy Short Film \(Made with No AI\)](#)

Is this inclusive? (20 min)

Each group answers:

- Who might be excluded by this tool?
- Are accents, dialects or speech differences understood?
- Is the translation inclusive (e.g., gender-neutral)?
- Can everyone access or use the tool easily?

Each group shares one insight with the class.

Inclusive communication charter (30 min)

Create a poster or a digital document with group-generated tips and principles

How should we use AI to make communication more inclusive?

Facilitators may suggest these prompts:

- Always double-check translations when...
- Include captions for...
- Avoid tools that...
- Make sure everyone in the group can...



Evaluation and debriefing

At the end of the workshop, the facilitator will guide a structured debriefing session and gather feedback from participants to reflect on the experience and assess learning outcomes. This phase serves both as a moment of self-reflection for participants and as an evaluation tool for facilitators to improve future sessions.

Facilitator invites participants to reflect on the session using open questions:

- What did you learn about communicating with AI today?
- What surprised or impressed you about the tools you tried?
- When did the tools work well – and when did they fail?
- Would you trust AI to help you in real conversations or projects? Why or why not?
- What can humans still do better than AI in communication?

This conversation allows participants to process their experience, and the facilitator can observe how deeply participants engaged with the workshop goals (e.g., critical thinking, AI literacy, awareness of inclusivity).



Training Materials

[GPT | AI Comedy Short Film \(Made with No AI\)](#)
[WPO6 Communicating with AI Presentation](#)



References

- Press, G. (2023, July 28). *Demonstrating why AI can't do high-quality translation*. Forbes. Retrieved September 9, 2025, from <https://www.forbes.com/sites/gilpress/2023/07/28/demonstrating-why-ai-cant-do-high-quality-translation/>
- Bored Panda. (2025, July 15). *139 translation fails that will have you rolling on the floor laughing*. Retrieved September 9, 2025, from <https://www.boredpanda.com/translation-fails/>

4.7 Prompt me Right!



Main Objective

Empowering young people with the skills to elaborate effective prompts for AI tools.



Learning Outcomes

- Understand what prompt engineering is and why it matters.
- Identify key components of effective prompts
- Apply prompting strategies to different AI tools
- Use prompting techniques such as role assignment, step-by-step instructions, and examples to refine outputs
- Evaluate and refine AI-generated content based on context, clarity and accuracy



Duration

2 hours



Format

In person



Group Size

16 participants



Resources and Materials

For facilitator:

- A laptop with an internet connection
- Projector or large screen
- Timer or time-keeping device
- AI tools available to demo
- Prompting Cheat Sheet (1 per participant or digital access)
- Evaluation & reflection form (digital or paper)
- Group task cards (optional: with prompt challenge ideas)
- Flipchart, whiteboard

For participants (individual or group use):

- Devices with internet access (laptop, tablet, or smartphone)
- Access to AI tools (most are free or have freemium versions)

Ensure all participants can access at least one of these:

- ChatGPT
- Bing Chat (Copilot)
- Canva Magic Write (if visual content creation is planned)
- Notion AI (if available)

Make sure these tools are:

- Accessible on the devices used (browser/mobile)
- Tested in advance with example prompts
- Used in compliance with your school/organisation policy



Preparation

Test all AI tools on the devices to be used:

- Check compatibility with browsers and device types.
- Ensure tools do not require paid accounts for basic functions.

Set up the room:

- Organise tables for small groups.
- Provide space for reflection or visual feedback (whiteboard, post-its, etc.).



Instructions

Icebreaker activity (15 min)

Ask all participants to open Chat GPT (or another AI tool) on their devices.

Provide all participants with the same vague prompt:

"Write about dogs"

Let them submit and observe the result.

Give a second, more specific prompt:

"You are a vet writing a blog post for young pet owners. Write 5 safety tips about owning a dog"

Participants compare results and then ask:

- Which is clearer?
- Which is more useful?
- Which sounds more like a real human writing for an audience?

Prompting 101 (20 min)

The facilitator presents the slideshow explaining prompt engineering and asks participants to take notes.

Prompt Lab (20 min)

Divide participants into small groups and give each group a task related to their context (choose based on age and interest)

Example prompts:

- Create a social media caption about recycling for teenagers.
- Write a lesson summary for a 10-year-old about climate change.
- Design a checklist for organising a community event

Each group writes an initial prompt and submits it to ChatGPT (or similar)

Then refine their prompt using the patterns introduced earlier.

At the end of this activity, groups compare first vs. improved outputs and reflect on the differences.

Prompt Remix battle (30 min)

In this activity, learners collaborate in designing the most effective, clear or creative prompt.

The facilitator presents a shared prompt for everyone, for example:

“Describe how social media impacts young people.”

Each group must:

- Remix the prompt to improve clarity, specificity, and inclusivity.
- Submit their new version and generate an output
- Choose their best results.

At the end, groups present their improved prompt and the AI-generated output to the whole group.

Reflection & sharing (30 min)

To consolidate learning and highlight key insights, the facilitator asks the group to reflect:

- What made your prompt stronger?
- What patterns or strategies helped?
- Did the AI ever surprise or confuse you?
- How would you teach someone else to write a good prompt?



Evaluation and debriefing

To help participants reflect on what they’ve learned, express how confident they feel using AI tools for content creation, and provide valuable feedback to facilitators about their experience. The facilitator invites participants to share a few closing thoughts aloud or in small groups using simple prompts such as:

- “What’s one thing you learned today that you didn’t know before?”
- “What was the most surprising or fun part of working with AI?”
- “How would you explain prompt engineering to a friend?”
- “Where do you see yourself using what you learned — at school, work, or in your projects?”

You can do this using:

- A talking circle or popcorn-style sharing
- Sticky notes



Training Materials

[WP07 Template Cheat Sheet](#)



References

- Amazon Web Services. (n.d.). *What is prompt engineering?* Retrieved September 9, 2025, from <https://aws.amazon.com/what-is/prompt-engineering/>
- Harvard University Information Technology (HUIT). (2023, August 30). Getting started with prompts for text-based generative AI tools. Retrieved September 9, 2025, from <https://www.huit.harvard.edu/news/ai-prompts>

4.8 What Would You Trust AI With?



Main Objective

Helping young people discover AI tools that support daily organization, planning, and personal productivity; reflecting on how AI can help them manage their time and tasks better.



Learning Outcomes

- Understand how AI can support personal planning and organization, suggesting schedules, prioritizing tasks, and offering reminders
- Apply prompting strategies to create AI-generated plans or checklists
- Reflect on when AI is helpful and when it's not.



Duration

2 hours



Format

In person



Group Size

20 participants



Resources and Materials

- Internet access for all participants (Wi-Fi setup)
- Devices (laptops, tablets, or smartphones) with access to ChatGPT or Gemini
- Projector and screen to show demos or examples
- Printed copies of Worksheet- Chaos or Control?
- Flipchart or whiteboard with markers (for group reflections or brainstorming)
- Circle seating arrangement for final reflection



Preparation

Before the workshop, the facilitator should:

- Test access to ChatGPT and Google Gemini on all devices.
- Ensure participants have accounts (or access to shared devices).
- Print or share the Worksheet- Chaos or Control
- Arrange the room to support small group work and reflection.



Instructions

Icebreaker activity (15 min)



In this activity, facilitators will help participants identify the different activities, responsibilities, and tasks they manage in their daily lives.

Youth workers ask participants to draw a plate on a sheet of paper, and fill it with things “take up space in their life” (e.g. school, sports, gaming, family duties, social life, hobbies).

In pairs or small groups, they share:

- What’s the most stressful?
- What do they wish they had help with?

Facilitators may prompt a discussion by asking:

“What makes it hard to stay organized or balanced?”

AI as your personal planner (20 min)

Facilitators introduce participants to how AI tools can assist with organization and productivity.

Presents a simple definition to young learners

“AI is a smart assistant that learns patterns and makes suggestions”

Then show how AI turns a messy prompt into a neat to-do list or a study plan.

Introduce the activity by saying, *“Let’s say I have a super messy day coming up and I feel overwhelmed. I’ll ask ChatGPT/Gemini to help me organize it”*.

Access the AI tool and write this input

“I have school from 8 to 1, then I need to study for a history test, go to my grandma’s at 5, and find time to make a TikTok with my friend. Can you help me plan my day?”

Wait for the AI to suggest a schedule for your day, then ask participants:

- “How does this compare to what you would have written down?”
- “What works well in this plan? What would you change?”
- “Would this kind of planning help you feel less stressed?”

Design your smart day (40 min)

Ask participants to choose a tool and think about what day in their week feels chaotic or overloaded. In pairs or individually, they describe their day using a prompt like:

Help me organize my Tuesday: I have school from 8–1, soccer at 5, and I need to study history and walk my dog.

Participants review and modify the plan. These questions can guide them:

- Does this work for me?
- What would I change?

Optional prompts to explore:

- Make a weekly study plan.
- Help me balance homework and friends.
- Remind me what to do when I feel stressed.

Scenario Game: Chaos or Control? (30 +15 min)

Divide the group into small groups and hand them the scenario game, chaos or control worksheet. Ask them to follow the instructions and try to complete the task in 30 minutes.

Reflection- What would I trust AI with? (15 min)

Ask the group if they would trust AI to organise homework, write a birthday reminder, plan a team event or choose your hobbies. Then elicit their opinion, asking:

- What's one thing you'd like AI to help you with more?
- What would you never let it decide?



Evaluation and debriefing

Invite the participants to gather in a seated circle. Make sure everyone can see each other and that the environment is calm and supportive. You can use an object (like a soft ball, a pen, or a notebook) as a “talking piece”—only the person holding it speaks, and then passes it along. This helps with turn-taking and active listening. Introduce the activity by saying something like:

“We’ve done a lot together today—learning, creating, and experimenting with AI. Before we close, I’d like to hear your voices one last time. There’s no right or wrong answer—this is about your experience.”

Start the reflection with two simple prompts. Ask each person, when it’s their turn, to complete both of these sentences:

“One thing I learned today is...”

“One way I might use this next week is...”

If someone feels uncomfortable speaking, allow them to pass. You can say:

“You’re welcome to pass if you’d rather just listen for now.”

Once everyone who wants to speak has done so, gently close the circle with a summary or appreciation.



Training Materials

[WP08. Chaos or Control? Let AI Help Worksheet](#)



References

- Wu, S., Liu, Y., Ruan, M., Chen, S., & Xie, X.-Y. (2025, April 29). *Human-generative AI collaboration enhances task performance but undermines human's intrinsic motivation*. Scientific Reports, 15, Article 15105. <https://doi.org/10.1038/s41598-025-98385-2>

4.9 Design Your AI Ally



Main Objective

Encourage young people to imagine and design an ethical, useful and reliable AI tool to empower their personal, educational and social lives. At the same time, develop awareness around ethical issues, data protection and responsible innovation.



Learning Outcomes

Participants will:

- Understand the basic principles of designing ethical AI tools.
- Exercise creative thinking to solve social and personal problems.
- Analyze issues of personal data, privacy and liability.
- Collaborate in teams with the goal of socially responsible innovation.



Duration

90 minutes



Format

In person



Group Size

10-25 participants



Resources and Materials

- Design Canvas (Design Canvas - A3 or A4)
- Markers, papers, post-it notes
- Room setup: ideally with tables for group work
- Flipchart or whiteboard
- Laptop for AI tool demo (Optional)
- Timer / music for "pitch time"



Preparation

- Canvas printing for AI tool design
- Define roles for each team (e.g. "visionary", "ethicist", "technician")
- Prepare flipchart with examples of "good vs. bad AI"



Instructions

1.Introduction (10 min):

- Discussion: "What makes an AI tool good? When does it become dangerous?"

- Presentation of 2-3 examples of existing AIs (with positive/negative elements)

2.AI Ally Design (30 min):

Teams complete an "AI Sketch" with elements such as:

- Tool name
- What need does it serve?
- What are its ethical boundaries?
- What data does it collect and how does it protect it?
- What are the user's rights?
- What is the tool's motto?

3. Pitch (20 min):

- Each team presents its tool in 2 minutes as if it is aimed at "the public or investors".

4.Analysis & Critique (15 min):

- Teams evaluate: which tool was most useful, most ethical, most creative?
- Discussion of dark spots (e.g., over-reliance, unfair use of data)

5.Reflection (15 min):

Participants respond:

- "What would I change in my tool after what I heard?"
- "How can I imagine the future of AI with empathy and ethics?"



Evaluation and debriefing

Fill in a short form or sticky note with the phrase:

- "My AI ally would be..."
- "I learned today that AI can be..."

Alternatively: small group reflection discussion in a circle.



Training Materials

[WP09 Design Your AI Ally Presentation](#)



References

- AI for Youth Work. (n.d.). AI4YouthWork - *Project Overview and Resources*. Retrieved September 9, 2025, from <https://www.ai4youthwork.eu/en/results> (OER [38](#); OER [45](#))
- High-Level Expert Group on Artificial Intelligence. (2019, April 8). *Ethics guidelines for trustworthy artificial intelligence*. Publications Office of the European Union. Retrieved September 9, 2025, from <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>
- UNESCO. (2022). *Recommendation on the ethics of artificial intelligence*. Paris, UNESCO. Retrieved September 9, 2025, from <https://unesdoc.unesco.org/ark:/48223/pf0000381137>
- Stanford University. (n.d.). *Design thinking for AI*. Stanford Institute for Human-Centered Artificial Intelligence. Retrieved September 9, 2025, from <https://hai.stanford.edu/news/design-thinking-ai>

4.10 AI Prompt LAB



Main Objective

To develop participants' skills in correct and responsible communication with AI tools, teaching the basic principles of prompt engineering and enhancing their understanding of the influences, biases and ethical dimensions of command formulation.



Learning Outcomes

Participants will:

- Understand the function and importance of “prompt” in AI interaction.
- Create more precise, clear and concise prompts.
- Recognize how prompts affect AI outcomes.
- Identify potential biases and ethical issues in the output.
- They enhance their digital and ethical literacy.



Duration

90 minutes



Format

In person or online



Group Size

10-25 participants



Resources and Materials

- Computers or mobile devices with access to AI platforms (such as ChatGPT, DALL-E, Copilot, etc.). Under age participants should have parental permission
- Room setup: ideally with tables for group work
- AI Prompt Lab Presentation with example prompts (good/bad)
- Paper or templates for prompt design



Preparation

- Ensure the Wi-Fi is working, the network name and password are available for participants, and that the connection can support the expected number of devices simultaneously
- Preparation of accounts in AI tools (or use demo)
- Create “bad prompts” for game redesign
- Finding images or outputs for bias analysis
- Set board scores (e.g., for Prompt Battle)



Instructions

1. Introduction (10 min):

- What is a prompt? Why does it matter?
- Example: comparing good vs bad prompts (poems, images, texts).

2. Prompt Battle (30 min):

- Teams take the same topic (e.g. “Life in a green city in 2050”) and make a prompt for a picture or text.
- Present the results. The clearest, most creative or ethically “clean” prompt wins.

3. Prompt Redesign Challenge (20 min):

- “Bad” prompts (unclear, with bias, or undemocratic) are given.
- Teams are asked to redesign them for:
 - Accuracy
 - Inclusion
 - Ethics & Sensitivity

4. Bias & Ethics Discussion (15 min):

- Analysis of outputs: “Why did the AI produce this result?”
- Example: gender/ethnic bias when you ask for “CEO”, ‘nurse’, “criminal” etc.

5. Reflection (15 min):

- What did I learn about how I influence AI?
- How can I communicate responsibly with AI tools?



Evaluation and debriefing

Sticky note or Google Form:

- “The best prompt I made was...”
- “The AI surprised me when...”
- “I will be careful in the future when asking an AI to...”



Training Materials

[WP10 AI Prompt Lab Presentation](#)

[WP10 Prompt Redesign Challenge](#)

[WP10 Prompt Battle Scoring Sheet](#)

[WP10 Prompt Examples Guide](#)



References

- AI for Youth Work. (n.d.). AI4YouthWork - *Project Overview and Resources*. Retrieved September 9, 2025, from <https://www.ai4youthwork.eu/en/results> (OER [36](#); OER [17](#).)
- OpenAI. (n.d.). *GPT best practices [Prompt engineering guide]*. Retrieved September 9, 2025, from <https://platform.openai.com/docs/guides/gpt-best-practices>
- Google DeepMind. (n.d.). Large language models and prompting. Retrieved September 9, 2025, from <https://www.deepmind.com/blog/large-language-models-and-prompting>

4.11 AI: Friends, Tool, or Trap?



Main Objective

To enhance participants' ability to assess when the use of AI is appropriate or problematic in different contexts of their lives (education, daily life, relationships), encouraging a responsible, critical and human approach.



Learning Outcomes

Participants will:

- Understand the potential and limitations of AI in different contexts.
- Identify situations where the use of AI involves risks or ethical dilemmas.
- Develop an attitude of responsible and critical use of AI.
- Cooperate creatively to approach complex social scenarios.



Duration

90 minutes



Format

In person



Group Size

10-20 participants



Resources and Materials

- Role and scenario slides
- Sticky notes & markers
- Room setup: ideally with tables for group work
- Flipchart / whiteboard
- (optional) Laptop with AI demonstration tools (e.g. ChatGPT, DALL-E)



Preparation

- Printing and cutting of roles & scenarios from training materials
- Ensure the Wi-Fi is working, the network name and password are available for participants, and that the connection can support the expected number of devices simultaneously
- Preparation of the room for subgroups
- Writing predefined questions on flipchart



Instructions

1.Introduction (10 min):

Presentation of workshop objective and introduction to the basic concept of "responsible use" of AI.

2.Activity 1 - AI & Studies (25 min):

Participants in groups draw a role (e.g., “AI generation doctor”) and present how it would work. The others ask questions.

3.Activity 2 - AI in Everyday Life (20 min):

Each group chooses a problem. They discuss if and how they would use AI. They present their decisions.

4.Activity 3 - AI & Relationships (20 min):

Debate-type discussion with topic: “Should I ask AI for personal decisions?”

5.Reflection - Debrief (15 min):

Participants write 1 sticky note with what they thought about the most. There is a group reflection.



Evaluation and debriefing

Anonymous sticky notes with sentence completion:

- “I realized that I need to think more when...”
- “One situation where I would be more careful with AI is...”
- Fishbowl or circle type discussion to hear experiences.
- (Optional) Google Forms for online feedback



Training Materials

[WP11 AI: Friend, Tool or Trap Presentation](#)

[WP11 Tools, Roles and Scenarios Presentation](#)

[WP11 Debrief Guide and Flipchart Questions](#)



References

- AI for Youth Work. (n.d.). *AI4YouthWork - Project Overview and Resources*. Retrieved September 9, 2025, from <https://www.ai4youthwork.eu/en/results> (OERs [8](#), OER [9](#), OER [17](#))
- UNESCO. (2022). *Recommendation on the ethics of artificial intelligence*. Paris, UNESCO. Retrieved September 9, 2025, from <https://unesdoc.unesco.org/ark:/48223/pf0000381137>
- High-Level Expert Group on Artificial Intelligence. (2019, April 8). *Ethics guidelines for trustworthy artificial intelligence*. Publications Office of the European Union. Retrieved September 9, 2025, from <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>

4.12 AI: Fake or Fact?



Main Objective

Strengthen young people's skills in identifying false or misleading content created or enhanced by artificial intelligence tools, promoting responsible use of information and critical thinking in the digital environment.



Learning Outcomes

Participants will:

- Recognise content produced or modified by AI (text, image).
- Identify the "signs" of misleading information.
- Understand the basic principles of operation of AI tools that create content.
- Develop a responsible attitude towards the management and dissemination of digital information.



Duration 110 minutes



Format In person or hybrid



Group Size 10-25 participants



Resources and Materials

- Projector and screen (or large monitor) for in-person delivery
- Zoom platform with breakout room function for online delivery
- Computer or mobile phone with internet connection. Under age participants should have parental permission
- Paper/pencil or Google Forms for answers
- Sticky notes or shared whiteboard



Preparation

- Ensure the Wi-Fi is working, the network name and password are available for participants, and that the connection can support the expected number of devices simultaneously
- Finding and organizing material that are real or AI-generated)
- Creating quizzes
- Set questions for the "Become the AI" roleplay
- Create teams or pairs



Instructions

1.Introduction (10min):

Introduction of the objective, basic concepts “deepfake”, “AI-generated content”, “bias”.

2. Fake or Fact Quiz (25 min):

- Participants view one by one 20 News Headlines (Quiz template).
- Answer on paper or digitally: “FAKE” or “REAL”.
- A picture with 4 cats (supplementary materials: cats images example) will be shown to the participants, to identify which are fake.
- Followed by discussion with explanation (why it is fake, how to recognize it).

3. Mini-Workshop Analysis (20 min):

- Split into groups. Each group picks one short paragraph from the ‘Fake news prompt’ template and does a “fact check”.
- They discuss what they were concerned about and present it.

4. Become the AI (30 min):

- Groups create a fake or real news story, post, image or video and others try to guess.
- Discussion of ethical implications.

5. Reflection (25 min):

- “What did I learn today about how AI works in the digital world?”
- What are the ethical concerns of using fake AI to generate or spread realistic fake news?
- Complete checklist/questions or short open discussion.



Evaluation and debriefing

Feedback questionnaire (Reflective template)

- Reflective sticky notes question: “What fake information could I be fooled by?”
- Group reflection circle (with guiding questions)



Training Materials

[WP12 Fake or Fact? Presentation](#)
[WP12 Fake News Prompt Worksheet](#)
[WP12 Cats Images Examples](#)
[WP12 Fake or Fact? Reflection Sheet](#)
[WP12 Become the AI Worksheet](#)
[WP12 Fake or Fact? Quiz](#)



References

- AI for Youth Work. (n.d.). AI4YouthWork - *Project Overview and Resources*. Retrieved September 9, 2025, from <https://www.ai4youthwork.eu/en/results> (OER [36](#); OER [17](#).)
- High-Level Expert Group on Artificial Intelligence. (2019, April 8). *Ethics guidelines for trustworthy artificial intelligence*. Publications Office of the European Union. Retrieved September 9, 2025, from <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>



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- The Poynter Institute. (n.d.). *Poynter: Media ethics, fact-checking, and journalism training*. Retrieved September 9, 2025, from <https://www.poynter.org/>
- ThisPersonDoesNotExist.com. (n.d.). *This Person Does Not Exist*. Retrieved September 9, 2025, from <https://www.thispersondoesnotexist.com/>

4.13 Code Green: Youth, AI & the Planet



Main Objective

To empower young people to understand AI tools based on their environmental impact and promote critical thinking on how digital choices affect sustainability.



Learning Outcomes

- Understand the concept of environmentally friendly technology in the context of AI.
- Identify pros and cons of AI tools in environmental impact.
- Develop critical thinking about the sustainability of digital innovation.



Duration

100 minutes



Format

In-person (classroom or co-working space)



Group Size

12-20 participants



Resources and Materials

- Flipchart or whiteboard
- Markers, painting materials, pencils
- Old magazines, scissors, glue sticks, tape
- Sticky notes
- Articles (training materials)



Preparation

- Print in advance the Human Bingo worksheet, one copy per participant
- Read the training materials in advance
- Prepare the automatic translation using the respective worksheet step by step, for the Articles to be used during the Youth Forum
- Optional: print the training materials
- Prepare the room for a welcoming and informal atmosphere (e.g., chairs in a circle or semi-circle) and leave an empty wall where to showcase the posters created by the participants



Instructions

This is a safe space and all participants have the right to listen to others, express their views with empathy, be curious and ask questions without judgement

1. Introduction (15 min):

- a. Ice breaker. "Human Bingo". Distribute the worksheet for the Human Bingo and make sure every participant has writing material. Ask participants to walk around and talk to each other to find someone who matches each statement on their bingo card (e.g., "Has used AI before"). When they find a match, they write that person's name in the box. Each name can only appear once. The first to complete a full card calls out "Bingo!" and wins. (optional: you may choose to keep the game going until everyone completes their Bingo, if you have the time to extend the activity)
- b. Briefly introduce the concept of digital sustainability and explain the objective of the session.

2. Warm-Up Game (10 min):

Organize the participants in pairs or small groups.

Buzz Groups + Visual Facilitation In small groups, participants brainstorm:

"What does digital sustainability mean to us?";

"How do digital tools affect sustainability?"

Collect key words/ideas on a board or wall.

Then, the facilitator adds a brief explanation to complement and clarify the concept

Optional: Human spectrum - invite participants to stand up and physically position themselves between two statements (e.g., "I trust digital tools to be sustainable" vs. "I'm very skeptical") and explain their positions.

3. Youth Forum (50 min):

One side "pro's" the other "con's". Divide the group in 2 sub-groups, according to their positioning; distribute (printed option) or share the link for the 2 articles in the training materials.

- Invite them to read (10 min), and discuss the arguments for their designated group position.
- Debate (25 min): open the floor for the full group discussion. Make sure everyone understands the rules for debating: all have the right to express their opinion; all must respect and practice active listening; all must respect the speaking time of the others, and wait for their turn.
- Gallery Walk & Discussion (15 min): Each group prepares a poster for an awareness campaign for Sustainable AI and presents their findings in a gallery walk format.

Tip: keep a list and make sure everyone that wishes too is able to speak on their turn; signal each person's turn. Encourage everyone to express their views.

4. Wrap-up & Presentations (10 min):

- Presentation of the awareness posters created. Participants may walk around the gallery, and leave their comments on each poster using sticky notes.



- Use a quick feedback wall with emojis (green = learned a lot; yellow = neutral; red = needs improvement).
- Ask 2 reflective questions on post-its:
 - One thing I learned...
 - One way I'll use this...



Training Materials

[WP13 Human Bingo Worksheet](#)

[WP13 Digital Sustainability Worksheet](#)

[WP13 Automatic Translation Worksheet](#)

[WP13 Evaluation & Feedback Worksheet](#)

Articles:

- Zewe, A. (2025, 17 de janeiro). Explained: Generative AI's environmental impact. MIT News. <https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117>
- Bhattacharya, L. (2025, 3 de março). Why AI's role in advancing sustainability is underestimated. World Economic Forum. <https://www.weforum.org/stories/2025/03/can-ai-foster-sustainability/>
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- Trinchini, L., & Baggio, R. (2023). Digital sustainability: Ethics, epistemology, complexity and modelling. First Monday, 28. <https://doi.org/10.5210/fm.v28i9.12934>.

4.14 AI and my Future: Let's Talk about It!



Main Objective

To spark a meaningful and inclusive conversation with young people about how Artificial Intelligence (AI) is transforming the world of work, and help them reflect on their role in the future.



Learning Outcomes

By the end of the workshop, participants will:

- Understand, in simple terms, what AI is and how it is impacting the world of work.
- Express thoughts, emotions, and questions about AI.
- Reflect on their strengths and interests regarding the future of jobs.
- Feel heard, included, and capable of shaping their futures.



Duration

2 hours



Format

In-person



Group Size

6-20 participants



Resources and Materials

- Internet connection;
- Projector or TV screen;
- Laptop or device to play video;
- Speakers;
- YouTube videos:
 - [Will A.I. take my future job?](#)
 - [Will we still have jobs in the future?](#)



Preparation

- Watch the video in advance. Make sure you understand the key points and terminology.
- Prepare the room for a welcoming and informal atmosphere (e.g., chairs in a circle or semi-circle).
- Test the video, sound, and Wi-Fi before the session begins.
- Have the discussion questions ready.



Instructions

Welcome & warm-up (15 min):

Break the ice and get participants thinking about the future of jobs. Facilitator Tasks:

- Greet everyone warmly. Keep it relaxed and informal.
- Invite everyone to sit in a circle.
- Say: "We're going to talk about the future of work and how technology might change it. Let's start with a fun round to warm up."
- One by one, ask each participant to say:
 - Their name
 - One job they think won't exist in 20 years (e.g., taxi driver, cashier, delivery worker, etc.).

Tip: Give your example first to help them understand the activity. If participants are shy, prompt them with ideas or give them more time.

Watch the videos (10 min):

Facilitator Tasks:

Say: "We'll now watch two videos together. They are about AI and jobs. They are short, animated, and easy to follow. After the videos, we'll talk about what it made you think or feel."

Play the videos:

- Will A.I. take my future job? <https://www.youtube.com/watch?v=Zdx3D4i3YYQ>
- Will we still have jobs in the future? <https://www.youtube.com/watch?v=yL3rgUDLHXQ>
- Observe the group during the video. If people look confused, you can pause to check in. Otherwise, let it play fully.

Group Discussion (30 min):

Help the group explore the main ideas of the videos in simple and personal ways. Facilitator Tasks:

- After the videos, give everyone 1–2 minutes of silence to reflect. Then say: "Let's talk about what we just watched. You don't need to have the right answer—just your thoughts or feelings."
- Use these guiding questions one at a time. Ask one question, let a few people answer, then go to the next. Be flexible.
 - "What part of the videos caught your attention?"
 - "Did anything scare or surprise you?"
 - "What's one thing you learned about AI?"
 - "What kinds of jobs do you think AI can't replace?"
 - "Do you think your dream job could be affected by AI?"

Tip: Encourage open discussion, but make sure everyone gets a chance to speak. If someone dominates the conversation, gently ask others for input: "Let's hear from someone else now." If someone is shy, offer a supportive prompt: "No pressure, but would you like to add something?"

Small group sharing (25 min):

Allow for more personal sharing in a smaller, safer space. Facilitator Tasks:

- Split the group into pairs or small groups (3–4 people).
- Say: "Now you'll talk in smaller groups. Each of you will share something about your future. Don't worry if it feels unsure—it's just about thinking together and using your imagination."
- Ask them to take turns answering:
 - "What job or kind of work would you like to do one day?"

- “Do you think that job will exist in the future?”
- “Do you have something special or human that an AI can’t replace?”
- “How will AI change the job you spoke of?”

Tips: Walk around quietly, making sure the groups are on task and everyone is included. Don’t interrupt unless needed.

After 15–20 minutes, bring the whole group back together and ask for a few volunteers to share one thing they talked about.

Closing circle – one word (10 min):

End with a sense of reflection and emotional closure. Facilitator Tasks:

- Ask participants to stand (or sit) in a circle.
- Say: “Let’s close with a simple round. Say one word that describes how you feel after today’s session.”
- Start with yourself to model it: e.g., “Curious” or “Hopeful.”
- Go around the circle. If someone wants to pass, that’s okay.



Evaluation and debriefing

Informal and verbal evaluation is built into the closing circle.

You can also ask:

- “Would you be interested in more talks like this?”
- “Is there something you want to learn more about next time?”

For an anonymized option, you may use the **Evaluation & Feedback worksheet**: instruct participants not to sign or identify the Worksheet, informing them that it’s anonymized; distribute; collect the answers with the responses facing down to keep anonymity.



Training Materials

[Will we still have jobs in the future? TEDxYouth@IdealeSchool \[Video\]. YouTube](#)

[Will A.I. take my future job? TEDxYouth@EB \[Video\]. YouTube](#)

[WP14 Facilitator Guide Subtitles](#)

[WP14 Evaluation & Feedback Worksheet](#)



References

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- Council of Europe. (2020). *Compass: Manual for human rights education with young people* (rev. ed.). Council of Europe Publishing. <https://www.coe.int/en/web/compass>
- Council of Europe. (2015). *Learning to learn in practice: A handbook for facilitators*. Council of Europe Publishing. <https://pjp-eu.coe.int/en/web/youth-partnership/learning-to-learn>

4.15 The AI Sidekick: Be the HERO of Your Story



Main Objective

To empower young people to reflect on their challenges and critically explore how artificial intelligence (AI) could support or challenge their personal development and learning.



Learning Outcomes

Participants will:

- Reflect on their challenges and aspirations;
- Understand what AI is and imagine its uses in real life;
- Identify how AI could support (or challenge) their learning or personal development;
- Explore opportunities and risks in a critical but playful way.



Duration 150 minutes



Format In-person



Group Size 10 to 25 participants (ideal in groups of 3–5 for main activity)



Resources and Materials

- A4 paper
- Flipchart paper;
- Markers, pens, pencils;
- Sticky notes;
- Tape or Blu-tack.



Preparation

Prepare an open space for circle time and group work; Create a welcoming and inclusive atmosphere.



Instructions

1. Icebreaker: AI in My Life (15 min):

Ask: Have you ever used or seen AI without knowing? In pairs, have them brainstorm 3 things where technology makes decisions for us; Collect examples and write them on a flipchart; Discussion prompts: What's your feeling about this? Helpful? Scary? Funny? Where do you not want AI to make decisions for you?

2. My Challenge Map (25 min):

Give each participant a blank sheet of paper. At the top of the page, they write a real challenge they're facing. Around it, they add:

- What do I already have that can help me? (e.g., I like studying alone, my teacher explains well, I have internet).
- What makes it hard? (e.g., I can't concentrate, I get anxious, I don't get help at home).
- People or things I can count on (friends, teachers, family, YouTube, school counselor, a youth group). In pairs, participants share and explain their maps to a partner.
- Debrief (in group): What did we learn about ourselves? What kind of support matters most? What haven't we tried yet?
- Facilitator Prompt: What if we had an extra tool to help with these challenges? Could technology like Artificial Intelligence be part of our support system? Let's explore that!

3. Activity: What is AI? (20 min):

The facilitator will present a youth-friendly overview of AI using a PowerPoint slideshow that features real-life examples.

"AI is a kind of smart technology that learns from people and helps with decisions, like a helper that never gets tired. It doesn't have feelings, but it can guess what you might want, need, or do next.²

Give real-world examples:

- Voice messages that write themselves: Have you seen someone talk into their phone, and the words appear automatically? That's AI turning speech into text. It learns how people talk and gets better over time;
- Facebook / Instagram suggests who to tag: Ever notice how Facebook or Instagram knows who's in a photo? That's AI using facial recognition, which compares faces to photos you've uploaded before;
- YouTube or TikTok shows you videos you like: Have you noticed that when you watch certain videos, the next ones are similar? AI tracks what you like and shows you more of the same - sometimes good, sometimes too much;
- When your phone predicts what you're typing: Typing a message, and your phone finishes the word before you do? That's AI guessing based on what you write often. It learns your habits.

Discussion prompts: Do you think AI could help you learn, create art, or solve problems? What are things AI shouldn't do? Should AI replace people?

4. Hack My Challenge! (45 min):

In small groups (3–5), each group chooses one real challenge from someone's

Challenge Map (Activity 2). On a flipchart paper, they write down their answers:

- What is the challenge?
- What's already been tried, and what didn't work?

² (OpenAI. (2025). ChatGPT's response on Artificial Intelligence. <https://chat.openai.com>)"

- What could AI help with? (e.g., reminders, summaries, finding info, organizing routines)
- What might go wrong if we rely only on AI?
- What kind of support still needs to come from people?

Ask each group to imagine and draw their own AI sidekick - it can look like anything! A talking bird, a dancing robot, a sunglasses-wearing cat, or something totally out of this world. Let them give it a fun, creative, or clever name. Encourage imagination over realism.

Tip: Encourage them, if they have access, to use ChatGPT or another AI tool to generate their AI sidekick image / logo).

5. Your AI Sidekick Presentation (20 min):

Each group shares their AI Sidekick with everyone. In their short presentation, they should include:

- What their sidekick does (its skills, powers, or tasks);
- What it can't do (its limits or things it shouldn't be trusted with);
- What it still needs humans for (what only people can do).



Evaluation and debriefing

It will take around 25 min. Bring everyone into a seated circle. Use one or more of the following reflective prompts:

- What did you learn about AI today?
- Would you try to use AI to support your challenges? Why or why not?
- What things should only be decided by people?
- What does "being human" mean in a world with AI?

Optional: Each person finishes the sentences:

- "A way I could use AI to grow is..."
- "I think we should be careful with AI when..."

For an anonymized option, you may use the Evaluation & Feedback worksheet: instruct participants not to sign or identify the Worksheet, informing them that it's anonymized; distribute, collect the answers with the responses facing down to keep anonymity.



Training Materials

[WP15 What is AI Facilitator Slideshow](#)

[WP15 Evaluation & Feedback Worksheet](#)



References

- Council of Europe. (2015). Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life (New edition). Council of Europe – Youth Department. Retrieved September 9, 2025, from <https://rm.coe.int/16807023e0>
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4.16 Ask & Reflect: Creating Safe Spaces for Ethical AI Dialogue



Main Objective

To create an inclusive and respectful environment where young people can explore, question, and reflect on the ethical and civic implications of AI in their personal and social lives.



Learning Outcomes

- Understand the key elements of a safe space (psychological safety, inclusion, respect, freedom from judgment).
- Explore how AI tools might support or undermine these conditions.
- Reflect on real and imagined scenarios involving AI in youth settings.
- Propose ethical and practical guidelines for using AI in ways that protect trust and inclusivity.



Duration

90 minutes



Format

In-person (classroom or co-working space)



Group Size

8 to 15 participants



Resources and Materials

- Flipcharts;
- Markers, drawing, painting materials;
- Printed “AI & Safe Spaces” scenario cards;
- Ground rule posters.



Preparation

- Set up the room in a welcoming, non-hierarchical format (circle or floor seating)
- Prepare the Flipchart page divided in 4 sections for the pillars of safe spaces
- Print scenario cards and reflection tools
- Print and cut out the Questions cards from “All the Questions” worksheet
- Prepare visual or written prompts that illustrate different AI features (e.g., anonymity, feedback, predictive systems)



Instructions

Part 1: Creating Safe Spaces (40 min):

1. Welcome and Icebreaker (10 min)

- a. Game: "AI & Me" – participants draw or describe their first experience with AI (voice assistant, social media algorithm, etc.)
- b. Share in pairs, then open up to group

2. Group Agreements (5 min)

- a. Co-create ground rules with participants, and write them in the flipchart: "no judgment," active listening, speak from experience
- b. Display the ground rules poster in a wall for the entirety of the activity where all can see

3. Open Dialogue Circle (25 min)

Prompt with questions like:

- a. "How is AI influencing how you learn, play, or work?"
 - b. "Do you think AI can be fair? Who decides?"
 - c. "Is there a time you felt AI made a decision for you?"
- Encourage connecting personal experiences with broader civic concerns

Part 2: Asking All the Questions (50 min)

Scenario Work & Critical Inquiry (25 min)

- In small groups, youth explore civic scenarios (Scenario cards)
- Use "Asking All the Questions" cards to draw a raffle of the questions and distribute them along the groups.
- Groups document their reflections and questions on flipchart paper
 - o Issue / Scenario Summary per group
 - o Key Questions & Concerns (minimum 2 questions per group)
 - o Participants discuss and co-design a poster with their findings
 - o Civic Actions / Proposals

The facilitator has the option to distribute the scenarios or to draw by chance both sets of cards: scenario cards, questions cards.

Gallery Walk & Civic Response (15 min)

- o Groups post flipcharts
- o Participants walk around, read, and leave sticky notes with ideas and civic action suggestions

Youth Voice Circle (10 min)

- o Final reflection: "What's one thing you'd change or advocate for AI in society?"
- o Invite youth to draft a one-sentence civic proposal to be compiled later



Evaluation and debriefing

Participants write in sticky notes and share in plenary session:

- One insight I gained about AI today...
- One thing I learned today....
- A civic question I'll keep asking...

- Something I want to explore further...One thing I learned today...
- One civic question about AI I will keep asking is...

For an anonymized option, you may use the Evaluation & Feedback worksheet: instruct participants not to sign or identify the Worksheet, informing them that it's anonymized; distribute; collect the answers with the responses facing down to keep anonymity.



Training Materials

[WP16 AI Scenarios Cards](#)

[WP16 Asking All the Questions Cards](#)

[WP16 Evaluation & Feedback Worksheet](#)



References

- High-Level Expert Group on Artificial Intelligence. (2019, April 8). *Ethics guidelines for trustworthy artificial intelligence*. Publications Office of the European Union. Retrieved September 9, 2025, from <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>
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5. CONCLUSIONS

The **AI Training Toolkit** delivers a practical set of resources that youth workers can apply directly in their work. The **16 workshop plans** and training materials are designed to be **clear, adaptable, and ready to use**. They provide a consistent structure that makes preparation simple and ensures quality across different contexts.

The co-design and peer review process guaranteed that the toolkit reflects diverse expertise and maintains high standards. Translation into partner languages further extends its accessibility and impact.

Recommendations

- Use the workshop plans as part of regular youth work practice to build AI literacy and critical thinking.
- Apply the training materials to enrich sessions and create active learning experiences.
- Adapt the plans to local contexts while keeping the core objectives intact.
- Share feedback from implementation to improve future versions of the toolkit.

The toolkit is more than a publication. It is a working resource meant to be applied, tested, and refined in practice. **Its value depends on active use by youth workers and the engagement of young people in the workshops.**

 **AI4YouthWork**



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