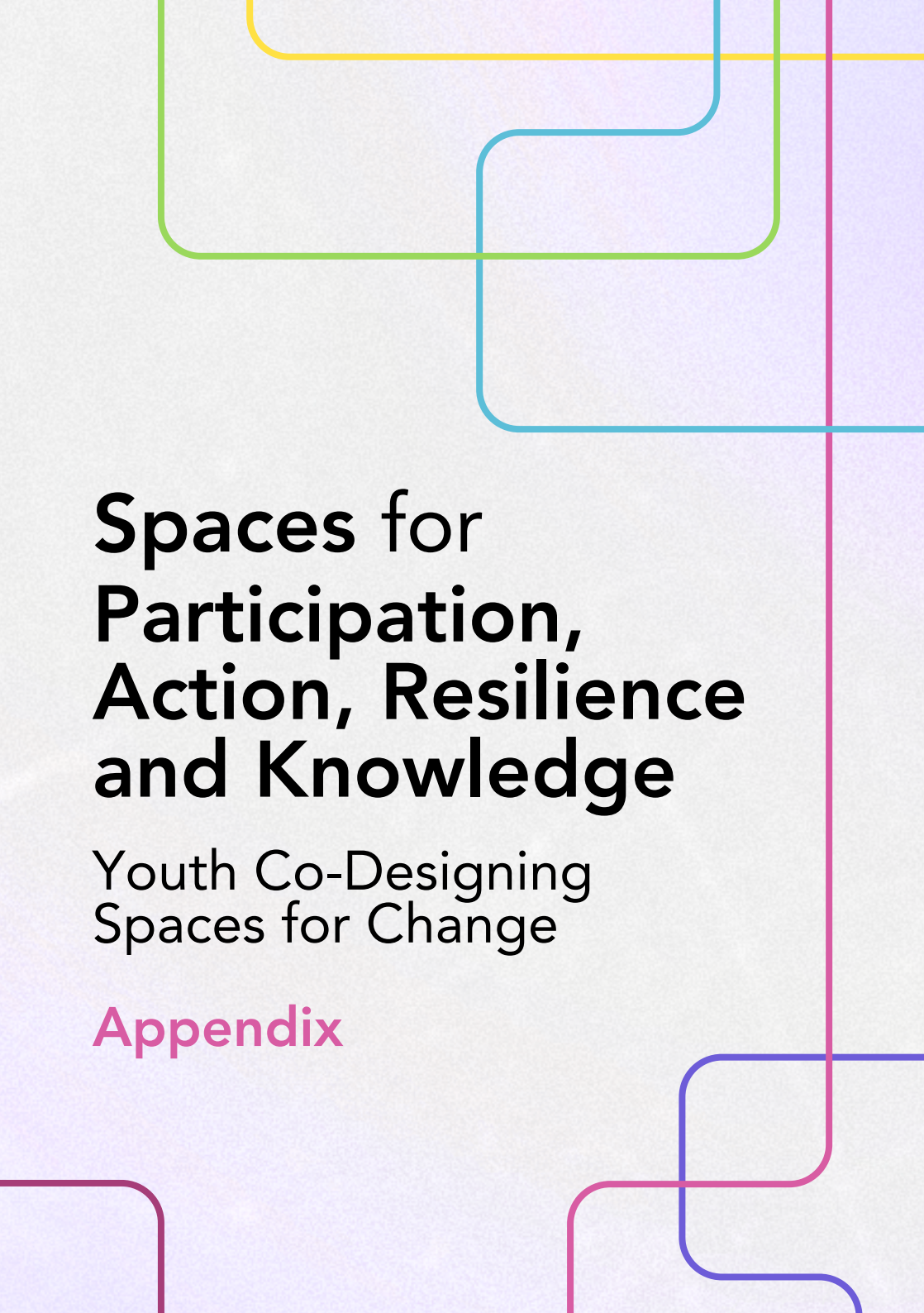




Spaces for Participation, Action, Resilience and Knowledge

Youth Co-Designing
Spaces for Change

Appendix

APPENDIX

SPARK

Spaces for Participation, Action, Resilience and Knowledge

Learn more about the project:



Scan the QR code to access additional resources and updates.

This publication was developed by the SPARK Project team, a collaboration between Roter Baum Berlin (Germany), Curba de Cultură (Romania), and Municipality of Macerata (Italy).



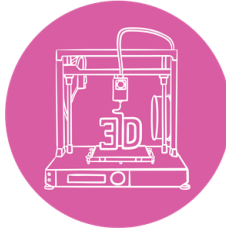
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Youth Co-Designing Spaces for Change

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INTRO- DUCTION





1. INTRODUCTION

The Appendix brings together a wide range of practical tools designed to transform participation, from an abstract principle into a concrete, collaborative experience. Throughout the SPARK methodology, analysis and participatory activities are not treated as separate dimensions, but as **interconnected processes** that help young people understand their environments, express their perspectives, build relationships, and actively shape spaces and communities.

The first section presents **Analysis Tools**, which support **observation, reflection, planning, and collective understanding**. Methods such as focus groups, community mapping, SWOT analysis, World Café, and walking explorations help young people identify needs, recognise local resources, analyse challenges, and better understand how spaces influence their everyday experiences. These tools create the conditions for listening, dialogue, and critical thinking, allowing projects to emerge from real experiences rather than assumptions. At the same time, they support youth workers and organisations in designing more responsive, inclusive, and context-sensitive initiatives.

The second section focuses on **Participatory Tools** organised according to the different phases and dimensions of the co-design process:

- **Phase 1** → **Context Analysis and Implementation** includes tools that help young people explore, observe, and critically analyse their environments through participatory mapping, walking activities, photography, interviews, and territorial exploration.
- **Phase 2** → **Team Engagement and Team Building** presents methods aimed at strengthening trust, collaboration, communication, and group cohesion through theatre, exploration games, buddy systems, and trust-building workshops.
- **Phase 3** → **Co-design and Ideation** gathers creative tools that support imagination, experimentation, and the development of collective visions through model building, scenography, storytelling, and sensory exploration of urban environments.

- **Phase 4 → Prototyping and Spatial Transformation** focuses on hands-on experimentation and placemaking, supporting young people in transforming ideas into tangible interventions through prototyping, urban furniture construction, and collaborative site-specific activities.
- **Phase 5 → Dissemination, Advocacy and Ownership** includes tools that help participants communicate processes, share results, document experiences, and strengthen the visibility and recognition of youth contributions through filmmaking, storytelling, and public visibility actions.

Together, the tools presented in this **Appendix** offer more than a collection of activities. They represent different ways of creating meaningful participation, strengthening trust, encouraging shared ownership, and making co-design processes visible and accessible. Rather than following rigid formulas, **facilitators are encouraged to adapt, combine, and reinterpret these tools according to the local context**, the needs of participants, and the realities of each project.



ANALYSIS TOOLS





FOCUS GROUPS

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Phase 5 → Dissemination / Evaluation

Objectives

- Identify needs, expectations and interests of young people of a specific context.
- Create a safe space for dialogue, active listening and peer exchange.
- Explore challenges and opportunities of the participants.
- Encourage active participation of young people in project development.
- Support the design of activities, services and strategies that are more responsive to young people's needs.

Duration

This tool does not have a fixed structure; its duration depends on several factors (e.g. the level of participation and the depth of discussion). The minimum recommended duration is approximately 1 hour, although sessions may last longer depending on the context and objectives.

Target Group

Young people

Number of Participants

6-15 participants per group



Description of the Activity

A focus group is a qualitative needs assessment tool that allows participants to share opinions, experiences and perspectives through a facilitated group discussion. It helps facilitators better understand young people's realities while encouraging meaningful participation.

The activity takes place in a safe and inclusive environment where participants are invited to discuss specific topics connected to their lives, experiences, or communities (e.g., youth participation, wellbeing, education, employment, inclusion, mental health, digital skills, public spaces, leisure opportunities, etc).

The youth worker acts as a facilitator, guiding the discussion while ensuring equal participation, respect, and active listening among participants. Open-ended questions are used to stimulate reflection, dialogue and the sharing of concrete experiences.

The discussion can be supported through visual prompts, brainstorming activities, storytelling, word associations, or other interactive methods that help participants express themselves more confidently.

Throughout the activity, participants identify:

- Emerging needs and priorities;
- Barriers affecting participation or wellbeing;
- Available resources and opportunities within the community;
- Ideas and proposals for future projects or activities;
- Perceptions regarding existing services or initiatives.

At the end of the session, the contributions are summarised and shared with the group, reinforcing transparency and participants' ownership of the process.

This activity promotes empowerment, critical thinking, active citizenship and collaborative decision-making, strengthening the relationship between young people, youth workers and the local community.

Helpful Advice

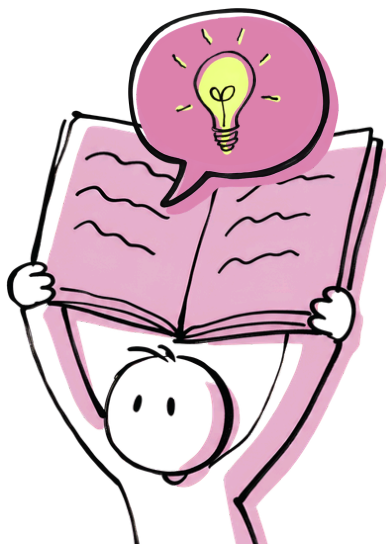
- Create a welcoming and inclusive environment.
- Use clear and open-ended questions.
- Encourage equal participation from all group members.
- Adapt language and facilitation style to the age and background of participants.
- Use visual or interactive tools to increase engagement.
- Pay attention to non-verbal communication and group dynamics.
- Include moments for reflection and summary throughout the session.

Materials and Resources

- Chairs arranged in a circle
- Flipcharts or whiteboards
- Sticky notes and markers
- Prepared guiding questions
- Notebooks or recording tools
- Digital collaborative tools (e.g., Miro, Mentimeter, Padlet)

Materials to Print

- Guiding questions template
- Feedback collection sheets
- Needs assessment note-taking template



SWOT ANALYSIS

Phase 1 → Activation and Needs and Space Analysis

Phase 3 → Co-design and Ideation

Objectives

- Identify internal strengths and weaknesses of a project or group.
- Analyse opportunities and threats from the external context.
- Support decision-making processes and the definition of shared strategies.

Duration

60-90 minutes

Target Group

Young people

Number of Participants

8-25 participants

Tested by

The SWOT analysis was developed and tested by Albert Humphrey in the 1960s and 1970s during business planning research conducted at the Stanford Research Institute.



Description of the Activity

SWOT analysis is an activity that allows participants to reflect in a structured way on the current situation of a project, an idea, or a specific context. The activity is based on dividing the analysis into four areas: strengths, weaknesses, opportunities, and threats.

Participants can work all together or they can be divided into small groups. They are invited to fill in a SWOT matrix using sticky notes or digital tools. In the first phase, they identify internal factors (strengths and weaknesses), reflecting on resources, skills, limitations, and critical issues.

Then, they analyse external factors (opportunities and threats), considering the social, economic and environmental context.

After collecting ideas, contributions are shared and discussed collectively. The youth worker facilitates a collective reflection in order to identify connections between the four areas and support the development of possible strategies (e.g., how to use strengths to seize opportunities or reduce threats).

This activity promotes critical awareness, strategic thinking, and active participation of young people in decision-making processes. It also supports co-design, allowing participants to concretely contribute to project planning and development.

The results of the activity include a shared overview of the current situation and a foundation for developing future strategic actions.

Helpful Advice

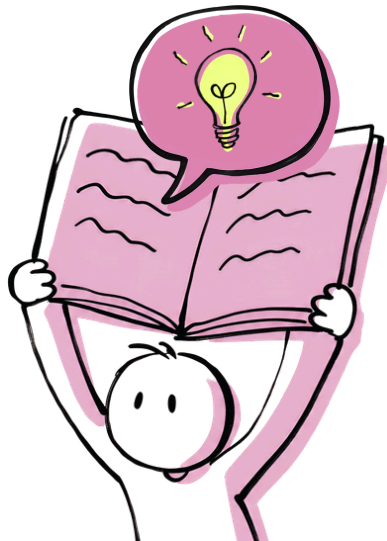
- Encourage participation from everyone by inviting contributions from quieter participants and balancing dominant voices within the group.
- Use concrete examples to help participants distinguish between strengths, weaknesses, opportunities, and threats.
- If participants identify mainly weaknesses or threats, encourage them to also explore existing strengths, resources, and opportunities in order to maintain a balanced analysis.
- Adapt the guiding questions and examples to the age, experience, and level of familiarity of participants with the topic being analysed.
- Use visual aids such as colour-coded sticky notes (e.g., one colour for each SWOT category) to support understanding and organisation of ideas.
- Clarify the difference between internal and external factors by explaining that strengths and weaknesses relate to the project, group, or organisation, while opportunities and threats originate from the wider environment.
- Facilitate discussion after the mapping exercise to identify connections between categories and transform observations into possible strategies.

Materials and Resources

- Flipcharts
- Sticky notes (4 different colours)
- Markers
- Wall or board for posting
- Printed or digital SWOT template
- Digital tools (e.g. online collaborative whiteboards such as Miro)

Materials to Print

- Grid (2x2 matrix)



PDCA: PLAN–DO CHECK–ACT CYCLE

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Objectives

- Understand and apply the continuous improvement process.
- Plan, test, and evaluate project actions or solutions.
- Develop critical and reflective skills.

Duration

90–120 minutes (the activity may also be implemented across multiple sessions)

Target Group

Young people

Number of Participants

8–25 participants

Tested by

The PDCA cycle was created in the 1950s by William Edwards Deming, building on the work of statistical control pioneer Walter A. Shewhart in the 1920s.



Description of the Activity

The PDCA cycle (Plan–Do–Check–Act) is an iterative method used for managing and improving processes and projects. The activity guides participants through four structured phases designed to test and improve ideas:

1.Plan

Participants identify a problem or objective and define an action plan. This phase establishes expected results, resources, and evaluation criteria.

2.Do

The plan is implemented on a small scale (prototype or test). Participants test the proposed solution in practice.

3.Check

The obtained results are analysed by comparing them with the initial objectives. Participants reflect on what worked and what did not, gathering feedback and data.

4.Act

Based on the observations, changes and improvements are introduced. The solution is adapted, optimised, or rethought, and a new cycle can eventually begin.

The activity can be carried out in small groups. Each group focuses on a specific problem or challenge. The youth worker guides the process, encouraging critical reflection and collaboration.

This tool promotes learning by doing, problem-solving, and continuous improvement. It supports co-design by allowing participants to develop and refine ideas in an iterative and participatory way.

The results include tested, improved, and validated solutions, as well as greater awareness of decision-making processes.

Helpful Advice

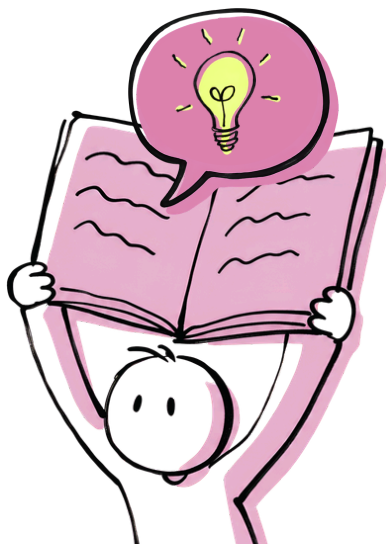
- Keep the cycles short and manageable by focusing on small, realistic actions that can be tested within the available time.
- Prioritise practical experimentation over lengthy planning discussions to maintain participants' engagement and motivation.
- Support the Check phase with guiding questions such as: What worked well? What did not work as expected? What surprised us? What could be improved?
- Encourage participants to collect simple evidence during the Do phase, such as observations, photos, feedback, or notes, to support reflection.
- Help participants understand that unsuccessful results are valuable learning opportunities and not failures.
- Adapt the complexity of the action plans and evaluation criteria to participants' age, experience, and level of familiarity with project planning.
- Conclude each cycle by identifying concrete improvements and deciding whether a new PDCA cycle is needed.

Materials and Resources

- ☐ Flipcharts
- ☐ Sticky notes
- ☐ Markers
- ☐ PDCA template
- ☐ Prototyping tools
- ☐ Digital tools for data and feedback collection

Materials to Print

- ☐ PDCA cycle diagram



GANTT CHART

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Objectives

- Organise project activities and timelines.
- Visualise the sequence and duration of activities.
- Improve time management and team coordination.

Duration

60–120 minutes

Target Group

Young people

Number of Participants

8-25 participants

Tested by

The Gantt chart was created by the American engineer Henry Laurence Gantt between 1910 and 1917.



Description of the Activity

The Gantt chart is a planning tool used to visually represent project activities. It guides participants in creating a chart that organises and monitors the different phases of a project.

In the first phase, participants identify all the activities necessary to complete the project. Then, they define the duration of each activity and the chronological order, identifying connections between activities.

The group then creates the chart on paper (e.g. flipcharts) or using digital tools. Activities are listed on the vertical axis, while time is represented on the horizontal axis. Horizontal bars indicate the duration of each activity. During the process, participants reflect on organisational aspects such as task division, deadlines, and potential obstacles. The youth worker supports the group in developing a realistic schedule.

This tool makes the entire project process visible, facilitating coordination, resource management, and helping participants meet deadlines.

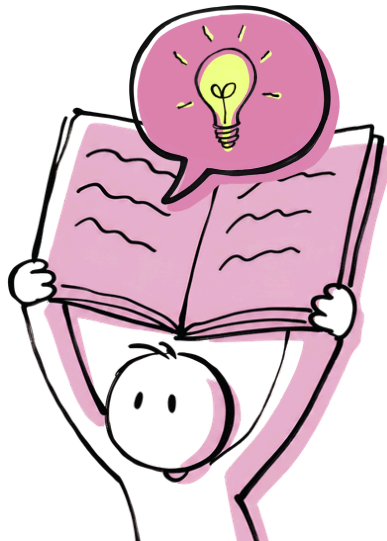
It also supports collaborative work and participants' responsibility. The results include a clear and shared project plan, which can be used as an operational guide and monitoring tool.

Helpful Advice

- Break down project activities into simple, specific, and manageable tasks to make planning more realistic and easier to monitor.
- Identify dependencies between activities so participants can understand how delays in one task may affect the overall timeline.
- Encourage participants to estimate task durations collaboratively and discuss potential risks or obstacles before finalising the schedule.
- Include buffer time for unexpected delays, as participants often underestimate the time required to complete activities.
- Review and update the chart regularly to reflect progress, changes, and new priorities throughout the project.
- Use colours, symbols, or labels to distinguish tasks, responsibilities, and project phases more clearly.
- Ensure that participants understand the chart as a flexible planning tool rather than a fixed document that cannot be adjusted.

Materials and Resources

- ☐ Flipcharts or whiteboards
- ☐ Sticky notes
- ☐ Markers
- ☐ Printed Gantt template
- ☐ Digital tools (e.g., spreadsheets)



WORLD CAFÉ: COLLABORATIVE NEEDS EXPLORATION AND IDEA GENERATION

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Objectives

- Encourage dialogue and reflection among young people.
- Explore needs, challenges, ideas, and opportunities related to a specific topic or community context.
- Foster active participation, cooperation, and peer learning.
- Strengthen young people's sense of ownership and engagement in decision-making processes.

Duration

Flexible

Target Group

Young people

Number of Participants

8-25 participants

Tested by

The World Café methodology was developed by Juanita Brown and David Isaacs as a collaborative dialogue and leadership process.



Description of the Activity

The World Café is a facilitation method designed to create meaningful conversations in a relaxed and collaborative environment. It allows participants to discuss different topics in small groups while continuously exchanging ideas and perspectives. It is particularly useful for exploring young people's needs and gathering different points of view.

The activity is organised by setting up several discussion tables, each dedicated to a specific theme or guiding question connected to the focus of the session (e.g., youth participation, wellbeing, inclusion, local opportunities, sustainability, education, employment, digital life, safe spaces, etc.).

Participants are divided into small groups and rotate between tables after a set amount of time. At each table, discussions build on the ideas shared by previous groups, allowing knowledge and reflections to evolve collectively throughout the process.

A table host (youth worker or participant) usually remains at each table to summarise previous discussions and facilitate continuity. Participants are encouraged to write, draw, or visually map ideas on table paper or collaborative materials. The youth worker acts as an overall facilitator, supporting participation, time management, and group dynamics while ensuring that every voice is respected and valued.

At the end of the rotations, the main ideas, needs, and proposals emerging from each table are presented and discussed collectively. The process helps participants identify common priorities, shared concerns, and possible actions for future initiatives.

The World Café promotes active listening, creativity, critical thinking, dialogue across differences, and collaborative problem-solving. It also supports youth empowerment by recognising young people as active contributors to community and project development.

Helpful Advice

- Create a welcoming and informal atmosphere to encourage open dialogue.
- Use clear and engaging guiding questions.
- Ensure that topics are relevant to participants' experiences and realities.
- Encourage visual note-taking through drawings, keywords, or mind maps.
- Allow enough time for discussion and reflection at each table.
- Rotate groups regularly to maximize the exchange of perspectives and prevent discussions from becoming repetitive.
- Include energizers or breaks to maintain engagement.
- Summarize key findings collectively at the end of the activity to identify common themes and priorities.
- Pay attention to quieter participants and encourage balanced participation by inviting contributions from different group members.

Materials and Resources

- Tables and chairs
- Large sheets of paper or paper tablecloths
- Sticky notes
- Markers and coloured pens
- Printed guiding questions for each table
- Timer or bell for rotations
- Flipcharts or a projector for the final presentation
- Digital collaborative platforms (optional, e.g., Miro, Padlet)

Materials to Print

- Guiding questions
- Summary and reflection sheets



COMMUNITY MAPPING: EXPLORING YOUTH NEEDS AND LOCAL RESOURCES

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Objectives

- Identify resources, opportunities, and challenges within the local community.
- Explore how young people experience and perceive their environment.
- Encourage critical reflection on inclusion, accessibility, participation, and wellbeing.
- Strengthen young people's connection with their local territory and community.
- Support planning and youth-centred project development.

Duration

Flexible

Target Group

Young people

Number of Participants

8-25 participants



Description of the Activity

Community Mapping is a tool that helps young people explore, analyse, and visually represent their local environment. Through collaborative mapping, participants identify places, resources, challenges, opportunities, and community dynamics that influence their daily lives and wellbeing. It is particularly useful for understanding how young people interact with their surroundings and for identifying unmet needs, barriers, and existing community assets.

The activity can focus on different themes depending on the objectives of the project, such as safe and unsafe spaces, youth-friendly services, educational and cultural opportunities, accessibility and inclusion, leisure and social spaces, environmental issues, mobility and transport, participation opportunities within the community, etc.

Participants work individually or in small groups to create visual maps of their neighbourhood, city or community using paper maps, drawings, symbols, or digital tools. They are encouraged to discuss and reflect on questions such as: Where do young people feel safe and welcome? Which spaces are accessible or inaccessible? Which opportunities already exist for young people? What is missing in the community? Which places encourage participation and connection? What challenges or risks affect young people's lives?

The youth worker facilitates discussion, encourages participation, and supports participants in connecting personal experiences with broader community issues.

At the end of the activity, the maps are presented and discussed collectively. Similarities, differences, and recurring themes are identified in order to better understand the community context and define possible actions or future initiatives.

Community Mapping promotes critical awareness, collaboration and local engagement. It also helps young people recognise their role as active members of the community and contributors to social change.

Helpful Advice

- Use maps or visual tools that are easy to understand and appropriate for participants' age and experience.
- Encourage participants to share personal experiences and observations.
- Include both positive and negative aspects of the community to develop a balanced understanding of the local context.
- Ensure that all voices and perspectives are respected.
- Use colours, symbols, stickers, or drawings to make the activity more engaging and easier to interpret.
- If possible, combine the activity with a community walk or field observation to connect discussions with direct experience.
- Facilitate reflection on inclusion, accessibility, and equality by encouraging participants to consider how different groups may experience the same spaces differently.
- Allow enough time for group discussion and collective analysis to identify recurring themes, priorities, and possible actions.

Materials and Resources

- Printed maps of the local area or blank paper
- Flipcharts or large sheets of paper
- Sticky notes
- Markers, coloured pens, stickers
- Symbols or icons for mapping exercises
- Digital mapping tools (optional, e.g., Google Maps, Miro, Padlet)
- Cameras or smartphones (optional for documentation)

Materials to Print

- Local area maps
- Sheets with guiding questions
- Community observation templates
- Reflection and feedback sheets



PARTICIPATORY TOOLS





3.1

CONTEXT ANALYSIS AND IMPLEMEN- TATION

PUBLIC SPACE ANALYSIS

Phase 1 → Activation and Needs and Space Analysis

Phase 3 → Co-Design and Ideation

Objectives

- Empower young people to critically assess public spaces using selected quality criteria.
- Strengthen civic engagement and understanding of how public spaces influence everyday life and community wellbeing.
- Generate evidence-based insights to inform youth-oriented placemaking and co-design initiatives.

Duration

- Preparation: Approximately 4 hours.
- Implementation: Approximately 3 hours, including neighbourhood walks and documentation activities.

Target Group

Young people aged 15–24 years.

Number of Participants

10–25 participants.



Description of the Activity

Public Space Analysis is a participatory research activity that encourages young people to critically engage with public spaces and reflect on how urban environments respond to community needs. By analysing neighbourhoods through simple evaluation criteria, participants explore how public spaces influence wellbeing, inclusion, accessibility, safety, and opportunities for social interaction.

The activity begins with an introductory session during which facilitators present basic criteria commonly used to evaluate public spaces, such as accessibility, inclusivity, safety, sustainability, functionality, comfort, and aesthetic quality. Facilitators encourage participants to discuss these themes and connect them to their own experiences and priorities within their local area.

Following the introduction, participants take part in guided neighbourhood walks using observation or evaluation sheets to assess selected public spaces. During the exploration, participants may observe elements such as seating areas, lighting, cleanliness, accessibility for different users, green spaces, recreational opportunities, walkability, and the general condition of public environments. Participants document their observations through notes, photographs, sketches, or audio recordings.

Throughout the activity, facilitators support discussion and critical reflection by encouraging participants to compare different spaces, explain their observations, and reflect on how public environments influence everyday experiences, inclusion, wellbeing, and youth participation.

After the fieldwork, participants engage in a collective reflection session to review their findings and develop recommendations for more inclusive and youth-friendly public spaces. The results can later be shared with local authorities, planners, youth workers, and community stakeholders to support participatory urban development and more informed community decision-making.

Helpful Advice

- Present evaluation criteria using simple and accessible language.
- Encourage participants to connect observations to their own daily experiences and community needs.
- Select safe, walkable, and accessible routes for neighbourhood exploration.
- Use observation sheets with practical categories and guiding questions to support reflection.
- Facilitate open discussion and ensure all participants have opportunities to contribute their perspectives.
- Combine the activity with photography or mapping exercises when useful.
- Share findings with local stakeholders to increase the visibility of participants' perspectives and encourage follow-up actions.

Materials and Resources

- Observation or evaluation sheets
- Maps of the selected area
- Notebooks, pens, and clipboards
- Smartphones or cameras for documentation
- Flipcharts and markers for reflection sessions
- Projector and laptop (optional)

Materials to Print

- Observation and evaluation sheets
- Maps of the selected area
- Reflection templates
- Feedback forms
- Summary of evaluation criteria and guiding questions



WALKING FOCUS GROUP

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-Design and Ideation

Objectives

- Enable young people to explore and critically reflect on their environments through collective, place-based dialogue.
- Foster trust, shared understanding, and group cohesion through experiential learning.
- Generate insights and priorities that inform participatory planning and co-design processes.

Duration

Approximately 90–120 minutes.

Target Group

Young people aged approximately 15–30 years, including participants with diverse backgrounds and levels of prior engagement.

Number of Participants

10–20 participants.



Description of the Activity

The Walking Focus Group is a participatory method that combines collective walking with open group discussion in real-life spatial contexts. By moving together through selected locations, young people are invited to share perceptions, memories, emotions, and ideas directly connected to the environments they experience.

Through collective observation and dialogue, participants identify strengths, challenges, and opportunities within a territory. They reflect on what works well, what feels exclusionary or problematic, and where they see potential for transformation. Facilitators guide the discussion through open questions and encourage participants to reflect on how different spaces influence their everyday experiences, wellbeing, inclusion, and sense of belonging. This process encourages collective sense-making and a deeper understanding of spatial dynamics across urban, rural, or inland areas.

Simple documentation tools such as photographs, notes, sketches, or audio recordings support reflection and create a visual record of relevant sites. These materials can later contribute to participatory planning, mapping, or co-design activities.

The Walking Focus Group is particularly effective during the early phases of participatory projects, helping to activate participants, strengthen group cohesion, and generate ideas grounded in lived experiences.

Helpful Advice

- Select safe and accessible walking routes suitable for all participants.
- Encourage participants to guide parts of the walk and introduce places that are meaningful to them in order to increase ownership and diversity of perspectives.
- Prepare guiding questions related to accessibility, safety, inclusion, sustainability, and everyday experiences within the territory.
- Allow time for spontaneous discussion and reflection, as some of the most valuable insights may emerge informally during the walk.
- Document findings clearly through notes, photographs, audio recordings, or maps to support future co-design and planning phases.
- Be attentive to group dynamics and ensure that quieter participants also have opportunities to share their observations and experiences.

Materials and Resources

- ☐ Printed maps of the selected area
- ☐ Smartphones or cameras
- ☐ Notebooks or clipboards
- ☐ Markers and sticky notes
- ☐ Audio recorder (optional)
- ☐ Weather-appropriate equipment if needed

Materials to Print

- ☐ Route maps and base maps
- ☐ Guiding questions and facilitation prompts
- ☐ Observation sheets
- ☐ Consent forms
- ☐ Reflection and evaluation forms



PHOTOVOICE – SEEING THE TERRITORY THROUGH YOUNG PEOPLE’S EYES

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-Design and Ideation

Objectives

- Empower young people to express their perceptions and experiences of their environment through photography.
- Foster dialogue, reflection, and shared understanding of local spaces and community needs.
- Generate visual insights that inform participatory planning and youth-led co-design processes.

Duration

Approximately 2–3 hours.

Additional time may be needed for participants to take photographs independently.

Target Group

Young people aged approximately 13–30 years, including participants who may feel less comfortable with verbal expression.

Number of Participants

10–25 participants.



Description of the Activity

Photovoice is a participatory visual method that invites young people to document their everyday environments through photography. By capturing places they appreciate, avoid, or wish to change, participants express personal experiences, emotions, and perceptions connected to specific spaces.

The activity begins with a briefing session during which facilitators introduce the objectives, ethical considerations, and basic photography guidance. Participants are then invited to take photographs within their local environments, focusing on locations that reflect their lived experiences and relationships with their local environment.

In a follow-up workshop session, participants share and discuss their images with the group. Through facilitated dialogue, they reflect on the stories behind the photographs and identify recurring themes, needs, and challenges. Facilitators can encourage participants to explain why they selected specific images and what emotions or experiences they represent. This process encourages mutual understanding, strengthens group cohesion, and highlights diverse perspectives.

The visual materials generated through Photovoice can later support co-design activities, exhibitions, reports, or presentations for youth workers, planners, and local stakeholders. By connecting planning and co-design processes to young people's lived experiences, the method contributes to inclusive and evidence-based placemaking.

Helpful Advice

- Clarify ethical considerations, including privacy, consent, and image use, before participants begin taking photographs.
- Encourage storytelling and reflection rather than focusing on technical photography skills.
- Create a safe and inclusive environment where participants feel comfortable sharing personal experiences and perspectives.
- Encourage participants to explain the meaning behind their photographs rather than simply describing what is visible in the images.
- Identify recurring themes, needs, and priorities through facilitated group discussion.
- Use the photographs as a basis for future co-design, advocacy, dissemination, or community engagement activities.

Materials and Resources

- ☐ Smartphones or digital cameras
- ☐ Printer or digital screen for sharing images
- ☐ Flipcharts or wall space
- ☐ Markers and sticky notes
- ☐ Notebooks and pens
- ☐ Computers or tablets (optional)

Materials to Print

- ☐ Participant instructions
- ☐ Consent and image-use forms
- ☐ Reflection templates
- ☐ Evaluation and feedback forms
- ☐ Exhibition captions or display materials



YOUTH-TO-YOUTH INTERVIEWS FACILITATING PEER INTERACTION

Phase 1 → Activation and Needs and Space Analysis

Phase 3 → Co-Design and Ideation

Objectives

- Empower young people to take an active role in participatory research and knowledge production.
- Generate authentic insights into youth perspectives, experiences, and needs through peer interaction.
- Foster ownership, critical thinking, and research skills among young participants.

Duration

- Preparation: Approximately 4–6 hours, including interviewer training and question development.
- Implementation: Flexible according to the number of interviews and project needs.

Target Group

Young people aged 16–24 years.

Number of Participants

10–20 participants, including youth researchers and interviewees.



Description of the Activity

Youth-to-Youth Interviews are a participatory peer-research activity that uses dialogue between young people to explore experiences, perspectives, and community needs. By positioning young people as active researchers, the activity encourages trust, openness, and mutual understanding while reducing hierarchical dynamics often present in traditional research approaches. The method supports active listening, peer learning, and meaningful youth participation.

The activity begins with a preparation phase in which facilitators introduce participants to basic interview techniques, ethical considerations, respectful communication, and documentation methods. Together, participants co-create interview questions related to themes such as youth participation, public spaces, community needs, wellbeing, or social challenges.

During the implementation phase, participants interview their peers in safe and familiar settings, such as youth centres, schools, or community spaces. Facilitators provide support throughout the process while encouraging autonomy and peer-led dialogue. Conversations may be documented through notes, audio recordings, or reflection sheets, depending on the objectives of the activity and participants' consent.

Following the interviews, participants review and discuss the collected insights together, identifying recurring themes, shared concerns, and possible recommendations. Facilitators can support reflection by encouraging participants to compare experiences and explore connections between personal stories and broader community issues.

Helpful Advice

- Provide basic training on interviewing, active listening, and ethical research practices.
- Co-create interview questions together with participants.
- Ensure confidentiality and informed consent, particularly when discussing personal experiences or recording interviews.
- Create safe and inclusive interview settings where participants feel comfortable sharing their experiences and opinions.
- Organise reflection sessions to identify recurring themes, common needs, and potential recommendations.

Materials and Resources

- ☐ Interview guides or questionnaires
- ☐ Consent forms
- ☐ Notebooks or clipboards
- ☐ Smartphones or audio recorders (optional)
- ☐ Pens and markers
- ☐ Computers for data analysis (optional)

Materials to Print

- ☐ Interview guides and questionnaires
- ☐ Consent and confidentiality forms
- ☐ Data collection templates
- ☐ Reflection sheets
- ☐ Evaluation forms



MAPPING LAB – UNDERSTANDING OUR TERRITORY

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-Design and Ideation

Objectives

- Support young people in exploring and visualising how they experience and navigate their local environment.
- Identify meaningful places, challenges, and opportunities within a specific geographic context.
- Generate shared insights that inform participatory planning and co-design processes.

Duration

Approximately 60–90 minutes.

Target Group

Young people aged approximately 13–30 years, including participants with different levels of familiarity with the local area.

Number of Participants

10–25 participants.



Description of the Activity

The Mapping Lab is a participatory youth work activity that enables young people to explore and visualise how they experience and navigate their local area. Through maps or hand-drawn spatial representations, participants identify places that are meaningful in their daily lives, such as meeting points, routes, safe or unsafe areas, and spaces they value or avoid. The activity encourages young people to reflect on their relationship with their community while supporting dialogue, participation, and collective expression.

The activity begins with the introduction of a printed or blank map representing the selected area. Facilitators introduce the objectives of the session and encourage participants to share stories and perceptions connected to the places they use in everyday life. Participants annotate the map using markers, stickers, and sticky notes, adding comments, memories, and observations linked to specific locations. Participants may work individually, in small groups, or collectively on a shared map depending on the size of the group and the objectives of the activity. This process helps create a collective understanding of how different young people experience the same territory.

As participants collaboratively construct the map, patterns, overlaps, and differences emerge. These insights may reveal barriers, underused resources, inequalities in access, and opportunities for improvement. Facilitators can support reflection by encouraging participants to explain their choices, compare experiences, and discuss how public spaces influence their wellbeing, inclusion, sense of safety, and opportunities for social interaction. The activity promotes active listening, peer exchange, and critical reflection while making discussions about the local context more visible and accessible.

The resulting maps can support youth needs assessments, community engagement processes, participatory planning, and co-design activities. The method is adaptable to urban, rural, and inland contexts and can be implemented using both official maps and hand-drawn representations.

Helpful Advice

- Use clear and accessible maps that are adapted to participants' needs.
- Encourage participants to personalise and annotate the maps creatively using symbols, colours, drawings, or notes.
- Facilitate balanced participation by encouraging contributions from quieter participants and valuing different perspectives and experiences.
- Connect mapping activities to participants' lived experiences and stories.
- Document results through photographs or digital versions to support future planning, co-design, or dissemination activities.

Materials and Resources

- ☐ Printed maps or blank paper
- ☐ Markers and coloured pens
- ☐ Sticky notes and stickers
- ☐ Flipcharts or wall space
- ☐ Camera or smartphone for documentation
- ☐ Digital mapping tools (optional)

Materials to Print

- ☐ Printed maps or mapping templates
- ☐ Legends and symbol guides
- ☐ Instruction sheets
- ☐ Reflection and evaluation forms
- ☐ Documentation templates



3.2

TEAM ENGAGEMENT AND TEAM BUILDING

APPLIED THEATRE WORKSHOP

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Objectives

- Build trust, self-confidence, and collaboration among participants.
- Encourage young people to reflect on and express their relationship with urban spaces.
- Foster dialogue and support youth participation in placemaking and co-design processes.

Duration

- Preparation: approximately 3 hours.
- Implementation: approximately 2 hours.

Target Group

Young people aged 15 and above.

Number of Participants

15–25 participants.



Description of the Activity

The Applied Theatre Workshop is a trust-building and participatory method designed to strengthen group cohesion while encouraging participants to reflect on their relationships with public spaces and local environments through playful and creative expression. Through embodied expression and creative collaboration, participants explore their perceptions, experiences, and aspirations for public spaces.

The workshop is structured into three main phases:

1. Introduction

The session begins with ice-breaking and team-building exercises, such as movement-based activities and mirroring exercises.

2. Living Sculptures

Participants work together to create collective “living sculptures” using body positions and gestures to represent ideas, emotions, and experiences. Themes can be adapted to the specific project context, such as young people’s perceptions of their city, visions for more inclusive public spaces, or challenges and opportunities in public spaces. This creative approach enables participants to express complex ideas non-verbally and collaboratively.

3. Presentation and Discussion

Each living sculpture is presented to the group and serves as a starting point for reflection and dialogue. Facilitated discussions allow participants to interpret meanings, share perspectives, and connect their experiences to broader themes.

The participatory dimension of the activity lies in the fact that young people actively represent their own perspectives, negotiate meanings within the group, collaboratively construct images and narratives connected to places, and collectively reflect on needs, challenges, and possibilities related to public spaces.

Helpful Advice

- Create a safe space: Establish clear ground rules to ensure respect, inclusivity, and emotional safety. Participation should always be voluntary.
- Encourage inclusivity: Adapt exercises to accommodate different abilities, cultural backgrounds, and comfort levels. Offer alternative roles such as observer or narrator when needed.
- Facilitate reflection: Use guiding questions to deepen discussion, such as “What does this sculpture represent?” and “How does it relate to your experience of the city, public spaces or community?”
- Document outcomes: Capture insights through notes or photographs (with consent) to support later co-design phases.

Materials and Resources

- ☐ Indoor or outdoor space suitable for movement and group interaction
- ☐ Flipcharts
- ☐ Markers
- ☐ Camera or smartphone for documentation (optional)

Materials to Print

- ☐ Session agenda
- ☐ Reflection sheets or discussion prompts
- ☐ Consent forms for photography and recording (if required)



URBAN EXPLORATION CHALLENGE

Phase 1 → Activation and Needs and Space Analysis

Phase 2 → Youth Involvement and Team Building

Objectives

- Strengthen teamwork, communication, and collaboration among participants.
- Encourage leadership, trust-building, and collective problem-solving through playful outdoor challenges.
- Promote active participation and group cohesion through movement-based exploration activities.

Duration

- Preparation: approximately 4 hours.
- Implementation: approximately 1.5 hours.

Target Group

Young people aged 10–15 years.

Number of Participants

10–25 participants



Description of the Activity

The Urban Exploration Challenge is a game-based outdoor activity designed to strengthen group dynamics through teamwork, movement, and collaborative missions. Participants explore a selected outdoor area while completing challenges, solving clues, and working together to reach checkpoints and accomplish shared objectives.

The activity begins with facilitators introducing the rules of the game, safety instructions, and team missions. Participants are divided into small groups and receive maps, clue cards, and task instructions. The activity takes place in an outdoor setting such as a park, schoolyard, neighbourhood, or public square.

Teams move through the area by following clues and completing collaborative tasks at different checkpoints. Challenges may include problem-solving games, observation missions, creative photo tasks, memory activities, physical movement challenges, or short team-based exercises requiring communication and cooperation. Participants are encouraged to make decisions together, support one another, and combine their skills to complete the missions successfully.

The activity concludes with a short debriefing session in which participants share experiences, challenges, and memorable moments from the game. The process supports trust-building, confidence, communication, and positive group dynamics while helping participants become more familiar with their local environment through shared experience.

Helpful Advice

- Select safe, accessible, and easy-to-navigate outdoor routes.
- Use clear instructions and age-appropriate missions to maintain engagement.
- Create balanced teams and encourage cooperation rather than excessive competition.
- Combine movement-based, creative, and problem-solving tasks to keep the activity dynamic.
- Include checkpoints where facilitators can provide support and guidance if needed.
- Adapt the level of difficulty according to participants' age, confidence, and group dynamics.
- Conclude with a short group debriefing to reinforce teamwork and shared learning.

Materials and Resources

- ☐ Printed or hand-drawn maps
- ☐ Clue cards and mission sheets
- ☐ Pens and markers
- ☐ Clipboards (optional)
- ☐ Smartphones or cameras (optional)
- ☐ Objects or markers for checkpoints
- ☐ First aid kit (recommended)

Materials to Print

- ☐ Maps of the selected area
- ☐ Clue cards and mission instructions
- ☐ Team challenge sheets
- ☐ Reflection and evaluation forms
- ☐ Parental consent forms (if required)



ONE-TO-ONE BUDDY SYSTEM

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Objectives

- Build trust, mutual understanding, and meaningful relationships between young people and local professionals.
- Encourage dialogue, exchange, and collaborative learning on neighbourhoods, community life, and public spaces.
- Support youth participation by connecting lived experiences with professional knowledge and local perspectives.

Duration

- Preparation: approximately 4 hours.
- Implementation: regular meetings over a period of approximately 2 - 6 months.

Target Group

Young adults aged approximately 18 - 30 years and local professionals, such as municipality representatives, architects, planners, educators, youth workers, or community practitioners.

Number of Participants

10–20 participants (forming approximately 5 - 10 buddy pairs)



Description of the Activity

The One-to-One Buddy System is a relationship-building and participatory dialogue activity designed to create meaningful connections between young people and local professionals. Rather than focusing on short-term group dynamics, the activity supports the development of trust, mutual understanding, and long-term exchange through regular one-to-one interaction.

By working in pairs over an extended period, participants build relationships based on listening, dialogue, and shared experiences connected to neighbourhoods, public spaces, and community life. The activity is based on mutual learning, recognising both young people and professionals as valuable contributors with different forms of knowledge and experience.

The activity begins with introductory group sessions designed to help participants get to know each other, build confidence, and explore shared interests before starting one-to-one collaboration. Buddy pairs can be formed through self-selection, facilitated matching, or shared thematic interests.

Each pair is supported by facilitators in organising regular meetings over a defined period. Meetings may include informal conversations, neighbourhood walks, participation in local events, or collaborative reflection activities connected to community experiences and public spaces.

During the exchange, young participants contribute local knowledge, lived experiences, and personal perspectives, while professionals share practical insights related to community projects, local services, planning processes, and opportunities for action. The dialogue encourages mutual learning and supports more inclusive and collaborative approaches to community development.

To support continuity and reflection, participants may document discussions, ideas, and observations through diaries, notebooks, photographs, or visual materials.

Periodic group meetings can also be organised to encourage peer exchange and collective learning among different buddy pairs.

The outcomes of the activity may be shared through presentations, posters, or public discussions involving residents, community organisations, and local stakeholders.

Helpful Advice

- Create balanced buddy pairs by considering participants' interests, experiences, and communication styles.
- Provide clear guidelines regarding meeting frequency, communication methods, roles, and expectations.
- Promote respectful and equal dialogue by encouraging mutual learning and recognising the value of different forms of knowledge and experience
- Encourage participants to document conversations, reflections, and shared ideas through notes, diaries, or visual materials.
- Organise occasional group meetings to maintain motivation and encourage peer exchange among different buddy pairs.

Materials and Resources

- ☐ Indoor and outdoor meeting spaces
- ☐ Notebooks or diaries for documentation
- ☐ Pens and markers
- ☐ Printed guidelines for buddy meetings
- ☐ Presentation materials
- ☐ Digital communication tools (e.g. email or video conferencing platforms)
- ☐ Cameras or smartphones for documentation (optional)

Materials to Print

- ☐ Buddy guidelines and meeting templates
- ☐ Pairing forms and participant profiles
- ☐ Reflection and documentation sheets
- ☐ Project diaries or logbooks
- ☐ Design poster templates
- ☐ Consent and evaluation forms

TRUSTMAKING WORKSHOP

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Objectives

- Strengthen trust between young people, organisations, and local stakeholders.
- Empower youth to analyse and address challenges within organisational and local contexts.
- Support young people in identifying challenges and developing collaborative ideas for more inclusive and youth-friendly environments.

Duration

- Preparation: approximately 4 hours (presentation design, printing, and preparation of materials).
- Implementation: approximately 1.5 hours.

Target Group

Young people aged 15 years and above, together with professionals, youth workers, or local stakeholders.

Number of Participants

15–25 participants.



Description of the Activity

The Trustmaking Workshop is a participatory method designed to enhance trust in both organisational and local environments. It empowers young people to critically reflect on spaces and institutions they engage with, while collaboratively developing strategies to strengthen relationships, participation, and inclusivity.

Participants can choose to focus either on a local context, such as a neighbourhood, community, or public space, or on an organisational context, such as a youth club or informal group. The workshop is structured into four main parts:

1. Presentation of Trust Principles

The session begins with an introduction to the concept of trust and its importance in organisational and urban settings. Participants explore how trust influences participation, collaboration, and community development.

2. S.W.O.T. Analysis

Participants work in small groups using a simplified S.W.O.T. framework (Strengths, Weaknesses, Opportunities, and Threats) to identify factors that strengthen or weaken trust within the selected context. Discussions may focus on communication, accessibility, openness, participation opportunities, safety, or relationships between young people and local stakeholders.

3. Group Work on Trust-Building Strategies

Participants collaboratively identify actions and strategies that could strengthen trust and participation. Ideas may include youth-led activities, community events, informal meeting opportunities, communication initiatives, partnerships, or shared decision-making practices.

Guiding questions may include:

- In which areas would you like to strengthen trust in your neighbourhood (e.g., empowerment, openness, familiarity, stability)?
- What measures could be taken to build trust (e.g., events, information campaigns, technology, research, or training)?

- Which solutions and resources are needed (e.g., funding, meetings, piloting, research, or partnerships)?
- Who are the relevant stakeholders (e.g., schools, cafés, sports facilities, NGOs, cultural institutions, or local authorities)?

4. Presentation and Plenary Discussion

Each group presents its reflections and proposed strategies to the wider group. The plenary discussion encourages feedback, shared reflection, and the identification of possible next steps for future participatory or co-design activities. As a result, participants develop practical strategies to enhance trust in youth organisations and urban spaces.

Helpful Advice

- Adapt the workshop focus to the needs and experiences of the group.
- Introduce the concept of trust and the S.W.O.T. method using simple and accessible language.
- Create a safe and inclusive environment that encourages open dialogue and ensures that different perspectives are heard and respected.
- Use visual templates and guiding questions to support discussion and reflection.
- Document key ideas and outcomes for future participatory or co-design activities.

Materials and Resources

- ☐ Presentation materials (optional)
- ☐ Printed S.W.O.T. templates
- ☐ Flipcharts or large paper sheets
- ☐ Sticky notes
- ☐ Markers and pens
- ☐ Notebooks for documentation
- ☐ Posters or boards for presenting results

Materials to Print

- ☐ Workshop agenda and instructions
- ☐ S.W.O.T. analysis templates
- ☐ Guiding questions for group work
- ☐ Reflection and evaluation forms
- ☐ Presentation templates

3.3

CO-DESIGN AND IDEATION

MODEL BUILDING – VISUALISING IDEAS IN THREE DIMENSIONS

Phase 2 → Youth Involvement and Team Building

Phase 3 → Co-design and Ideation

Objectives

- Enable young people to translate abstract ideas into tangible, three-dimensional representations.
- Foster collaboration, creativity, and shared decision-making through hands-on co-design.
- Support communication of youth visions to stakeholders involved in planning and placemaking.

Duration

Approximately 2–3 hours.

Target Group

Young people aged approximately 15–30 years. The activity is suitable for small to medium-sized groups with mixed skill levels and does not require prior design experience.

Number of Participants

10–20 participants



Description of the Activity

Model Building is a hands-on co-design activity that enables young people to visualise their ideas for transforming spaces through tangible, three-dimensional representations. Using simple, low-cost materials, participants externalise their visions and explore how different spatial elements interact in practice. This approach makes abstract concepts more concrete and accessible, particularly for those who may struggle with purely verbal or written forms of expression.

The activity typically begins with an introduction outlining the design challenge and the objectives of the session. Participants work individually or in small groups to conceptualise and construct models that represent their ideas for improving a specific space, such as a park, square, youth centre, or community hub. Participants may create models representing seating areas, green spaces, youth facilities, cultural areas, safer public environments, or redesigned community spaces.

As they build, participants discuss priorities, test ideas, and solve practical challenges together. Facilitators can encourage reflection by asking participants how different elements of the space may influence inclusion, accessibility, safety, social interaction, or everyday use. The activity also supports the integration of insights gathered in earlier project phases, such as needs assessments or mapping exercises.

The resulting models serve as tangible tools for communication between young people, youth workers, and other stakeholders. They provide a concrete basis for discussion, feedback, and iteration, helping bridge the gap between youth perspectives and formal design processes.

Helpful Advice

- Emphasise experimentation and participation rather than aesthetic perfection.
- Present a clear design challenge connected to a real space or community need.
- Ensure all participants contribute through shared roles and collaborative tasks.
- Provide accessible and low-cost materials, including recycled resources where possible.
- Allow time for groups to present, explain, and discuss their models.
- Photograph and document the models to support future discussions and planning.

Materials and Resources

- Cardboard, paper, and recycled materials
- Scissors, glue, and adhesive tape
- Markers, coloured pens, and sticky notes
- Baseboards or large sheets for model construction
- Rulers and simple measuring tools (optional)
- Cameras or smartphones for documentation

Materials to Print

- Design brief and activity instructions
- Base maps or site plans (optional)
- Simple model-building templates or scale guides
- Inspiration sheets and visual references
- Reflection and evaluation forms
- Presentation sheets for sharing ideas with stakeholders



PARTICIPATORY SCENOGRAPHY WORKSHOP

Phase 3 → Co-design and Ideation

Phase 4 → Prototyping and Testing

Phase 5 → Dissemination / Evaluation

Objectives

- Empower young people to imagine and express sustainable futures through artistic and performative placemaking.
- Foster creativity, environmental awareness, and critical reflection on urban development and climate change.
- Support youth participation by co-creating analogue and digital narratives that communicate visions for future public spaces.

Duration

Preparation and introduction: approximately 4 hours.

Implementation: workshop format over one or more full days; follow-up sessions may be added.

Target Group

Young people aged 12–16 years, ideally school classes engaged in interdisciplinary project-based learning.

Number of Participants

15–30 participants



Description of the Activity

The Participatory Scenography Workshop is a creative co-design activity that combines storytelling, performance, visual creation, and placemaking to explore sustainable urban futures. Participants use artistic and collaborative methods to express ideas and narratives connected to environmental and social challenges.

The workshop provides a creative platform for young people to imagine future landscapes and express their ideas through spatial, visual, and narrative activities. By combining physical creations with simple digital tools, participants develop outputs that can be shared through performances, exhibitions, photographs, or digital media.

The methodology unfolds through five key steps:

1. Reflection on Digital Design Experiences

Participants explore images, videos, films, games, and visual references from social media or digital culture and reflect on how these representations influence perceptions of future places, communities, and sustainability. Facilitators guide reflection through discussions about how those visions are represented and imagined.

2. Scenographic and Narrative Development

Participants work in small groups to explore selected project areas and imagine possible future scenarios connected to those environments. The project areas may include parks, school courtyards, youth centres, abandoned buildings, public squares, community gardens, waterfronts, or other local spaces relevant to participants' everyday lives.

Using scenographic and storytelling techniques, participants create characters, situations, and narratives connected to environmental challenges, future communities, or alternative ways of experiencing shared spaces. Each team develops a storyline exploring how a chosen place could evolve in the future.

3. Creation of Costumes and Stage Elements

Ideas take tangible form as participants create costumes, props, signs, and simple stage elements using accessible and recycled materials. Facilitators provide groups with a selection of materials that can be used to create simple costumes, enrich the scenography, and support the development of the imagined environments. This phase encourages creativity, teamwork, and hands-on experimentation.

4. Direction and Digital Staging

Once costumes, props, and scenographic elements have been prepared, participants collaboratively define roles and organise how their imagined scenarios will be presented. Groups experiment with simple performances, staged scenes, creative documentation, or short narrative sequences connected to their chosen spaces and future stories. Participants use smartphones or simple digital tools to photograph, film, or document the creative process, combining physical creations with digital storytelling.

5. Sharing Future Scenarios

The final creations are shared through small exhibitions, performances, installations, photo collections, or digital presentations that communicate participants' ideas for future public spaces and communities. Groups present their scenarios to other participants, facilitators, community members, or local stakeholders, encouraging dialogue on sustainability, participation, and placemaking. Participants also reflect on the creative process and on how artistic activities can support youth expression and collective imagination.

This method strengthens creative and digital competences, enhances environmental awareness, and promotes collaborative learning. It supports youth participation and co-design processes while generating materials and experiences that can be shared with local communities, schools, or stakeholders.

Helpful Advice

- Encourage experimentation and creativity without focusing on artistic perfection.
- Assign collaborative roles such as performers, designers, photographers, or documentarians to support balanced participation.
- Use low-cost and recycled materials to ensure accessibility and sustainability.
- Organise reflection and debriefing moments to connect creative activities with real community and environmental challenges.
- If possible, involve artists, theatre educators, or creative facilitators to support scenographic or performative elements.
- Ensure access to safe and flexible indoor or outdoor spaces.

Materials and Resources

- Paper, markers, pencils, and sticky notes
- Cardboard, fabrics, recycled materials, and costume elements
- Scissors, glue, adhesive tape, and simple craft materials
- Smartphones or simple digital recording tools
- Audio-visual equipment and speakers (optional)
- Indoor or outdoor spaces suitable for creative activities and performances

Materials to Print

- Storytelling prompts and creative writing templates
- Workshop guidelines and role descriptions
- Storyboard and scenography templates
- Reflection and evaluation sheets
- Consent forms for photos and video recording
- Simple participant instruction sheets



REMIXING CITY BEATS

Phase 1 → Activation and Needs and Space Analysis

Phase 3 → Co-design and Ideation

Objectives

- Encourage young people to explore and interpret urban environments through sound.
- Foster creativity, digital skills, and collaborative learning using audio recording and remixing techniques.
- Enhance awareness of urban identity and support youth participation in placemaking processes.

Duration

- Recording in the neighbourhood: approximately 1.5–2 hours.
- Post-production and mixing: approximately 2 hours (depending on group size and technical skills).

Target Group

Young people aged 12–17 years.

Number of Participants

10–20 participants.



Description of the Activity

Remixing City Beats is a participatory activity that invites young people to explore their surroundings through sound. By capturing and remixing local soundscapes, participants engage with the sensory dimensions of public spaces, reflecting on how different sounds shape the atmosphere and identity of public spaces and expressing their interpretations through creative audio compositions.

The activity begins with a field exploration in which participants record ambient sounds from diverse locations, such as parks, playgrounds, public squares, supermarket car parks, railway stations, or subway entrances. Working individually or in groups, they capture sounds that reflect the character of their environment, such as children playing, trams passing, shopping trolleys rolling, crows cawing, and voices speaking in different languages.

Back in the workshop space, participants transfer the recordings to a computer and listen to them collectively. This process sparks discussion and reflection through questions such as: What do these sounds reveal about a neighbourhood or public space? Which sounds create feelings of inclusion, safety, stress, or belonging? Participants analyse how sound contributes to urban identity, inclusivity, and atmosphere.

Using simple audio-editing software or digital music tools, participants experiment with layering, looping, and remixing sounds to create collaborative soundtracks. Over time, sounds are overdubbed and refined. Professional recording equipment may be used to enhance sound quality and technical accuracy.

The use of technology requires guidance and trust-building. Entrusting participants with valuable equipment promotes responsibility and deepens engagement. The workshop can culminate in the creation of original city beats, which may serve as soundtracks for exhibitions, performances, or community events. This method demonstrates how soundscapes can function both as a medium of artistic expression and as a tool for exploring and understanding urban spaces.

Helpful Advice

- Define clear routes and supervise participants while recording in public spaces.
- Encourage participants to reflect on how sounds influence the atmosphere and identity of public spaces.
- Adapt the activity to different territorial contexts by exploring sounds connected to rural areas, coastal environments, villages, natural spaces, or local community life.
- Promote teamwork by assigning collaborative roles such as recorder, editor, presenter, or sound designer.
- Adapt to available resources and use accessible digital tools or mobile applications when advanced equipment is unavailable.
- Discuss privacy and consent before recording voices or identifiable individuals.
- Allow time for collective listening, reflection, and discussion (after the recording phase) to identify recurring themes, emotions, and perceptions connected to different places.

Materials and Resources

- ☐ Smartphones or portable audio recorders
- ☐ Computers or laptops with audio-editing software
- ☐ Optional microphones or MIDI controllers
- ☐ Headphones and speakers
- ☐ USB cables and memory devices
- ☐ Sound libraries and digital tools (optional)
- ☐ Indoor workspace and outdoor recording locations

Materials to Print

- ☐ Activity guidelines and task instructions
- ☐ Sound recording worksheets
- ☐ Urban soundscape reflection sheets
- ☐ Consent forms for audio recording
- ☐ Basic audio-editing instructions
- ☐ Evaluation and feedback forms



3.4

PROTOTYPING AND SPATIAL TRANSFOR- MATION

RAPID PROTOTYPING: TESTING IDEAS IN REAL SPACES

Phase 3 → Co-design and Ideation

Phase 4 → Prototyping and Testing

Phase 5 → Dissemination / Evaluation

Objectives

- Enable young people to transform ideas into tangible, real-world interventions.
- Test and refine co-designed solutions through experimentation and iterative learning.
- Strengthen youth ownership, creativity, and problem-solving skills in participatory placemaking.

Duration

One full day or two half-days, depending on the complexity of the prototype and the context.

Target Group

Young people aged approximately 15–30 years. The activity is suitable for small groups or project teams and is particularly effective with participants motivated to move from ideas to action.

Number of Participants

8–20 participants.



Description of the Activity

Rapid Prototyping is an action-oriented participatory method that supports young people in transforming co-design ideas into temporary, low-cost interventions within real spaces. By constructing and testing simple prototypes, participants explore how ideas function in practice, observe how people interact with them, and improve solutions through experimentation and learning by doing. The approach emphasises experimentation, iterative improvement, and practical testing rather than producing polished or permanent solutions.

The activity typically begins with a brief introduction to the selected design challenge, the objectives of the prototype, and basic safety considerations. Participants review ideas developed during earlier co-design phases and collectively select one or more concepts to test in practice. Facilitators support participants in identifying achievable interventions that can be implemented within the available time, materials, and context.

Before starting the construction phase, facilitators may organise a short prioritisation workshop to help groups select the most feasible and meaningful ideas to prototype. Using sketches, quick presentations, sticky notes, or simple voting methods, participants discuss which concepts best respond to local needs, available resources, and the characteristics of the selected space. This process supports shared decision-making and helps teams define clear and realistic objectives for the prototype.

Working collaboratively in small teams, participants design and construct temporary structures or installations using accessible and recycled materials. These prototypes may include seating areas, temporary signage, small public space installations, pop-up meeting spaces, creative community furniture, or other interventions connected to the identified needs of the community or space. During the construction phase, facilitators encourage teamwork, experimentation, and problem-solving while supporting participants in adapting ideas to practical constraints.

Once completed, the prototypes are temporarily installed or tested within real environments. Participants observe how people interact with the interventions and reflect on practical aspects such as accessibility, visibility, safety, comfort, usability, spatial limitations, and material durability. Facilitators may encourage participants to gather feedback through observation, informal conversations, interviews, photographs, or short surveys.

Following the testing phase, participants collectively reflect on the experience and discuss what worked well, what challenges emerged, and what could be improved. This reflection process supports iterative learning and helps participants refine ideas for future design or implementation stages.

Rapid Prototyping fosters a strong sense of ownership and agency, as young people witness their ideas materialise and temporarily transform public spaces. The visibility of these interventions can encourage dialogue with community members and local stakeholders while increasing awareness of how spaces are used and experienced. Adaptable across urban, rural, and inland contexts, the method can be scaled according to available resources and implemented using locally available or recycled materials.

Helpful Advice

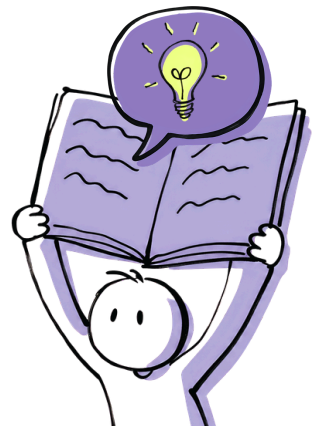
- Start with small and achievable interventions that can be tested and adapted within the available time and resources.
- Ensure the safe use of tools, materials, and public or shared spaces throughout the activity.
- Encourage experimentation and explain that testing and failure are part of the learning process.
- Assign collaborative roles such as designer, builder, documenter, or presenter to support participation.
- Gather feedback through observation, conversations, or simple user-testing activities.
- Adapt prototypes to local contexts using accessible and recycled materials whenever possible.

Materials and Resources

- Low-cost and recycled materials (e.g., cardboard, pallets, fabric, rope)
- Basic construction tools (e.g., hammers, screwdrivers, drills)
- Adhesives, screws, and fasteners
- Markers, paints, and brushes
- Measuring tools and baseboards
- Basic safety equipment (gloves, goggles, helmets)
- Cameras or smartphones for documentation
- Notebooks and pens
- Tape, cable ties, and connectors
- Outdoor or indoor spaces for implementation and testing

Materials to Print

- Design briefs and prototyping guidelines
- Safety instructions and risk assessment forms
- Planning and budgeting templates
- Observation and user feedback sheets
- Reflection and evaluation forms



CO-CREATION OF PUBLIC SPACE INSTALLATIONS

Phase 4 → Prototyping and Testing

Objectives

- Empower young people to actively shape public spaces through hands-on placemaking.
- Foster a sense of ownership, responsibility, and agency in community development.
- Develop practical, creative, and collaborative skills through participatory design and construction.

Duration

- Preparation: Several workshop days for initial preparation.
- Implementation: One to two full days of co-construction.

Target Group

Young people aged 15 years and above.

Number of Participants

10–20 participants



Description of the Activity

Co-Creation of Public Space Installations is a hands-on placemaking method that engages young people in designing and constructing practical elements for shared spaces, such as benches, seating areas, planters, signage, meeting points, creative structures, or interactive installations. By involving participants in every stage of the process, the activity strengthens their sense of ownership and agency while addressing specific community needs.

The process is adaptable to different contexts, available resources, and participants' skills and is usually organised through three main phases.

1. Exploration of Public Spaces

Participants explore selected public spaces using observation sheets or simple prompts focused on accessibility, sustainability, usability, comfort, safety, and community needs. During the exploration phase, participants observe how spaces are currently used and identify opportunities for improvement. Facilitators may encourage participants to use sketches, photographs, notes, stickers, or temporary markers to highlight areas of interest and possible interventions. This process supports observation, critical reflection, and a better understanding of how people experience public spaces.

2. Co-ideation

Following the exploration phase, participants work individually and collectively to generate ideas for improving the selected space. Sitting in a circle or working in small groups, participants sketch proposals and exchange ideas, allowing each person to build upon and improve the concepts developed by others.

After collective discussion, the group evaluates and selects the most feasible and meaningful ideas for implementation. Participants then define practical aspects of the installation, such as dimensions, materials, functions, colours, decoration elements, and placement within the space. This phase strengthens collaborative creativity, shared decision-making, and planning skills.

3. Co-construction

Guided by a craftsman, architect, artist, or experienced facilitator, participants collaboratively construct the selected installations using accessible materials and basic construction tools. Participants organise tasks and contribute to different stages of the process, such as measuring, assembling, sanding, painting, decorating, documenting, or preparing the installation site.

Throughout the construction phase, facilitators support teamwork, safe tool use, problem-solving, and collaboration. Once completed, the installations are placed or tested within the selected public spaces. Participants may present the intervention to community members, local stakeholders, or other young people, encouraging dialogue about participation, placemaking, and the future use of shared environments.

The activity results in a tangible transformation of public space while strengthening participants' confidence, practical competences, creativity, and ability to contribute actively to community life. Adaptable across urban, rural, and inland contexts, the method can be implemented using locally available, recycled, or low-cost materials.

Helpful Advice

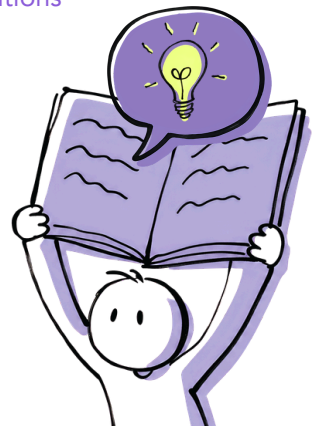
- Engage participants in all stages of the process, including planning, material selection, construction, and installation.
- Collaborate with craftsmen, architects, artists, or experienced facilitators to ensure safety, feasibility, and quality.
- Provide protective equipment and clear guidance for the safe use of tools and construction materials.
- Adapt designs to local contexts using recycled, locally available, and environmentally friendly materials whenever possible.
- Assign collaborative roles to strengthen teamwork, shared responsibility, and accountability throughout the activity.
- Coordinate with local authorities or community stakeholders, document the process, and encourage long-term care of the installations.

Materials and Resources

- Paper, flipcharts, sticky notes, markers, and sketching materials
- Measuring tools and basic construction equipment
- Wood, recycled materials, screws, nails, and fasteners
- Paints, brushes, protective coatings, and decoration materials
- Protective equipment and protective working surfaces
- Optional digital design tools and suitable indoor or outdoor working spaces

Materials to Print

- Site exploration handouts and observation sheets
- Guiding questions on sustainability and site conditions
- Design templates and sketch sheets
- Safety guidelines and material planning sheets
- Budget planning templates
- Reflection and evaluation forms



LOCAL FOOD JOURNEYS AND COMMUNITY DINNER

Phase 4 → Prototyping and Testing

Objectives

- Foster youth engagement with local environments and community life through food exploration, collaborative cooking, and sensory experiences.
- Increase awareness of sustainability, local resources, and the relationship between food, culture, and community life.
- Encourage teamwork, creativity, and intercultural dialogue through shared preparation and collective hosting experiences.

Duration

Approximately 5–7 days, depending on the context and programme structure. The activity can be implemented as part of a youth exchange, educational camp, community programme, or intensive workshop week.

Target Group

Young people aged approximately 16–25 years.

Number of Participants

10–30 participants



Description of the Activity

Local Food Journeys and Community Dinner is a participatory placemaking activity that engages young people in exploring how food, local resources, traditions, and shared experiences contribute to community life and the identity of a place. Through hands-on, creative, and sensory activities, participants reflect on the relationship between food, sustainability, culture, public spaces, and social interaction.

The activity combines local exploration, collaborative cooking, practical workshops, and shared meals to strengthen young people's connection with local environments and encourage dialogue, participation, and community engagement through collective experiences.

Rather than focusing only on the final dinner event, the methodology emphasises the collaborative process developed throughout the week. Participants explore local resources, experiment with traditional and contemporary food preparation techniques, work in teams, and collaboratively organise a final community meal that reflects the experiences, knowledge, and creative outputs developed during the activity.

The methodology is usually organised through four main phases.

1. Exploration of Local Food Cultures and Resources

Participants begin by exploring the local environment and identifying ingredients, food traditions, craft practices, markets, producers, and sustainability initiatives connected to the area. Facilitators may organise market visits, meetings with local producers, neighbourhood walks, cultural visits, or site-specific creative activities to encourage participants to reflect on food systems, environmental sustainability, local identity, and community resilience.

During this phase, participants observe how food connects to everyday life, public spaces, cultural traditions, and social interaction. Reflection activities and group discussions help participants better understand how local resources, traditions, and everyday practices shape the identity of a community and its relationship with the environment.

2. Workshops and Skill Sharing

Following the exploration phase, participants take part in practical workshops focused on traditional and contemporary food preparation and creative production techniques. Depending on the local context, activities may include cooking, fermenting, preserving food, natural dyeing, gardening, screen printing, creating decorations, or producing objects using recycled, natural, or locally available materials.

Throughout the process, participants collaboratively create dishes, objects, decorations, menus, or materials that reflect the identity, traditions, and cultural heritage of the place. Facilitators encourage experimentation, teamwork, and shared responsibility while supporting participants in documenting the activities and reflecting on sustainability, accessibility, food waste reduction, and the social role of food within communities.

3. Cooking Challenges and Co-Creation

As the process develops, participants work in small groups to prepare collaborative cooking challenges and creative food experiences connected to the themes explored during the week. Groups may be responsible for preparing specific dishes, organising parts of the dinner, designing table settings, preparing presentations, documenting the process, or creating menus using ingredients sourced from local markets or producers. Participants are invited to experiment with recipes, ingredients, presentation styles, and hosting practices while reflecting on sustainability, cultural diversity, inclusion, and community wellbeing.

4. Community Dinner and Reflection

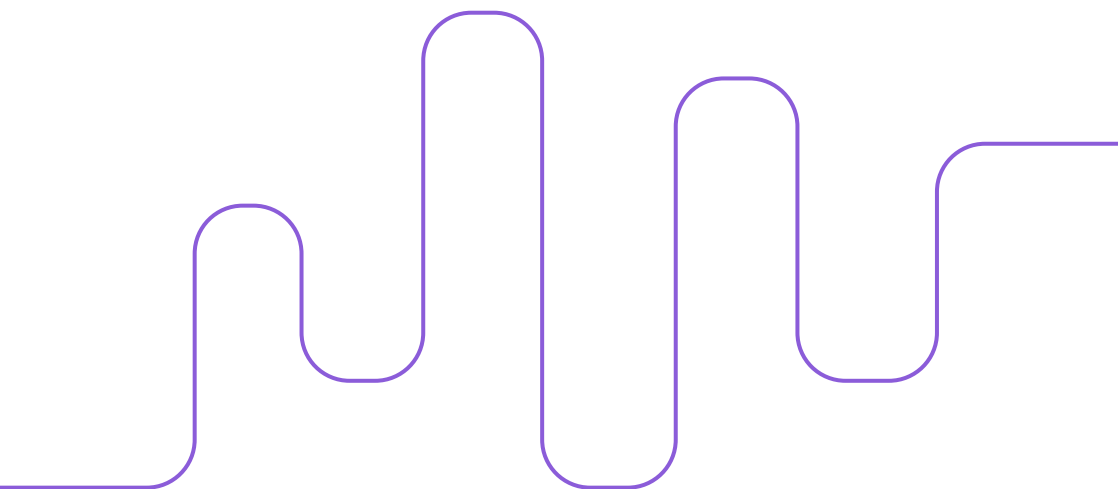
The activity culminates in a collective dinner event that brings together participants, community members, local stakeholders, families, and guests in an informal and welcoming environment. The dinner creates opportunities for dialogue and knowledge exchange while allowing participants to present the outcomes of the workshops, the dishes they prepared, and the experiences developed throughout the process.



Each element of the dinner can reflect the local context, such as dishes prepared with regional ingredients, decorations created from natural or recycled materials, handmade objects, locally inspired menus, or creative outputs developed during the workshops. Together, these elements contribute to a multisensory experience connected to local identity, sustainability, and community life.

The dinner may take place in a community centre, public square, garden, or other shared space, allowing participants to temporarily activate and reimagine places through collective use.

Following the dinner, facilitators organise a collective reflection session focused on the overall experience, teamwork, sustainability practices, challenges encountered, and lessons learned. Participants reflect on how collaborative food experiences can strengthen participation, intercultural dialogue, local identity, and community connections.



Helpful Advice

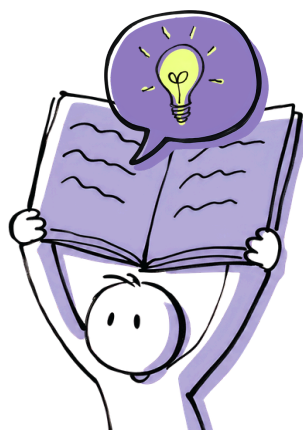
- Collaborate with local producers, chefs, artisans, or community organisations to support workshops and local knowledge sharing.
- Adapt activities to locally available ingredients, traditions, materials, and environmental contexts.
- Encourage shared responsibility by assigning collaborative roles during preparation, cooking, hosting, and documentation.
- Ensure safe and hygienic conditions during food preparation, craft activities, and shared meals.
- Promote inclusivity, participation, and dialogue throughout the process and during the final community dinner.
- Document the process through photographs, videos, recipes, reflections, or creative outputs.

Materials and Resources

- Kitchen facilities and cooking equipment
- Locally sourced ingredients and food preparation tools
- Craft materials and creative production tools
- Tables, chairs, dinnerware, and serving materials
- Protective equipment and documentation tools
- Indoor or outdoor spaces suitable for workshops and shared meals

Materials to Print

- Workshop schedules and activity guidelines
- Recipes and craft instruction sheets
- Safety and hygiene guidelines
- Reflection and process documentation sheets
- Invitations or programmes for the final dinner
- Evaluation and feedback forms



3.5

DISSEMINATION, ADVOCACY AND OWNERSHIP

YOUTH STORYTELLING THROUGH FILMMAKING

Phase 1 → Activation and Needs and Space Analysis

Phase 3 → Co-design and Ideation

Phase 5 → Dissemination / Evaluation

Objectives

- Empower young people to document and communicate their perspectives on neighbourhoods and community life.
- Foster collaboration between youth, stakeholders, and professionals through participatory storytelling.
- Raise awareness and stimulate dialogue on local challenges and opportunities through audiovisual media.

Duration

- Preparation and workshops: Several sessions over an extended period (project-based).
- Filming and editing: Depends on the scope and complexity of the audiovisual project.

Target Group

Young people aged 15 years and above. The activity may be supported by filmmakers, educators, media professionals, or youth workers.

Number of Participants

15–25 participants.



Description of the Activity

Youth Storytelling Through Filmmaking is a participatory storytelling activity that enables young people to explore, document, and communicate their perspectives on neighbourhoods, public spaces, and community life through audiovisual media. By combining local exploration, interviews, and creative storytelling, the activity fosters youth participation, critical reflection, and community dialogue. The activity focuses on storytelling, participation, and youth perspectives rather than professional filmmaking quality.

The methodology is usually organised through **four main phases**.

1. Exploring Local Stories and Themes

Participants begin by exploring their neighbourhoods or local communities through walks, observations, discussions, and group reflection activities. Facilitators encourage participants to identify stories, places, experiences, or challenges they consider meaningful or relevant to community life. Themes may include public spaces, sustainability, inclusion, identity, mobility, youth participation, safety, or everyday experiences within the neighbourhood.

During this phase, participants discuss which stories they want to communicate and why these perspectives are important for the wider community. Facilitators support the group in identifying realistic topics, possible interviewees, and key locations while encouraging critical reflection on representation, ethics, and respectful storytelling.

2. Story Development and Filming Preparation

Once the themes have been selected, participants organise themselves into small production teams based on interests and skills. Groups may include roles such as interviewer, camera operator, sound recorder, editor, presenter, photographer, or coordinator. Participants collaboratively prepare simple storyboards, filming plans, interview questions, and schedules for filming activities.

Facilitators provide basic guidance on storytelling, filming techniques, interviewing, sound recording, consent, and privacy using accessible tools such as smartphones or basic cameras. The preparation phase helps participants clarify the structure and purpose of their audiovisual stories before beginning the filming process.

3. Filming and Interviews

During the filming phase, participants document spaces, activities, interviews, and community perspectives connected to the selected themes. Young people may interview residents, community leaders, local organisations, activists, planners, shop owners, or other young people in order to collect different experiences and viewpoints.

Participants are encouraged to capture both personal stories and visual elements of the neighbourhood, such as public spaces, local events, everyday activities, or meaningful places connected to the narrative. Facilitators support participants throughout the process while encouraging collaboration, flexibility, and shared decision-making within the teams.

4. Editing, Screening, and Community Dialogue

Following the filming process, participants collaboratively review and edit the collected materials using accessible editing software or digital tools. Facilitators support participants in selecting key scenes, organising narratives, and preparing the final audiovisual outputs, which may include short documentaries, interviews, or video stories.

The activity culminates in a public screening or community presentation where participants share their audiovisual work with residents, families, local stakeholders, or other young people. The screening creates opportunities for dialogue, reflection, and advocacy while encouraging discussion about local challenges, youth perspectives, and possible future actions within the community.

Helpful Advice

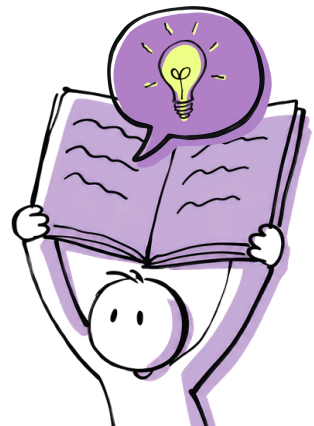
- Ensure informed consent, privacy protection, and ethical storytelling throughout the activity, particularly when working with minors.
- Assign diverse roles such as interviewing, filming, editing, sound recording, or presenting to support inclusivity and participation.
- Use accessible equipment and provide basic technical guidance throughout filming and editing activities.
- Plan realistic timelines for preparation, filming, editing, and collaborative decision-making.
- Organise public screenings or community presentations to encourage dialogue and visibility for youth perspectives.

Materials and Resources

- Smartphones, cameras, or basic filming equipment
- Audio recording tools, microphones, and headphones
- Computers or laptops with editing software
- Storyboarding and interview planning materials
- Projection equipment and internet access for screenings and dissemination

Materials to Print

- Consent and media release forms
- Interview guidelines and questionnaires
- Storyboard and planning templates
- Production schedules and role descriptions
- Reflection and evaluation sheets



MAKING PARTICIPATION VISIBLE

Phase 5 → Dissemination / Evaluation

Objectives

- Recognise and celebrate young people's contributions to co-design and participatory placemaking processes.
- Make the co-creation process visible and accessible to community members and future users of the space.
- Strengthen participants' sense of ownership, belonging, pride, and long-term connection to the space.

Duration

Approximately 6–8 hours, depending on the complexity of the visual outputs and installation process. The activity may be implemented as a one-day workshop or divided into shorter sessions for reflection, design, production, and installation.

Target Group

Young people aged approximately 15–25 years.

Number of Participants

10–20 participants.



Description of the Activity

Making Participation Visible is a participatory dissemination and placemaking activity that helps young people visibly communicate their contribution to a co-design process within a public or shared space. Through visual documentation and creative storytelling, participants highlight the collective efforts, ideas, and transformations developed during the project, fostering a sense of pride, ownership, belonging, and community identity while informing future users about the collaborative origins of the space.

The activity usually begins with a group reflection session in which participants revisit the co-design process and discuss what they would like community members or future users to know about the project. Facilitators encourage participants to reflect on key moments, challenges, achievements, project goals, and the participatory journey developed throughout the activities. Participants may also collect quotes, testimonials, drawings, photographs, or memories connected to the transformation of the space.

Based on this discussion, participants collaboratively design visual markers and communication elements that make the co-creation process visible and accessible to the public. Possible outputs may include signage, plaques, murals, memory walls, photo displays, painted messages, artistic installations, timelines, or simple QR codes linking to photos, videos, websites, or project documentation. These elements help narrate the design process while recognising the contributions of participants and community members.

Working in small groups, participants design and create the selected outputs using accessible and low-cost materials. Facilitators support participants in organising tasks, preparing layouts, selecting locations, and adapting the installations to the characteristics of the space. Roles may include painting, writing texts, preparing digital content, documenting the process, assembling installations, or installing the final visual elements.

Participants may also create intergenerational or community-based elements inspired by the experiences developed during the project.

For example, groups may create a “Generations Wall” featuring advice, memories, or messages for future users of the space, encouraging continuity, mentorship, and intergenerational exchange.

Once completed, the visual outputs are installed or presented within the space through a small unveiling event, guided visit, or public presentation involving community members, local stakeholders, families, or other young people. This final step celebrates collective achievement, promotes transparency in the co-design process, and encourages dialogue about participation, placemaking, and community care for the space.

Through this activity, young people strengthen their sense of ownership, visibility, and long-term connection to the space while helping communicate the value of participatory processes to the wider community. Adaptable across youth centres, schools, parks, community spaces, and public environments, the activity supports inclusive placemaking and helps ensure that the co-creation process remains visible over time.

Helpful Advice

- Involve participants in deciding how the co-creation process will be represented and communicated publicly.
- Use accessible and inclusive language, visuals, and design elements that recognise diverse contributions and perspectives.
- Adapt visual outputs and installations to the characteristics of indoor or outdoor spaces.
- Integrate simple digital storytelling elements such as QR codes, photos, videos, or online platforms when appropriate.
- Organise unveiling events or public presentations to celebrate participants' contributions and encourage community dialogue.

Materials and Resources

- Cardboard, wood, or other display and structural materials
- Paints, markers, brushes, and printing materials
- Adhesives, mounting tools, and protective coatings
- Optional digital tools, QR codes, tablets, or screens
- Cameras or smartphones for documentation
- Indoor or outdoor spaces for installation and presentation

Materials to Print

- Design templates and layout drafts
- Informational panels and signage content
- QR code sheets and digital content information
- Project descriptions and timelines
- Invitations for unveiling events
- Evaluation and feedback forms



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