

2026

FAITH EXCHANGE PROJECT

2025-1-SK02-KA152-YOU-000305090

METHODOLOGICAL COLLECTION OF GOOD PRACTICES



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GOOD PRACTICE COLLECTION

- Religious and cultural diversity •
 - tolerance •
 - dialogue •

For youth exchanges and non-formal learning activities

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About the FAITH Exchange Project

Project title: Faith, Acceptance, Intercultural Learning, and Tolerance

Project number: 2025-1-SK02-KA152-YOU-000305090

Youth Exchange: 16–21 March 2026

The FAITH Exchange project was developed around the themes of **religious and cultural diversity, tolerance, intercultural dialogue and active participation of young people**. The youth exchange created a non-formal learning environment in which young people could explore different cultural and religious perspectives, reflect on stereotypes and prejudices, practise respectful dialogue and develop skills that can be applied in their communities.

The learning process was designed to move progressively from **getting to know one another and building trust towards cultural and religious awareness, critical thinking, dialogue, cooperation and community action**.

The programme used participatory and non-formal learning methods. Participants were encouraged not only to acquire new knowledge, but also to reflect on their own attitudes, experiences and learning processes. Particular attention was given to creating a safe and inclusive learning environment based on voluntary participation, respect for personal boundaries and openness to different perspectives. These principles are also embedded throughout the methods presented in this collection.

Main Objectives

The project and its learning activities aimed to:

- increase awareness and understanding of religious and cultural diversity;
- encourage tolerance, openness and respectful dialogue between young people from different backgrounds;
- support participants in recognising stereotypes, prejudices and oversimplified representations of religious and cultural groups;
- strengthen intercultural communication, active listening, empathy, cooperation and conflict-management skills;
- encourage critical thinking about religion, culture, media, human rights and social responsibility;
- support young people in identifying their own learning outcomes and personal development;
- encourage participants to transform their learning into practical community action and initiatives promoting dialogue and tolerance.

The programme connected these objectives with concrete non-formal learning activities. The methods range from cultural and religious awareness and media analysis to forum theatre, interfaith dialogue simulation, conflict analysis, community action planning and campaign development.

Methodological Approach

The methodological approach of FAITH Exchange places participants at the centre of the learning process. Activities combine individual reflection, small-group cooperation, simulations, role-play, discussion, creative work, experiential learning and community-oriented planning.

Each method in this collection has been structured so that it can also be adapted and reused by youth workers, trainers and organisations working with young people. The activity descriptions therefore include the purpose of the activity, target group and group size, duration, materials, preparation, detailed procedure, facilitator instructions, reflection questions, competences developed and expected learning outcomes.

Reflection is an integral part of the methodology. Participants are encouraged to identify what they have learned, how their thinking has developed and where they can apply their learning in the future. The collection therefore includes daily reflection, learning journal and Youthpass-oriented activities that support the recognition and formulation of learning outcomes.

Key Lessons Learned and Good-Practice Principles

The methodological approach of the project highlights several principles that can also support similar youth exchanges and non-formal learning programmes.

- **Creating trust comes before discussing sensitive issues.** Activities addressing religion, identity, stereotypes or conflict benefit from an initial process of group building and the creation of a safe learning environment.
- **Personal sharing should remain voluntary.** Religious affiliation, identity and personal experience may be sensitive. Participants should always be able to decide what they wish to share and should have the possibility to pass.
- **Dialogue requires more than exchanging opinions.** Active listening, respectful questioning, perspective-taking and the ability to distinguish facts, assumptions and stereotypes are important elements of meaningful intercultural and interfaith dialogue.
- **Experiential learning needs reflection.** An activity becomes a stronger learning experience when participants are given time to interpret what happened, identify learning outcomes and consider how the experience relates to everyday life.
- **Sensitive topics benefit from multi-perspective approaches.** Religious or cultural communities should not be treated as homogeneous groups. Simulations, case studies and media-analysis activities should avoid caricatures and generalisations and should allow participants to explore several perspectives.
- **Learning can lead to community action.** The programme moves beyond discussion by encouraging participants to develop realistic local initiatives, campaigns and project ideas connected with tolerance and dialogue. The Community Action Planning activity, for example, guides participants from identifying a local need to defining objectives, activities, partners, resources and a feasible first step.

- **Accessibility and inclusion should be integrated into the methodology.** Methods can be adapted to participants' language level, age, mobility and other accessibility needs. Safe communication, voluntary sharing and respect for personal boundaries are fundamental considerations throughout implementation.

Purpose and use of the collection

This collection brings together the methodological approaches and good practices connected with the FAITH Exchange youth exchange. It is intended as a practical resource for **youth workers, trainers, facilitators, youth organisations and other professionals working in non-formal education.**

The methods can be adapted to different groups and local contexts and may be used individually or combined into a longer learning process. Their common purpose is to create opportunities for young people to learn **with and from one another**, engage with religious and cultural diversity in a respectful way, and translate reflection and dialogue into practical learning and community action.

The collection is based on the theme of the youth exchange programme provided. The methods guide participants from getting to know one another and building trust through cultural and religious awareness, critical thinking and dialogue towards community action.

All activity sheets follow a consistent structure and include the target group, group size, duration, materials, preparation, step-by-step procedure, facilitator instructions, reflection questions, competences developed and expected learning outcomes.

Learning logic used in the collection

Experience → Reflection → Conclusion → Application

When working with religious and cultural topics, the core principles are voluntariness, respect for personal boundaries, a safe group climate, and ensuring that no one has to share more about their religious or cultural background than they are comfortable sharing.

Contents – methods

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1. Name and Three Interesting Facts

Getting-to-know-you circle, movement game, informal learning

Duration	30–60 minutes
Target group and group size	10–40 participants; mixed international group

Purpose of the activity

Getting to know the participants, easing initial tension and laying the foundations for trust within the group.

Materials required

Beanbag or soft ball; open space for forming a circle.

Preparation

Arrange the space in a circle. The facilitator should think in advance about how to ensure that everyone gets a turn.

Detailed procedure

- The facilitator and group leaders briefly introduce themselves.
- Participants say their name in the circle and share one fact about themselves that they are comfortable sharing.
- The group divides into mixed smaller groups.
- The participant throwing the beanbag says the recipient's name.
- The person catching the beanbag shares three interesting facts about themselves and then passes the beanbag on.
- The round continues until everyone has had an opportunity to speak.

Facilitator instructions

Model a short, relaxed introduction. Encourage participants, but do not pressure them to share personal information. Make sure the game does not become a performance situation.

Reflection questions

- What helped you feel more comfortable speaking?
- What was surprising or interesting in the others' introductions?
- What can help us feel safe in a new group?

Competences developed

Communication; active listening; social connection; self-expression.

Expected learning outcomes

The participant can name several group members and common points of connection and participates more openly in subsequent group work.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

2. Bridge Building

Cooperative game, problem-solving

Duration	60–90 minutes
Target group and group size	10–40 participants; groups of 3–5

Purpose of the activity

Developing trust, team spirit and cooperation through a shared, tangible task.

Materials required

Paper, cardboard, wooden skewers or straws, adhesive tape, scissors; a small object (for example, a toy car) or testing the bridge's load-bearing capacity.

Preparation

Prepare a similar quantity of building materials for each group. Mark the two support points for the bridge and the object to be tested.

Detailed procedure

- The facilitator explains the challenge: build a bridge that can support the designated object.
- Participants form groups of 3–5 and review the materials.
- Groups make a short plan and divide the tasks.
- Teams build the bridge within the available time.
- Each group presents its solution and then safely tests its load-bearing capacity.
- Groups reflect on cooperation and decision-making.

Facilitator instructions

The emphasis is on the shared process, not on declaring a winner. Observe participation, division of roles and how disagreements are handled. Keep testing safe.

Reflection questions

- How were decisions made?
- Was everyone able to contribute to the work?
- What happened when there was a disagreement?
- What parallels can be drawn between building a bridge and cooperation between different communities?

Competences developed

Cooperation; creativity; problem-solving; planning; communication.

Expected learning outcomes

The participant identifies at least one factor that supports cooperation and recognises the importance of joint planning and division of tasks.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

3. Goals and Youthpass

Individual reflection, open discussion

Duration	60–90 minutes
Target group and group size	Any youth exchange participants; individual work and pairs/small groups

Purpose of the activity

Getting to know Youthpass and formulating personal learning goals at the beginning of the programme.

Materials required

Paper or learning journal, pen, Youthpass information sheet or digital access.

Preparation

Prepare a simple, accessible introduction to Youthpass and a set of goal-setting questions.

Detailed procedure

- The facilitator explains the purpose of Youthpass and the possibility of documenting learning.
- Participants individually consider what they would like to learn or develop.
- Everyone writes down 2–4 personal learning goals.
- They share their goals in pairs or small groups, if they wish.
- Participants save their goals and agree on when they will return to them.

Facilitator instructions

Goals should be personal, realistic and expressed in the participant's own words. Do not suggest that everyone needs to achieve the same thing.

Reflection questions

- What would you like to understand better during the week?
- Which skill would you like to develop?
- How will you know at the end of the programme that you have learned something?

Competences developed

Self-reflection; self-directed learning; goal-setting; recognising learning outcomes.

Expected learning outcomes

The participant records at least two personal learning goals and can describe how they can monitor their progress towards them.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

4. Cultural and Religious Quiz

Quiz, group work, shared knowledge-building

Duration	60–90 minutes
Target group and group size	10–30 participants; mixed groups of 3–5

Purpose of the activity

Introducing cultural and religious diversity and raising awareness of misconceptions and preconceptions.

Materials required

Pre-checked, balanced set of questions; answer sheets or a digital quiz; projector optional.

Preparation

Questions should present multiple traditions, avoid ranking religions, and distinguish facts from oversimplifications.

Detailed procedure

- Participants form mixed groups,
- the facilitator explains the rules,
- teams answer the questions,
- a short explanation follows each answer,
- a shared reflection takes place at the end.

Facilitator instructions

The quiz is a learning activity, not an exam. Avoid questions that caricature religious communities or test sensitive religious practices.

Reflection questions

- What surprised you?
- Which information did you hear for the first time?
- How can a fact be distinguished from a stereotype?

Competences developed

Critical thinking; cultural awareness; cooperation; information interpretation.

Expected learning outcomes

The participant identifies new knowledge and recognises that cultural and religious knowledge is nuanced and context-dependent.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

5. What Do We Bring from Home?

Visualisation, storytelling, sharing

Duration	60 minutes
Target group and group size	9–40 participants; individual work followed by small-group work

Purpose of the activity

Raising awareness of how cultural and religious background can shape the way we see the world.

Materials required

Paper, coloured pencils/markers; glue optional.

Preparation

Create a calm, safe space; the facilitator emphasises that sharing about religion is voluntary.

Detailed procedure

- Participants choose a symbol connected to their home or cultural background,
- they draw it,
- they present it in pairs or small groups,
- the others may ask respectful questions,
- a shared summary follows.

Facilitator instructions

Do not interpret participants' drawings for them. The sharing can be cultural, family-related or personal; it does not have to be religious in nature.

Reflection questions

- Why did you choose this symbol?
- What does it mean to you?
- Can the same symbol mean different things to different people?

Competences developed

Self-reflection; self-expression; cultural awareness; active listening.

Expected learning outcomes

The participant articulates a personal connection to their own background and asks more openly about others' experiences.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

6. Daily Reflection Circle

Reflection, journalling, creative processing

Duration	30 minutes
Target group and group size	Any group; individual, pair and plenary format

Purpose of the activity

Making daily learning, skill development and practical application explicit.

Materials required

Journal/paper, pen; creative materials optional.

Preparation

At the end of the day, provide calm, uninterrupted time and make the questions visible.

Detailed procedure

- Participants individually write down what they learned, what they developed and what they would apply
- they share one insight in pairs or small groups
- they summarise the day with a drawing, symbol or short sentence.

Facilitator instructions

Do not force plenary sharing. Allow silence for thinking and accept different ways of expressing oneself.

Reflection questions

- What was important today?
- What was challenging?
- What will you carry forward to tomorrow?
- Where can you apply what you learned?

Competences developed

Self-reflection; learning to learn; self-expression; interpreting experience.

Expected learning outcomes

The participant formulates at least one learning outcome and one possible situation in which to apply it.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

07. Me and Religion

Reflection, group sharing

Duration	60–90 minutes
Target group and group size	9–40 participants; individual reflection and small-group work

Purpose of the activity

Raising awareness of the role of religious and cultural identity and understanding different personal relationships to these dimensions.

Materials required

Reflection question sheet, paper, pen; picture cards optional.

Preparation

Agree with the group on rules for safe communication; make it possible to pass.

Detailed procedure

- Participants individually choose questions,
- they write down their thoughts,
- they voluntarily share one insight in pairs/small groups,
- the group discusses common patterns rather than judging one another's beliefs or worldview.

Facilitator instructions

Religious affiliation may be personal information. Do not ask participants to declare a faith, and do not assume that everyone is religious or relates to their tradition in the same way.

Reflection questions

- What communities and values have shaped you?
- What role does religion have, or not have, in your life?
- How does your background affect the way you see the world?

Competences developed

Self-reflection; empathy; cultural awareness; respectful communication.

Expected learning outcomes

The participant can speak about identity in a more nuanced way and recognises that people's relationships with religion differ and reflect on and define what faith and religion mean to them.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

8. Religion and Social Responsibility – Case Analysis

Case study, discussion, joint problem-solving

Duration	60–90 minutes
Target group and group size	9-40 participants; groups of 3–5

Purpose of the activity

Understanding the social role of religious communities and possibilities for taking social responsibility.

Materials required

Case descriptions, flipchart, markers, note paper.

Preparation

Prepare realistic cases showing multiple perspectives; avoid examples that stigmatise communities.

Detailed procedure

- Groups receive a case,
- they identify the problem, stakeholders and values,
- they develop several possible solutions,
- they present their conclusions,
- the whole group compares the perspectives.

Facilitator instructions

Distinguish facts, assumptions and opinions. Help participants avoid generalising from a single case to an entire religious community.

Reflection questions

- Who is affected by the situation?
- What values and interests are present?
- What role can communities play?

Competences developed

Critical thinking; argumentation; cooperation; social responsibility.

Expected learning outcomes

The participant identifies several stakeholder perspectives and formulates a reasoned solution proposal.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

9. Human Rights Timeline

Timeline building, research and cooperative learning

Duration	60–90 minutes
Target group and group size	12–30 participants; 3 groups

Purpose of the activity

Reviewing the historical development of human rights and developing communication and critical thinking.

Materials required

Large paper, markers, event cards, adhesive tape; source materials.

Preparation

Prepare verified event cards and state that the historical timeline is illustrative rather than exhaustive.

Detailed procedure

- Participants work in three groups,
- they arrange events chronologically from 2000 BCE to the present,
- they give a brief rationale for the events they selected,
- they also suggest possible future developments,
- they present their timeline.

Facilitator instructions

The source programme specifies this time span; support historical accuracy and point out when the interpretation of an event is contested or multi-perspective.

Reflection questions

- Which events were decisive?
- What changed?
- What challenges remain?

Competences developed

Historical and civic awareness; cooperation; critical thinking; communication.

Expected learning outcomes

The participant places several important milestones in chronological order and formulates a connection about the development of human rights.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

10. Religion and Media – Exploring Stereotypes

Media analysis, critical thinking

Duration	90 minutes
Target group and group size	9–40 participants; groups of 3–5

Purpose of the activity

Analysing how religions are represented in the media and identifying stereotypes and framing.

Materials required

Short film clips/news items, projector or devices, analysis sheet.

Preparation

Select materials from different genres that can be contextualised; check the sensitivity of the content.

Detailed procedure

- The facilitator presents the media materials,
- groups analyse wording, people represented, visual choices and missing perspectives,
- they identify generalisations,
- they present their findings,
- the activity ends with a shared summary.

Facilitator instructions

Do not suggest a single correct interpretation in advance. Ask participants to support their statements with specific details.

Reflection questions

- What image does the material convey?
- What is left out?
- What generalisation appears?
- How can the information be verified?

Competences developed

Media literacy; critical thinking; information evaluation; argumentation.

Expected learning outcomes

The participant can identify at least one framing or stereotyping element in media and justify the observation.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

11. Forum Theatre – The Mosque in a Quiet Small Town

Forum theatre, role-play

Duration	60–90 minutes
Target group and group size	9–40 participants; actors and observers

Purpose of the activity

Exploring the relationship between religion and social acceptance and trying out alternative ways of responding to conflict situations.

Materials required

Fictional scenario, role cards, open space.

Preparation

Prepare a fictional scenario representing several stakeholders and establish safety rules for the role-play in advance.

Detailed procedure

- The group learns the situation: a dispute develops in a small town over establishing a mosque
- roles are assigned
- they act out the conflict
- spectators can stop the scene and suggest alternative actions
- the scene is replayed with new solutions
- finally, participants step out of their roles and reflect.

Facilitator instructions

Emphasise that a role does not represent the participant's own view. Stop humiliating or targeted hurtful statements, and during reflection distinguish the role from the person.

Reflection questions

- What interests and fears emerged?
- What hindered dialogue?
- What intervention changed the situation?

Competences developed

Empathy; conflict management; communication; perspective-taking; creative problem-solving.

Expected learning outcomes

The participant tries at least one intervention that supports dialogue and identifies its possible effect.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

12. Interfaith Dialogue – Simulation

Simulation, conflict-management techniques

Duration	90 minutes
Target group and group size	12–40 participants; groups of 4–6

Purpose of the activity

Experiencing the challenges and opportunities of interfaith dialogue.

Materials required

Role cards, fictional community scenario, observation sheet, paper and pen.

Preparation

Keep roles balanced and avoid caricaturing real religious groups; create a situation that requires a joint solution.

Detailed procedure

- The facilitator explains the fictional situation and the roles,
- participants prepare,
- they conduct the dialogue,
- observers note communication patterns,
- the group shares experiences,
- everyone steps out of the role.

Facilitator instructions

Do not ask anyone to represent a real religious community. The simulation is not about ranking religions but about the process of dialogue.

Reflection questions

- What supported or hindered the dialogue?
- How did it feel to be in the role?
- What compromise was reached?

Competences developed

Dialogue; empathy; negotiation; conflict management; active listening.

Expected learning outcomes

The participant identifies communication tools that support dialogue and reflects on their own role in the conflict.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

13. Interactive City Walk – Religious Sites

Place-based learning, observation, reflection

Duration	90 minutes
Target group and group size	9–40 participants; with accompanying adults, in smaller subgroups

Purpose of the activity

Directly getting to know the lives and places of different religious communities.

Materials required

Map, mobile phone, notebook, observation questions; entry permission where needed.

Preparation

Coordinate with the places to be visited; check accessibility, opening hours and visitor rules.

Detailed procedure

- The group reviews the route and rules for respectful visits
- they visit the sites
- they record observations and questions
- where possible, they learn from a local representative
- at the end of the walk, they reflect together.

Facilitator instructions

Respect the sites' religious rules, photography restrictions and participants' comfort. Do not treat the visit as a tourist attraction.

Reflection questions

- What did you learn about?
- What surprised you?
- What role does the site play in the life of the community?

Competences developed

Intercultural competence; observation; questioning skills; openness; reflective learning.

Expected learning outcomes

The participant can describe at least one new insight or a more nuanced version of a previous assumption.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

14. What Is the Problem? – Religious Conflicts

Problem-solving simulation, group analysis

Duration	60–90 minutes
Target group and group size	9–40 participants; groups of 3–5

Purpose of the activity

Exploring possible causes of religious conflicts and developing strategies for peaceful coexistence.

Materials required

Conflict scenario cards, flipchart, markers.

Preparation

Prepare multi-perspective, fictional or appropriately anonymised situations; avoid forcing participants to share current political or personal conflicts.

Detailed procedure

- Groups receive a case,
- they explore the causes of the conflict and those involved,
- they distinguish facts and assumptions,
- they develop at least two solutions,
- they present their proposals,
- they jointly consider the likely consequences.

Facilitator instructions

Do not reduce the conflict to religious causes alone. Help participants recognise social, economic, communication and institutional factors as well.

Reflection questions

- Who are the stakeholders?
- What is at the root of the conflict?
- What solution could reduce the tension?

Competences developed

Analytical thinking; cooperation; conflict management; decision-making.

Expected learning outcomes

The participant identifies several possible conflict factors and gives reasons for a peaceful solution proposal.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

15. Tolerance in Practice

Brainstorming, problem exploration, strategy development

Duration	60–90 minutes
Target group and group size	10–40 participants; small groups

Purpose of the activity

Exploring practical barriers to religious dialogue and tolerance and developing possible responses.

Materials required

Scenario cards, sticky notes, flipchart, markers.

Preparation

Choose situations related to young people's lives: school, community spaces, online communication, events.

Detailed procedure

- Groups choose a situation,
- they collect the barriers,
- they explore who is affected and how,
- they brainstorm possible interventions,
- they select several feasible strategies,
- they present them briefly.

Facilitator instructions

Keep the discussion from remaining at the level of general slogans. Ask for concrete, feasible steps that involve stakeholders.

Reflection questions

- What prevents tolerance?
- Who has the opportunity to make change?
- Which solution is feasible in our own context?

Competences developed

Problem-solving; civic competence; cooperation; creativity.

Expected learning outcomes

The participant connects at least one feasible action proposal to a specific barrier.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

16. Adopt It! – Community Action Planning

Project planning workshop

Duration	90 minutes
Target group and group size	9–30 participants; groups of 3–5

Purpose of the activity

Developing a local project idea that promotes interfaith dialogue and tolerance.

Materials required

Project planning sheet, flipchart, markers, sticky notes.

Preparation

Prepare a simple project outline template with fields for the problem, target group, objectives, activities, resources, timeline and measuring results.

Detailed procedure

- Groups select a local need
- they define the target group and desired change
- they plan activities and partners
- they assess resources and risks
- they identify the first step
- they present the plan.

Facilitator instructions

Support realistic planning: make it clear who will do what, by when and with which resources. The project idea should not speak on behalf of the communities concerned.

Reflection questions

- What problem does the project respond to?
- Who does it involve?
- What is the first concrete step?

Competences developed

Project planning; initiative; teamwork; responsibility; communication.

Expected learning outcomes

The participant group creates a short project concept, defines objectives and agrees on a feasible next step.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

17. Campaign Planning – Let's Talk About It!

Creative workshop, visualisation, campaign planning

Duration	90 minutes
Target group and group size	9–40 participants; small groups

Purpose of the activity

Creating attention-grabbing communication tools to support religious and cultural tolerance.

Materials required

Poster paper, markers, coloured paper, scissors, glue; digital devices optional.

Preparation

Prepare a short campaign brief containing the objective and framework; provide basic creative materials.

Detailed procedure

- The group defines the campaign target audience,
- formulates the main message and slogan,
- selects the channel,
- creates the poster or digital concept,
- presents it and refines it based on feedback.

Facilitator instructions

Ensure that the message does not stigmatise, reinforce stereotypes or use symbols associated with another community disrespectfully.

Reflection questions

- Who is the campaign for?
- What do we want the target audience to think or do?
- Is the message clear and inclusive?

Competences developed

Creativity; media literacy; communication; planning; cooperation.

Expected learning outcomes

The group creates a campaign outline with a target audience and main message and explains its choices.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

18. Project Presentation and Peer Feedback

Presentation, peer review, constructive feedback

Duration	60 minutes
Target group and group size	Whole group; project teams

Purpose of the activity

Presenting project ideas clearly and supporting the development of one another's work.

Materials required

Project plans, posters or presentations; feedback sheets.

Preparation

Set a short presentation time frame and simple feedback criteria: strength, question for clarification, development idea.

Detailed procedure

- Each group presents its project,
- listeners first identify a strength,
- they formulate a question and development suggestion,
- the presenting team responds,
- the teams record the next steps.

Facilitator instructions

Feedback should be specific, respectful and focused on the work, not on the person. Ensure balanced opportunities to speak.

Reflection questions

- What was clear and convincing?
- What needs clarification?
- Which suggestion will you incorporate?

Competences developed

Presentation; critical thinking; giving and receiving feedback; cooperation.

Expected learning outcomes

The participant briefly presents a project idea and uses at least one constructive piece of feedback to improve it.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

19. Stories Tell Us – Religious and Cultural Stories

Storytelling, dramatisation, visualisation

Duration	60–90 minutes
Target group and group size	9–40 participants; individual or small-group presentation

Purpose of the activity

Exploring values present in religious and cultural traditions and how stories are passed on.

Materials required

Stories, pictures, simple props or puppets optional.

Preparation

Ask participants to choose a story they are comfortable sharing; the presentation can also be a cultural story that is not religious in origin.

Detailed procedure

- Participants choose a story,
- they briefly introduce its background,
- they tell or dramatise it,
- the group identifies the values that appear,
- they compare similarities and differences.

Facilitator instructions

Do not test the story's authenticity as a personal religious experience. Leave the interpretation of the story primarily to the presenting participant.

Reflection questions

- What value is present?
- How is the story passed on?
- What parallels did you find?

Competences developed

Cultural awareness; self-expression; active listening; storytelling; empathy.

Expected learning outcomes

The participant identifies a value present in a story and recognises at least one point of connection with another tradition.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

20. Learning Journal – What Will I Take with Me?

Journalling, self-reflection, group discussion

Duration	60–90 minutes
Target group and group size	Any group; individual work and small-group sharing

Purpose of the activity

Making the impact of the exchange explicit and summarising personal learning outcomes.

Materials required

Learning journal or worksheet, pen; previous reflection notes.

Preparation

Gather previous daily reflections and individual goals; provide a quiet working space.

Detailed procedure

- Participants individually reflect on the key experiences of the programme,
- they answer the journal questions,
- they select one insight they are willing to share,
- they discuss it in small groups,
- finally, they record what they will apply in the future.

Facilitator instructions

The journal is a personal document; do not require or assess it. The participant decides what to share.

Reflection questions

- What was your most important learning experience?
- What has changed in your thinking?
- What will you apply in the future?

Competences developed

Self-reflection; learning to learn; self-assessment; future planning.

Expected learning outcomes

The participant summarises their own learning outcomes and identifies at least one opportunity for future application.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

21. Youthpass – Say It Clearly!

Guided self-reflection, sentence starters, documenting learning outcomes

Duration	60–90 minutes
Target group and group size	Any participant group; supported individual work

Purpose of the activity

Formulating participants' learning outcomes and preparing Youthpass documentation.

Materials required

Youthpass document, sentence-starter sheet, pen, learning journal.

Preparation

Prepare simple, accessible sentence starters and ensure access to previous reflection notes.

Detailed procedure

- The facilitator reviews the sentence starters with the group,
- clarifies their meaning,
- participants complete them independently,
- if needed, they refine their wording in pairs,
- participants incorporate relevant ideas into the Youthpass process.

Facilitator instructions

Sentence starters are prompts, not mandatory templates. The wording should reflect the participant's own experience, not the facilitator's expectations.

Reflection questions

- What did I learn?
- In what did I improve?
- In what situation did I use this skill?
- How will I apply it later?

Competences developed

Self-assessment; formulating learning outcomes; written communication; self-directed learning.

Expected learning outcomes

The participant formulates learning outcomes supported by concrete examples for the Youthpass process.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

22. Final Reflection

Closing circle, brief reflection

Duration	30–45 minutes
Target group and group size	Any group; full circle

Purpose of the activity

Summarising the key messages of the programme and supporting a shared closing.

Materials required

No special materials are required; a talking object is optional.

Preparation

Arrange participants in a circle; explain that speaking is brief and voluntary.

Detailed procedure

- The facilitator asks: “What is the one thing you are taking away with you?”
- everyone has the opportunity to answer or pass
- a concrete future application may optionally be formulated
- the facilitator briefly summarises the shared learning.

Facilitator instructions

Do not evaluate responses and do not pressure participants into emotional or personal sharing. Respect the brief format.

Reflection questions

- What is the one idea you are taking away?

Competences developed

Self-reflection; summarising; communication; community closing.

Expected learning outcomes

The participant formulates a personal learning point or next step at the end of the programme.

Note: The time frame, group size and detailed implementation are practical recommendations and can be adapted to the local group and context.

Implementation considerations

Safe learning space

At the beginning of the programme, jointly establish rules for respectful communication, voluntary sharing, listening and personal boundaries.

Voluntariness and sensitivity

Personal sharing related to religion or identity should never be compulsory. Participants may choose to pass at any time.

Embedding reflection

Experiential activities should always be followed by reflection that helps participants make learning explicit and plan how to apply it in everyday life.

Accessibility

Adapt the methods to participants' language level, age, mobility and other accessibility needs.

Documentation

The learning outcomes and project ideas can be documented in a journal, on a project sheet, through photographic documentation, or in a Youthpass reflection, with the participants' consent.

The document is based on the programme plan for the FAITH EXCHANGE youth exchange, which took place from 16 to 21 March 2026.

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