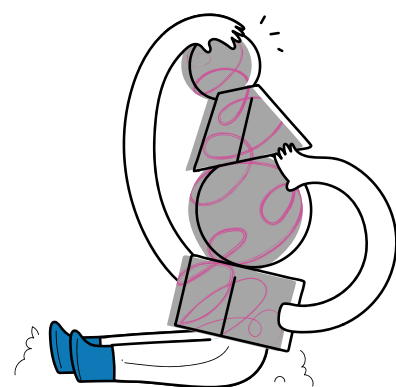




'BRIDGING DIFFERENCES PROGRAMME' TOOLKIT





Disclaimer:

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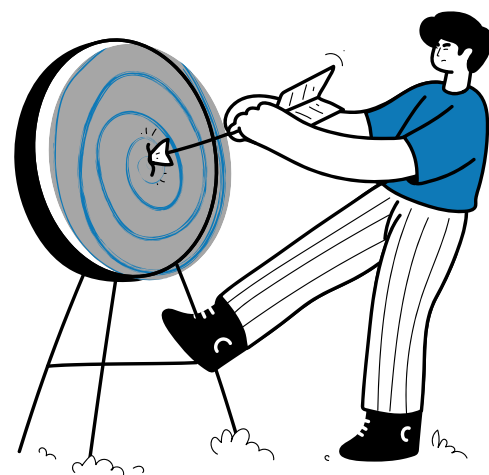


CONSORTIUM



Project Title	Youth IMPACT
Programme	Erasmus+
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INTRODUCTION AND PURPOSE





INTRODUCTION TO THE YOUTH IMPACT PROJECT

The Youth IMPACT project is a financed project by the Erasmus + programme which is composed of partners from five different countries. These countries are Croatia, Montenegro, Bosnia, Slovenia, and Cyprus. The first four partners work closely with visually impaired people as they are organizations which represent the VI, whereas Emphasys Centre from Cyprus is an expert working with young people; all participating organizations are specialists in their fields, making the objectives and outcomes of the project all the more reachable.





It should not come as a surprise that while growing up, young people wish to become more included and feel like they belong in society by adopting several social roles which sometimes are not easy to take on. However, pairing the wanting of belonging with some form of severe disability, the challenge is even greater. More specifically, young people with visual impairments face a greater challenge of belonging and inclusion in any aspect of society, making them a marginalized group which not only affects them socially, but careerwise as well.





Having the above in mind, the Youth IMPACT project and its consortium aim to promote social inclusion and provide ease in the daily lives of young people with visual impairments by different means including seminars, workshops, practical materials, and many more.



OVERVIEW OF THE BDP TOOLKIT AND ITS GOALS

The “Bridging Differences Programme” (BDP) Toolkit is one of the outcomes of the Youth IMPACT project which aims to educate and guide all people working with visually impaired youth, such as youth workers, which encompasses a range of factors such as everyday activities, soft skills including communication, entrepreneurship, as well as digital and media literacy skills. The aforementioned factors are all important regarding work with visually impaired young people. By developing this toolkit, we ensure that visually impaired young people feel empowered, engaged, and improve their soft, digital, and entrepreneurial skills in order to achieve the project’s goals; to increase the inclusion and engagement of visually impaired young people in society.



The BDP Toolkit, as shown below, will be separated into two parts. The first part will focus on targeting youth workers and organizations who work with visually impaired young people and will mostly be theoretical. The main aim of the 1st part will be for the targeted audience to gain awareness and knowledge regarding visual impairment while also trying to create a more inclusive environment for the visually impaired young people.





Part 2, while still targeted to youth workers and organizations working with visually impaired young people, will include more practical methodologies and tools in regards to the development of visually impaired young people's skills such as everyday skills, communication and social skills, as well as entrepreneurial and digital skills, among others, which will aid visually impaired young people to not only feel more included in society, but also be able to live their lives as a young person with no visual impairments would.





IMPORTANCE OF INCLUSIVE EMPLOYMENT & TRAINING

Visually impaired young people face challenges in many aspects of their daily lives, including employment and training. Research indicates that it is due to the lack of knowledge of visually impaired young people's needs which keeps employment and training non-inclusive.

visually impaired young people's needs must not only be taken into consideration, but also ensure that they are met in order for them to feel more included and welcome in society, and in the world of employment. It is vital that some aspects must be tailored to their needs in order for them to have greater opportunities, similar to the ones that non-visually impaired young people have. Some of their needs include, but are not limited to:

- Access to information which they need in order to be knowledgeable in certain aspects of their lives.
- Access to opportunities in order to excel and succeed in their given field of employment.
- Access to more inclusive education materials which can be used by visually impaired young people to further their knowledge and education in certain fields they wish to pursue later on.

Inclusive employment and training are vital to the visually impaired young people for a number of reasons such as equal access to opportunities, financial independence, and skill and career growth. Visually impaired young people should have the same opportunities that non-visually impaired youth have, not only because it fosters inclusion and fairness, but because they also have the right to shape their future the way they wish to do so, without being restricted by society and the world as to what they can and cannot do. Additionally, training can be proven to be extremely helpful for visually impaired young people to experience financial independence, something that can only come from employment opportunities. This, in turn, will boost their confidence in themselves and their abilities. Also, ensuring inclusive training helps visually impaired people acquire and develop new skills and grow and excel in their career.



WHO CAN USE THE TOOLKIT AND HOW CAN IT BE USED? YOUTH EDUCATORS, COMPANIES, ORGANIZATIONS

The Bridging Differences Programme Toolkit is available for use by multiple stakeholders including youth workers and organizations working with visually impaired young people, and can be very practical and useful in training and real-world applications. Some ways in which the BDP toolkit can be used are the following:

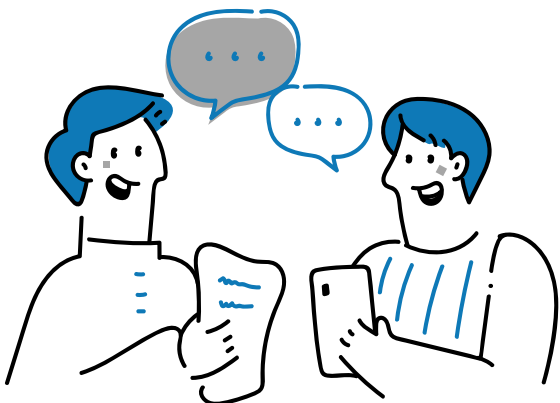


- To design inclusive programs:
 - The BDP toolkit can be disseminated and used as a guide for other stakeholders such as workplaces, universities, schools, etc. in order for them to follow it and become more aware, knowledgeable, and inclusive.
 - The BDP toolkit is also a great guide for organizations to make their surroundings more accessible, as well as encourage them to adapt other initiatives they carry out, such as activities/events to be more inclusive for visually impaired youth.



- To raise awareness within the organizations:
- The BDP toolkit is a great source for raising awareness in organizations regarding methodologies and practices which can make an organization more inclusive. Training and seminars can be conducted, with the main material being the toolkit, in order to educate trainees regarding inclusivity of visually impaired youth.
- This toolkit can also be used as a means for creating action plans for companies.

- Activities for youth empowerment:
 - Another useful way in which the BDP toolkit can be used, is with visually impaired youth in order for them to develop their soft skills, see Part 2 of the toolkit, and become more engaged within their community and society as a whole. Encourage youth to use this toolkit as a guide for learning and improving their already developed skills, for personal growth.



PART 1: UNDERSTANDING AND ENGAGING VISUALLY IMPAIRED YOUTH



Understanding the foundation of visual impairments is the basis for organizations and youth workers to be able to raise awareness and spread knowledge about it, which is the main aim of part 1 of the BDP toolkit. Under this section, the basics of visual impairments will be discussed including the different levels of visual impairments and how they affect an individual in their day-to-day activities. Further, guidelines for communication and interaction between youth workers and visually impaired people is also delved into in this part of the BDP toolkit, as well as ways to create a more inclusive and accessible learning environment for visually impaired youth.



UNDERSTANDING VISUAL IMPAIRMENT

One of the most dominant senses in a human being, their vision, is oftentimes taken for granted, however what one may not realise is that humans use their vision for almost all tasks required for someone to carry out in their everyday lives. These tasks include walking, reading, learning, working, among a plethora of other tasks (WHO, 2023). Therefore, people with visual impairments, which range from partial vision impairment to complete blindness, face certain challenges which others don't; these challenges are possibly faced in several stages of their lives, one of them being employment.

Before delving into the world of visual impairment and how this might affect an individual's life, it is important to have a clear understanding of what visual impairment is and what it entails. Visual impairment, according to research conducted in the University of Pittsburgh, “means that a person’s eyesight cannot be corrected to a “normal” level” (University of Pittsburgh, n.d.), suggesting that once an individual experiences some form of visual impairment, whether mild or severe, it cannot return back to its “normal” eyesight level. It is important to note that visual impairment, as aforementioned, ranges from mild to severe to complete blindness, but how does one distinguish how severe their visual impairment is? According to experts, there are certain characteristics following someone’s visual impairment.

For example, someone with mild visual impairment may not be able to clearly distinguish objects from afar, requiring someone to wear prescription glasses. On the other hand, someone with a more severe form of visual impairment may result in the inability to separate objects in a room. Complete blindness, contrastingly, is the lack of vision altogether (Medline Plus, 2024). Having said all the above, it is noteworthy that depending on the severity of an individual's visual impairment, the difficulty level of completing certain tasks also ranges.



Addressing certain myths and misconceptions of visual impairment is vital in better understanding what this form of disability involves. Firstly, a great misconception surrounding visual impairment is that only older people suffer from some form of visual impairment. That is in fact not true; visual impairment can affect an individual starting from a very young age. Another myth surrounding visual impairment is that wearing glasses is the solution. In reality, it depends on the severity of the individual with visual impairments. For some people, glasses help, for others they don't (Life of a blind girl, 2017).



Additionally, people believe that the ones who have visual impairments have other stronger senses such as hearing. This isn't the whole truth, however. People with visual impairments learn “to pay more attention to information from their other sense” (IOWA | Department of the Blind, 2025).

After outlining the key aspects and common misconceptions of visual impairments, it is crucial to understand the importance of creating environments that are both adaptive and inclusive. Creating an accessible environment benefits not only people with visual impairments but also the overall space and everyone who uses it.



As visually impaired people may encounter various challenges in their daily activities, such as navigating unfamiliar spaces, it is important that, when they visit a location, they can feel independent and confident within the environment.

One way to do that is by having tactile maps and floor pathways of the space for them to be able to navigate their way through (Blind Welfare Society, 2025; Wayfindr, n.d.). An additional practice which would be useful for visually impaired people are cues with contrasting colors which are clear for them to read/identify (Blind Welfare Society, 2025).



Additional inclusive practices can also be incorporated in digital accessibility. For example, screen readers should be readily available for people with visual impairments.

Alternatively, if the environment is a workspace, the rest of the staff who are not visually impaired should participate in trainings which cover communication etiquette and techniques in order to not only raise awareness of visual impairments among the staff, but also encourage them to become more inclusive and accepting of people with visual impairments who work among them, not making them feel left out.



COMMUNICATION & INTERACTION GUIDELINES

Engaging with visually impaired youth is vital to their growth and progression as much as it is to the youth workers. Effectively engaging with youth as a YW consists of communicating in a respectful and thoughtful way; there are certain do's and don'ts which must be taken into consideration in order to appropriately approach them without making them feel less than.

Some best practices for engaging with visually impaired youth include:

- Communication (AFB, 2024):
 - Use clear and direct language instead of pointing or gesturing. For example, say “The laptop is in front of you” rather than “It’s right there”.
 - Provide all important information verbally, especially if you normally rely on visual cues, gestures, or pointing during explanations.
 - If you foresee any adaptations/reasonable adjustments to increase efficiency, communicate them first with the visual impaired person and then act accordingly.
- Assistance:
 - Ask before offering them your help; they might not require it and could find it disrespectful.
 - Describe the environment/setting they are in if they require it.

- When guiding, allow them to hold your arm or shoulder rather than pulling or pushing them, and announce changes in terrain, such as stairs, slopes, narrow spaces.
- Encourage participation (Expertia AI, 2025):
 - Design activities which are engaging and stimulating for youth
 - Tailor to their needs in order to gain interest.
 - Encourage them to take the lead when possible and if they feel comfortable doing so.
- Empower their voices (Expertia AI, 2025):
 - Encourage them to take on decision-making roles, especially for decisions which affect them to enhance their confidence and self-esteem.

Practices to avoid when engaging with visually impaired youth include:

- Communication:
 - Avoid dominating the conversation when speaking to youth. It is important that their voices, opinions, needs, and ideas are heard.
 - Don't assume that visually impaired youth are able to understand visual concepts; be descriptive when necessary.
 - Do not alter your usual way of speaking when referring to common activities such as "watching TV" or "seeing the schedule/calendar." Visually impaired people use these expressions as naturally as sighted people, and replacing them with phrases like "Did you hear the TV report?" or "When was the last time you listened to the calendar?" may sound awkward or overly cautious.

- Assistance:
 - Don't help them without asking first, or if they don't ask you for your help. Especially visually impaired youth who have been living with visual impairments are used to navigating their way through.
 - Do not move or reorganise items without informing the visually impaired person. Many of them rely on a consistent personal order of objects/items to manage their workspace or materials, so unexpected changes can be confusing and disrupt their independence.

- Encourage participation:
 - When implementing an activity, don't only lead without letting youth participate; this limits their engagement.
- Empower their voices:
 - Don't make decisions for them; they know their needs better than anyone else and should be the ones making decisions for themselves.
 - Do not speak on their behalf or use third party expressions such as he/she when they are present; allow them to express their own views, thoughts and preferences.
 - Do not pressure them into accepting help; respect their choice if they decline assistance or support.



Effective engagement and communication can be cultivated in various ways, one being with engaging and inclusive activities. Examples of these activities include role-playing and simulation exercises for YW to practice effective communication with visually impaired youth.

YWs can work together to act out a role-playing scenario where one of the YWs is blindfolded and the other must practice effective communication in different ways. For example, the YW who can see should practice the following:

- introducing themselves to the YW who is blindfolded
- trying to effectively describe the space to the YW who is blindfolded, avoiding phrases such as “over there”; someone who cannot clearly see will not be able to identify what “over there” may be referring to.
- asking for permission before guiding the YW who is blindfolded, since as explained earlier, not every visually impaired individual requires assistance.



By carrying out this role-playing activity, several skills are practiced including speaking in a respectful way, being able to clearly and effectively describe a space to an individual who is visually impaired, as well as respecting their boundaries regarding assistance. It would be a good idea for both people participating in the role-playing activity to practice being blindfolded so that both step into an individual with VI's shoes and experience the importance of being spoken to and be treated respectfully.



An alternative role-playing activity which also requires blindfolds could be guidance over obstacles. One individual is blindfolded acting as the visually impaired youth and the youth worker acts as their sighted guide. Obstacles to be included in the space could include chairs, tables, or any other object which could realistically be found in a space. The YW who is acting as a guide should try to help the individual who is blindfolded find their way through the space without hitting on any of the obstacles in the room.



CREATING AN INCLUSIVE & ACCESSIBLE LEARNING ENVIRONMENT (AEM CENTER, N.D.; PERKINS SCHOOL OF BLIND, N.D.)

As previously mentioned in the BDP toolkit, creating an accessible and inclusive environment for visually impaired youth is vital not only for inclusion purposes, but for their personal and professional growth as well. In order to create a learning environment which is comprehensive and takes into consideration the needs of visually impaired youth, one must adapt to those needs and provide the necessary materials for visually impaired youth. Examples of such adaptable materials can take many forms such as the use of braille, audio, digital accessibility tools, etc.

Braille:

- Braille is a tactile writing system most commonly used by visually impaired people or sighted people who know how to write/read braille (AFB, 2024). Raised dots represent letters of the alphabet forming words and phrases for visually impaired people to be able to read. This system can be used as an accessible form in textbooks, worksheets, folders, etc. and any other learning material required for visually impaired youth to learn. It is worth mentioning that not all people with visual impairments, and not all young people you may work with, are able to read or write using braille. In our days, braille users represent a minority, as advanced assistive technologies such as screen readers, text-to-speech tools, and tactile interfaces have become more prevalent.



These tools/technologies often offer better efficiency, faster information processing, and easier interaction with digital content. While braille itself is not inherently difficult to learn, it does require time and consistent practice for users to develop the tactile sensitivity needed to accurately recognize letters, words, and phrases.

Audio:

- For verbal instructions to be truly effective for visually impaired people, they must be specific, sequential, and consistent. Vague expressions such as 'there' or 'these' can impede understanding and create unnecessary confusion. Instead, instructions should clearly describe the location, action, and order of steps/actions. For example, a more accessible instruction would be: "From where you are standing, reach your right hand forward to the edge of the desk. Slide your hand along the surface toward the left corner. The stack of flyers is placed neatly at that corner. Just beside them, about one hand-width to the right, you will find the documents that need to be collected". Such precise guidance supports orientation, builds confidence, and allows the person to navigate the environment independently.

Digital Accessibility Tools:

- Screen readers are commonly used tools among visually impaired people which help in reading out loud what is already on the screen. Some web browsers such as Edge have a screen reader implemented already, whereas other browsers such as Chrome require an app to be embedded on the browser. Examples of screen reader programs include the following:
 - JAWS - commercial, licence-based and requires payment
 - NVDA - free access, donations to fund the updates and improvements are promoted
 - VoiceOver - built into Apple devices at no additional cost
 - TalkBack - partially open source, built into Android devices
 - Narrator - included free with Windows 10 and 11

- Magnification tools are also an excellent source of accessibility for visually impaired individuals, since they aid in enlarging the letters on the screen. Examples of magnification programs include:
 - SuperNova Magnifier - it is a commercial magnifier and screen-reader + magnifier in combined versions, for Windows
 - MAGic Screen Magnification - A magnification tool on Windows with optional speech suitable for users with low-vision
 - Virtual Magnifying Glass - it is a free, open-source screen magnifier for Windows, macOS, Linux and other platforms

Along with digital tools and adjustments, physical adaptations should also be a priority in a learning environment with visually impaired individuals. There are several ways one can adjust a learning environment which will aid visually impaired youth to feel more included and be better equipped to navigate their way through a physical space. Examples of physical adaptations one must take into consideration can include:

- Clear/decluttered pathways - this minimises the chances of injury since there will be nothing in the way of a visually impaired youth which they may trip on or hurt themselves with.

- High-contrast colours - Having floors, walls, and furniture with contrasting colours are important for the distinguishing of the space around. For example, the flooring could be a bright color and the chair could be a darker color, therefore making that distinction between the two. This may also apply to doors and frames, which will help visually impaired youth spot the door a lot easier.
- Staying consistent with the room layout - once a visually impaired youth navigates their way through a space, they finally feel safer and more included. If there is a constant change of layout in a space, the visually impaired youth would have to relearn the space and renavigate their way through, causing potential, unnecessary stress.

- Tactile flooring - this method creates a pathway for the visually impaired youth and helps them navigate their way through a space easier, since the tactile markings on the floor act as a guide.
- Braille labels or raised /tactile markers & graphics - it could be very useful for labeling doors, objects, and anything else which will enhance the youth's experience in a learning environment.

Inclusive and accessible practices have already been put into place by other organizations around Europe and the world. Examples of such cases include:

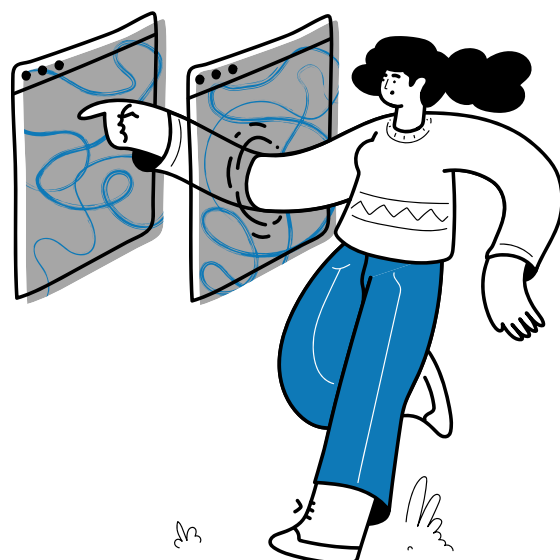
1. Germany - State Resource Centre for Visually Impaired, Schleswig (European Agency for Special Needs and Inclusive Education, n.d.)

The Resource Centre, a former school, implements several of the aforementioned ways of being more inclusive and accessible to the visually impaired. Examples of their practices include individualised assessments in order to tailor to the needs of the people and better help them integrate in the environment, braille and tactile learning materials which provide access to curricula and other materials in the learning environment, as well as provide teacher trainings to better equip educators to set up a more inclusive learning environment for visually impaired youth.

1. UK - St. Vincent School in Liverpool (Hall, 2021)

The school adapted not only their materials in class for visually impaired youth, but also made music and sports more accessible in the school since it was recorded that students who were visually impaired spent less time in music and physical education classes, making it unfair for them.

PART 2: DEVELOPING SKILLS - FOR YOUTH WORKERS AND YOUTH ORGANISATIONS



Day-to-day skills for visually impaired youth are vital for their personal and professional growth and development, which is what part 2 of the BDP toolkit will be exploring. The seven skill areas which this part will delve into include:

1. Everyday skills
2. Communication skills
3. Social skills
4. Employability skills
5. Entrepreneurial skills
6. Digital skills
7. Media literacy skills



Each skill area will provide youth workers, trainers, and organizations with practical methods, tools, and activities in order to help visually impaired youth develop necessary skills for employment, independence, and social inclusion, all factors which aid in personal growth. Information provided for all activities under each skill area include a short description and vitality of the area, and how it will help visually impaired youth, some key sub-skills with different methods and activities and step-by-step guides one can use to carry out said activities, and finally, methods of evaluating the activities, giving an opportunity for reflection and self-evaluation/reflection.

EVERYDAY SKILLS

Description & Importance:

Everyday skills such as self care, organization, time management, etc. are essential for visually impaired youth not only because it encourages independence but also because it helps them grow in their personal, social, and professional life.

To begin with, being able to take care of oneself is vital because this includes anything from serious everyday tasks such as managing hygiene, to less critical tasks such as dressing appropriately for a specific occasion, such as a job interview.



In addition, skills such as time management, organization, and other similar skills are important especially for one's professional development. When one gets a job and enters the professional world, time management and organizational skills are what will keep them on track and ensure that whatever is asked from them is completed in a timely manner and in an appropriate form.



Key Sub-Skills:

- Self-Care – Managing hygiene, dressing properly, especially for job interviews and job market in general.
 - Method 1 – Hands-on activity – hands-on activities aid with strong engagement and active learning, making it easier for participants to learn through doing, instead of just listening to someone else talk. An appropriate activity which could be carried out for developing self-care skills and more specifically, dressing properly, is ‘Dress for Success’.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Understand the activity 'Dress for Success' - the activity consists of having different types of attire for the participants to choose from, in order to pick the most appropriate one they believe they should wear at a job interview. For example, there could be two skirts, one long, black one, and one mini, red one. The point of this activity is to help participants distinguish between appropriate and inappropriate job interview attire; hence from the example above, participants should choose the long, black skirt. Participants can work into pairs or small groups of 3-4 people.

- Step 2: Decide what types of attire you want to use for the activity. One example could be the skirts above.
- Step 3: Set up different booths with different types of attire. For example, one booth for skirts, another one for pants, another one for shirts, etc.

- Implementation Phase, 40 minutes:
 - Step 1: Explain the activity to the participants as written above.
 - Step 2: Ask participants to pair up/get into groups of 3-4.
 - Step 3: Give participants two minutes for each booth and then ask them to rotate.
 - Step 4: Once all pairs/groups have gone through all the booths, regroup and reflect on the activity. Ask them how they felt during the activity, why they chose one piece of clothing over another, and if it was easy to pick that specific clothing; why or why not.

- Time Management – Organizing schedules, setting reminders, adapting to structured routines.
 - Method 1 - Experiential Learning - this methodology encourages participants to learn from doing, similar to the active learning method. It is a practical method where people engage with a realistic scenario, must make choices, and then reflect on their choices' outcome.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 30 minutes:
 - Step 1: Understand the activity “Planning my Day”. This activity includes coming with a scenario which participants will use to plan their day around. It also includes providing participants with a list of possible activities one could fit in their day, and asking them to categorise the activities by prioritising them, with the most important first, and asking them to reflect on the outcome of their day, based on the choices they made.

This activity motivates participants to critically think and learn to prioritise the activities they need to complete under a certain time frame, encouraging them to learn to manage their time. It is best for this activity to be done individually, but participants can use the same scenario; it is most likely that the outcome of each participant will be different, since everyone will have different priorities.

- Step 2: Create a short scenario for all participants to use. An example scenario could be: “Your busy day consists of 12 hours and includes work, personal time, and various activities; sleeping is non-negotiable. With the list below, can you plan a realistic, balanced day?”
- Step 3: Come up with a list of activities for participants to use. *Refer to template 1 of the template section below for an example.*
- Step 4: Create your timesheet - this is what participants will use to complete their plan. *Refer to template 2 of the template section below for an example.*

- Implementation Phase, 40 minutes:
 - Step 1: Explain the activity “Planning My Day” to the participants as written above.
 - Step 2: Provide the scenario, list of activities, and worksheet to participants. The deliverables could be written in braille, provided as audio recording, or you as a YW could read the scenario out loud.
 - Step 3: Give participants 20 minutes to work on planning their day carefully.

- Step 4: When time is up, ask the participants to present their day and share their reasoning for prioritising certain activities over others.
- Step 5: Regroup and discuss the experience of this activity. Some reflection questions to use could be the following:
“Was it easy for you to plan your day? Why, why not?”; “Was there anything you left out? Why?”; “After the fact, is there anything you could shift/change to improve how you spend your time?”.

Templates:

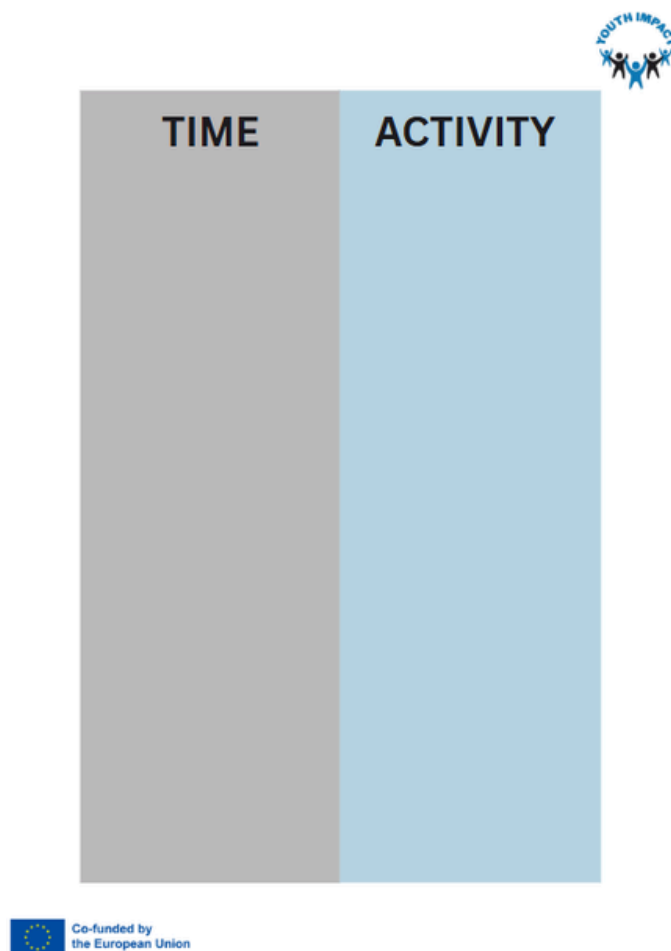
- Template 1 - “Planning My Day” List of Activities



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility:

["Planning My Day" List of Activities](#)

- Template 2 - “Planning My Day” Worksheet



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility:

["Planning My Day" Worksheet](#)

Evaluation:

- Self-assessment questionnaires
 - Description: a self-assessment questionnaire is a way for an individual to keep track of the tasks and activities they have completed, in order to check what they are doing well and what they need to improve on. This form of evaluation can be used while trying to improve on time management. For example, at the beginning of the day, an individual can list all the tasks that they wish to accomplish within the day. At the end of the day, they should return to their list and see whether they managed to complete all the tasks they were hoping for.

If yes, then it seems like they are improving on their time management skills; if they didn't manage to complete some tasks, then they need to reflect and see why they didn't manage to finish. Was it because of external, uncontrolled factors, or was it because they didn't manage their time properly, hence didn't have enough time to complete everything?



COMMUNICATION SKILLS

Description & Importance:

Having strong and developed communication skills is essential and important in various aspects of an individual's life since they are the foundation of one's personal, social, and academic/professional life; more so for people with some form of disability such as visual impairment.

Firstly, communication is important in building strong and secure relationships with people in one's life and fosters trust and a genuine connection, something all human beings seek to gain.



Communication skills are also essential to boosting one's confidence. People who are able to clearly communicate and express their needs and wants, also increase their self-esteem and confidence, given that they are heard, and their needs and wants will be addressed, if clearly voiced. A visually impaired young person with certain needs others might not be aware of, will effectively be able to communicate said needs in a way which will engage others and make them understand how important it is to meet those needs. With undeveloped communication skills, it will be a lot harder to get a message across and be heard. Further, being able to efficiently communicate, may greatly help an individual further their professional life and career opportunities. It is vital that visually impaired youth are able to know how to communicate their wishes, choices and have a say in how to live their future.

Key Sub-Skills:

- Verbal Communication & Active Listening: Clarity, tone, and language use
 - Method 1 – Case studies – a case study is usually a short real-life or made-up story with 2-3 characters and a simple story line. The case study aims to examine/test a specific technique, skill, or situation. For example, in the case of communication and active listening, the case study aims to encourage readers to think and question whether what they have read is good/bad communication and/or active listening. Oftentimes, after analysing case studies, a short discussion follows to share thoughts and opinions.

Case studies can be analysed individually or in pairs/groups, always based on what you want the outcome of the method to be, and how big is your group of participants.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Understand the reasoning and rationale behind the case studies and how they can be useful for elevating communication & active listening skills.

- Step 2: Find or create a short case study with at least 2 characters, and a storyline which makes sense for your given skill. Ensure that you also have some questions for the participants to use as a guide on what they should focus on while reading the case study. For communication and active listening, a good case study would be person A talking to person B, and person B actively listening, or not. An example of a case study could be a dialogue between two people.

- Example: Alex: "All this group work has been making me feel extremely overwhelmed. I feel like I'm not getting help from anyone." Jordan: "I think you really need to organise things a bit better, then it wouldn't be an issue." Alex: "I don't think organization is the problem here. I've tried asking for help —" Jordan, interrupting: "I think you're overreacting a bit. You're not the only one who's busy." Alex: "Forget it. I'll figure it out."

- Questions that can follow the case studies can include: “In your opinion, was Jordan actively listening to Alex’s concern? Why or why not?”; “What were some indications in Jordan’s way of speaking which suggest that active listening was not present?”; “Could Alex have approached it a little differently in order to make Jordan listen?”
- Step 3: Decide whether you want your participants to work individually or in pairs/groups.

- Implementation Phase, 30 minutes:
 - Step 1: Explain what case studies are and their usefulness to the participants as written above.
 - Step 2: Hand each individual/group the case study and explain to the participants what they should be looking out for based on the questions which follow the case study.
 - Step 3: Give the participants approximately 10 minutes, probably no more than that if it is a short case study, to read, analyse, and gather their thoughts. If necessary, you as the YW can read the case study, have the case study written in braille, or have it recorded.

- Step 4: Once time is up, regroup and discuss participants' thoughts and let them share their opinions regarding the case study. Ask them what could have been done differently in the case study to promote good communication and active listening.

- Method 2 – Role playing – role-playing is a method which requires two or more people to act out scenarios in order to not only explore real-life situations, but also to develop certain skills. Role-playing is a good way to practice and improve good communication and active listening skills. The method of roleplaying also sometimes encourages participants to act out the role-playing in front of the rest of the group. This is not compulsory if participants don't feel comfortable doing so. It is always a good idea for discussion to follow, after role-playing is over.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20-30 minutes:
 - Step 1: Understand what role-playing is and its usefulness for verbal communication and active listening.
 - Step 2: Identify what skill you want to showcase and your participants to improve; in this case it would be good communication and active listening.

- Step 3: Come up with or find different scenarios which reflect both good and bad communication and active listening skills. This will give the opportunity for some participants to experience good communication and for some others, bad communication. This way, the regrouping and discussion at the end will be more engaging and interesting, since different perspectives will be heard.

- A scenario example could be having two characters, a visually impaired youth and a community leader, where the visually impaired youth is expressing their needs and the community leader is taking into consideration what is being said. This is an example of good communication.
- Step 4: Pair up the participants since role-playing requires participants to work at least in pairs or sometimes in bigger groups, since there are at least two characters in each scenario, to promote discussion.

- Implementation Phase, (40 minutes):
 - Step 1: Explain to the participants what the activity is as written above.
 - Step 2: Split participants into pairs and hand each pair a scenario.
 - Step 3: Give participants approximately 15-20 minutes to figure out their roles, act them out, and discuss, in their pairs, how they felt doing so. Sometimes, it might be a good idea for the participants to swap roles in order to experience both sides of the story.

- Step 4: Once time is up, either ask each pair to act out their scenario in front of the group and discussion can follow, or regroup and ask each pair what they learnt and how they felt during their role-playing activity. Regrouping and discussing promotes the sharing of ideas and exchange of different perspectives among the participants.

- Clarity & Ability to Express Needs: express preferences and requests, shared opinion in proper way, powerful and assertive.
 - Method 1 – “I-Statement” builder – this is a communication tool often used to encourage and help participants to focus on their feelings and needs and be able to express them in an assertive and powerful, yet respectful way in order to be heard and taken into consideration by other parties. The basic structure of an “I-Statement” builder is the following: “I feel **[add emotion]** when **[describe the situation which makes you feel this way]** because **[explain why it’s important to you]**. I need **[express your needs, wants, requests and/or boundaries]**”.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 15 minutes:
 - Step 1: Understand what the “I-Statement” is and its importance.
 - Step 2: Come up with examples of “I-Statements” to present to visually impaired youth during the activity. An example of an “I-Statement” could be **“I feel left out when I’m not invited to group events because I value our friendship. I’d love to be included next time.”**

- Implementation Phase, 30 minutes:
 - Step 1: Introduce the concept of the “I-Statement” builder and explain the structure of it; see structure above, in order for participants to grasp the idea of what is asked from them. Explain the importance between you-statements and I-statements and how I-statements are more powerful. I-statement suggests more assertiveness and power when talking about things one personally wants/feels/needs.

- Step 2: Give an example of a you- vs I-statement to the participants. E.g. "You're always interrupting me" vs "I feel annoyed when I'm interrupted because I want to finish sharing my thoughts without being cut off". This will help the participants understand the concept of the "I-statement" builder.
- Step 3: Split participants into pairs or small groups and ask them to think about an I-statement, real or made up, and share it with their pair/group.
- Step 4: Regroup to reflect and share thoughts and feelings. Ask someone if they want to share their "I-statement" with the rest of the group.

- Active Listening: Ability to concentrate and understand in depth what the other person is saying and respond appropriately.
 - Method 1 – Paraphrasing exercise – in simple terms, the paraphrasing exercise is an effective way to practice and improve one’s active listening skills, by hearing someone express their feelings and rephrasing, in your own words, what they have just said. This exercise promotes active listening because it requires from the person who will be doing the paraphrasing to focus and carefully listen to what the other person is saying, focusing on key words and emotions.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Understand the rationale behind the paraphrasing exercise and how it can be useful for active listening.
 - Step 2: Pick a topic for participants to focus on. For example, expressing their needs.

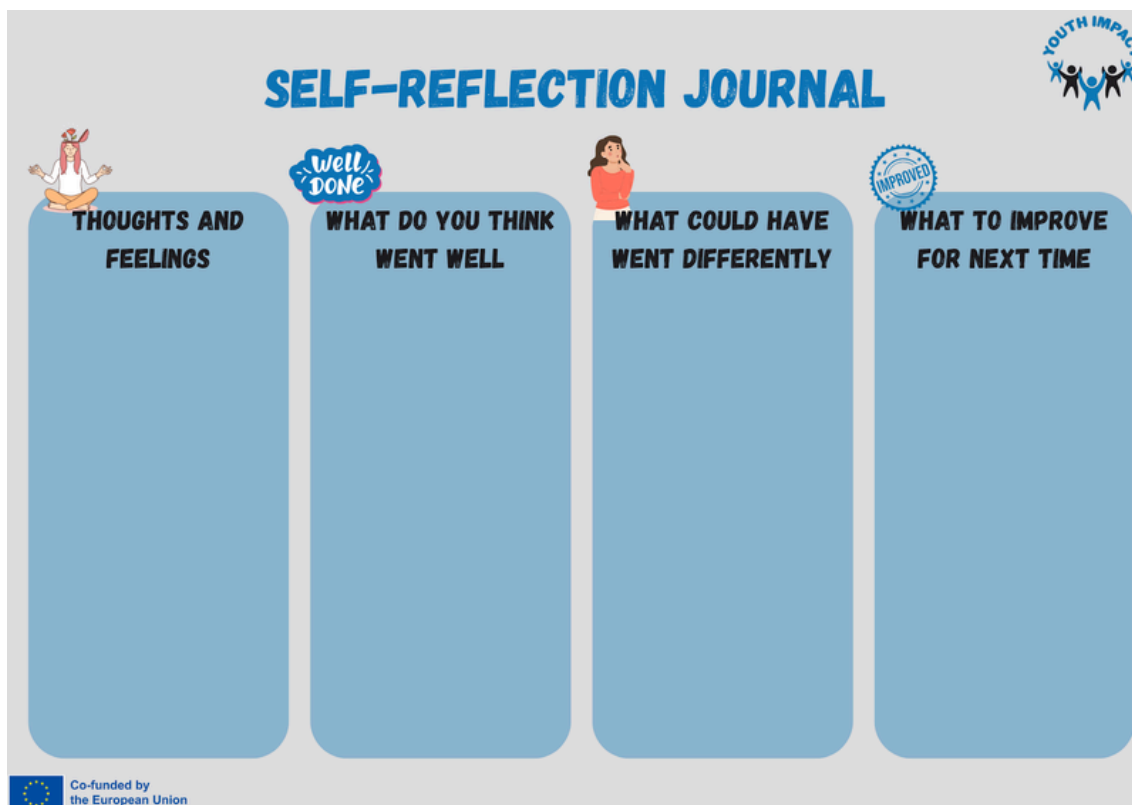
- Implementation Phase, 30 minutes:
 - Step 1: Explain the activity to the participants and give them an example so they can understand what they are supposed to do. Example: **Maria**: “I feel worried that my needs won’t be heard”. **Jack**: “So what I’m hearing is that you are anxious about whether they will listen to you when you express your needs?” **Maria**: “Yes, that is exactly what I’m worried about”.
 - Step 2: Split participants into pairs. This would be easier for having a back-and-forth discussion. Ask them to swap roles so that both people in the pair have the opportunity to paraphrase someone else’s statement.

- Step 3: Give the participants approximately 10 minutes to practice the paraphrasing exercise in their pairs.
- Step 4: Regroup and ask the participants to share their experiences while paraphrasing what the other person has said. Was it hard? Were they able to keep up with paying close attention to the other person's key words?

Evaluation:

- Self-reflection journals
 - Description: self-reflection journaling is a powerful tool as a form of evaluation, since it allows the participants to sit with their thoughts and feelings. It is also a great way to reflect on what worked and didn't work during an exercise, and encourage them to think on how they could have improved; this promotes self-growth and critical thinking. Self-reflection journaling also encourages the participants to be true with how they feel, especially if it is something they are not comfortable sharing with the group, or to another individual.

Template: Self-reflection journals



SELF-REFLECTION JOURNAL

THOUGHTS AND FEELINGS

WHAT DO YOU THINK WENT WELL

WHAT COULD HAVE WENT DIFFERENTLY

WHAT TO IMPROVE FOR NEXT TIME

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Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility:
[Self-reflection journal - CANVA template](#)

- Peer feedback
 - Description: peer feedback is a form of evaluation where participants assess the outcomes of others in the group and can be done after a practical exercise or after a workshop. This way, participants get to share their thoughts and perspectives on someone else's work/outcome and allows for conversation and exchange of ideas. It is a good way to gain different perspectives between peers.

- Sharing of experiences with the group
 - Description: sharing experiences within the group is very similar to peer feedback. A key difference is that there is no need for close assessment of something someone else is doing. For example, this can be done after a workshop which allows the participants to express how they felt during a workshop. A good example to apply this form of evaluation is after a role-playing activity, where participants had to step into the shoes of someone they are not. This way, the participants will express how they felt after not being themselves, and experience something different than they would.

- Recorded conversation analysis
 - Description: the recorded conversation analysis is a form of evaluation which can be used as a means of analysing a workshop/activity after it has been completed, making it easy to go back and see what worked, what could have been done differently, and how to improve in the future. For example, someone can video record a role-playing activity or audio record a conversation and this way, it allows for the participants to go back and see how they performed, in the case of the role-playing, and spot things that could be adjusted for future similar exercises. This evaluation form supports and encourages self-awareness and growth. In order for this form of evaluation to be successful, one needs to have a device which can audio and/or video record. This could be a smart phone or a camera.



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Application for non-visually impaired youth:

- Non-verbal Communication: Body language, facial expressions, etc.
 - Method 1 – Mirroring exercise – the mirroring exercise is a simple exercise which can be done in pairs or as a whole group with one person leading it. Apart from helping increase body awareness, this method also helps build concentration and focus on the person leading the exercise, making body language and eye contact the most active means of communication, with no words required. Finally, it encourages the person who is trying to follow, to be more mindful and focus in the present moment in order to correctly mirror the other person's actions.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 10 minutes:
 - Step 1: Understand the mirroring exercise and its usefulness in non-verbal communication.
 - Implementation Phase, 20 minutes:
 - Step 1: Explain the exercise to the participants. Make sure to emphasize that it is important for the leader, the one who is doing the actions, to move slowly and make clear movements in order for the other individual to follow.
 - Step 2: Decide how you can split the group into pairs which might also be good for regrouping and sharing experiences after.

- Step 3: Let them know that both people in the pair will take turns to mirror, and the other one to follow.
- Step 4: Allow the pair approximately 5 minutes to complete the exercise. Give the first leader of the pair 2 minutes and then ask them to switch roles. The leader becomes the follower and vice versa.

- Step 5: Regroup to discuss how the pairs and each individual felt about the exercise. Some questions to consider for reflection could be: “How did it feel to be the leader vs the follower and why?”; “Was it hard to accurately mirror the other person and why?”; “Can you link this to verbal communication?”; “What was the most challenging for you in this activity, and what you have enjoyed the most?”

SOCIAL SKILLS

Description & Importance:

Social skills such as teamwork, conflict resolution, empathy and understanding, and networking, are crucial for the development of an individual, as well as their smoother integration in social settings in everyday interactions but also in a workplace environment. Developing social skills allows for people to efficiently and effectively communicate with others, as well as maintain long lasting relationships with people whether in their personal/social lives, or in their workplace environment. Soft skills offer personal and career growth and are vital to be developed throughout someone's life. Some of these skills overlap with communication skills, making their importance more evident and necessary in someone's life.

Key Sub-Skills:

- Teamwork – Collaborating with others on tasks and projects.
 - Method 1 – The Team Shape Builder – In a nutshell, this activity helps to promote teamwork and collaboration because it requires all participants in the group to work together to create a shape/pattern, on a flat surface such as a table or cardboard, using foam geometric shapes, string, etc, in a set time limit. Each group however, requires a shape designer, who will be the only one who knows what the shape/pattern is and will give instructions to the rest of the team to create it. The activity can be played in multiple rounds, in order for the shape designer to rotate.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20-25 minutes:
 - Step 1: Understand the activity and the rationale behind it and how it can help with teamwork and collaboration.
 - Step 2: Gather all the materials needed to explain and implement the game. Materials include: geometric shapes, but ensure that all groups have the same shapes, a table or cardboard to build on, and a timer to keep track of the time. Make sure to point out that all group members must contribute to helping build the shape/pattern – the point of the activity is teamwork, hence everyone must be a team player and communicate well.

- Implementation Phase, 30-40 minutes:
 - Step 1: Explain the activity to the participants as described above.
 - Step 2: Divide the participants into groups, each group should have between 3-5 members, and decide which member from each group will be the shape designer, the one giving the instructions.
 - Step 3: Designate a shape to each shape designer from the group so that they know what the end shape must look like when the time is up – the shape designer will verbally explain the shape/pattern to the rest of their team before they start building without showing/touching anything or guiding them in another way other than verbally.

- Step 4: Start the timer, give them approximately 10 minutes for the first round, and let the groups know that their timer has started. 10 minutes should be enough time for the shape designer to verbally explain the shape/pattern the team is supposed to create by the end of the 10 minutes.
- Step 5: Inform the participants when their time is up.
- Step 6: Give them 2-3 minutes after the 10 minutes they had, in order to discuss with each other and identify whether the group managed to create the shape/pattern the shape designer described in the beginning.

- Step 7: Assign another shape designer and start the process again.
- Step 8: Apply step 4 until all members of the group had the opportunity to be shape designers, or until the end of the entire session.
- Step 9: Regroup and reflect on how the participants felt and if they had effective leadership. Possible question to ask includes: “How did it feel to be a leader and provide directions to others?”

- Conflict Resolution – Managing misunderstandings and disagreements effectively.
 - Method – Debate – the method of debating is one where two teams, the proposition and opposition, voice their arguments, based on what they support, and the other team replies and responds with their arguments as well. A debate format which encourages critical thinking, problem-solving, and solid communication and teamwork is the World Schools Debate Format which is commonly used among youth to aid them in improving their skills in conflict resolution.

- As previously mentioned, debating requires teams to be split into two; proposition, the team which agrees with the motion, and opposition, the team which disagrees with the motion. It is ideal to have at least 3 speakers in each team, first speaker, second speaker, third speaker, and maximum 4. Each speaker, in their due time, must present their arguments and expand on them with evidence and logical structure to back up their position. Things to keep in mind include: not interrupting each other and the other team when someone is speaking and ask questions and make clarifications promptly to respect the time allocated for each individual.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Learn more about the World School format by clicking on the following link:
[Debating skills - World Schools Style Debate Format: The Nuts and Bolts](#)
 - Step 2: Choose a relevant topic you want them to debate about and provide the teams with the motion they will need to agree or disagree on. E.g. “Entrepreneurship is a more empowering career choice for visually impaired youth than the typical business sector”.

- Implementation Phase, 70-90 minutes:
 - Step 1: Explain the method of debating and remind the participants about active listening and the importance of respectfully disagreeing with an opposing opinion/argument. Lead exercises, available in this toolkit in the active listening section, to practice and prepare the participants for the debate.
 - Step 2: Organize and split the teams; proposition & opposition.
 - Step 3: Assign, or let them decide the order of the speakers; who will be the first, second, and third speaker, adjust it if there are 4 people in a team.

- Step 4: Assign a moderator and time keeper, adjust time as aforementioned.
- Step 5: Allow time for each team to research and prepare their arguments, between 30-60 minutes and emphasize the importance of including different perspectives as a holistic approach to an argument.
- Step 6: Begin the debate and keep track of the time each speaker has.
- Step 7: Ensure that the speakers are aware when their time is almost up.
- Step 8: Keep track of the whole debate process.

- Step 9: Once the debate is over, regroup and give time for reflection and discussion. Some questions to spark conversation include: “What did you hear that surprised you from the opposing team?”; “How was your debating experience?”; “Did debating help you understand how to disagree in a respectful way?”.

- Empathy and Understanding – Engaging with diverse perspectives.
 - Method – Role-playing – Role-playing doesn't always have to be a conversation between two or more people. Role-playing can also be done individually and in this case, individual work is what will be applied. This method helps participants to step into other people's shoes and imagine for a while how it would be if they were someone else, going through the things their assigned character would go through; this alone promotes empathy and understanding for other people's situations. For more information on the benefits of role-playing, refer to the communication skills section above, page 13.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Understand the activity - You, the youth worker, will create cards with a brief description of a character. *Refer to template 1 of the template section below for an example* – cards can also be written in braille or recorded. Then, you will read a series of statements, approximately 5, and if the statement applies to the participants, they will be asked to take a step forward, based on the characters they were given at the beginning of the activity. Try to make the statements relevant to most of the scenarios on the cards, so that they are applicable to some participants.

- Examples of statements could be: “Take a step forward if you have ever felt excluded” or “Take a step forward if someone has made an assumption about you”.
- Step 2: Create the cards for each character and the statements you will ask.
- Implementation Phase, 30 minutes:
 - Step 1: Explain the instructions to the participants as written above.
 - Step 2: Assign a card to each participant, since this will be individual work.
 - Step 3: Give each participant 10 minutes to read and reflect on the card and try to step into the shoes of the character on the card.

- Step 4: Ask them to reflect on the following questions: “What does that person’s daily life possibly look like?”; “What are some difficulties they might be facing?”; “How do you think they feel?”.
- Step 5: After the 10 minutes are up, ask the participants to stand in a line.
- Step 6: Read the statements you have so that participants can step forward if the statements apply to them.
- Step 7: Once you have read all the statements, ask the participants to share their experiences and how they felt stepping into someone else’s shoes and living their characters' lives for a few minutes.

- Networking – Building professional and social connections.
 - Method – Interactive Activity – interactive activities are great for networking and encouraging participants to move around the space and get to talk to each other. This helps to promote social connections with each other and get to know people they wouldn't usually talk to and even better, find things they have in common with one another. A specific activity could be "Human Bingo". *Refer to template 2 of the template section below for an example.*

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Understand the “Human Bingo” activity - each participant will have their own bingo card which will have several short phrases on, and you, the youth worker, will read each box out loud. Participants who relate to the box e.g. like to read books, will raise their hand. You, the youth worker, will then ask one individual with their hand raised to say their name, so that the others can write their name down on the card. The goal is for people to complete a row whether it be horizontal, vertical, or diagonal, or even complete the entire card. Each name however must appear only once in the row they will make.

- Step 2: Prepare as many bingo cards as there are participants, since each participant will fill out their own bingo card.
- Step 3: On the bingo card include short phrases such as “I read books” or “I interned at a business firm” or “I want to start my own business”.
- Implementation Phase, 40 minutes:
 - Step 1: Explain the instructions for the “Human Bingo” as described above.
 - Step 2: Explain the objective of this activity – to get to know people you might not have spoken to before or find things that you might have in common with others and build on your social and networking skills which are extremely helpful for landing jobs.

- Step 3: Hand a bingo card to each participant and a marker.
- Step 4: Ask them to walk around and talk to people in order to complete their bingo card.
- Step 5: Stop the activity when someone shouts “Bingo”, meaning that they have created a row on their card, or after approx. 10 minutes have passed.
- Step 6: Regroup and reflect on how it felt to walk around and approach/talk to people you might’ve never spoken to before, and how it felt to find commonalities between people you might’ve not known you had.

Evaluation:

- Role-play observations
 - Description: In simple terms, the role-playing observation method as a type of evaluation is done during and after a role-playing activity. For example, participants watch others perform a role-playing activity and observe what the performers do, as well as see real-life scenarios they may not otherwise get to see. This gives participants the opportunity to improve on their critical thinking and observation skills. It can also be done as a self-reflection exercise after participants have gone through a role-playing activity. This encourages self-growth.

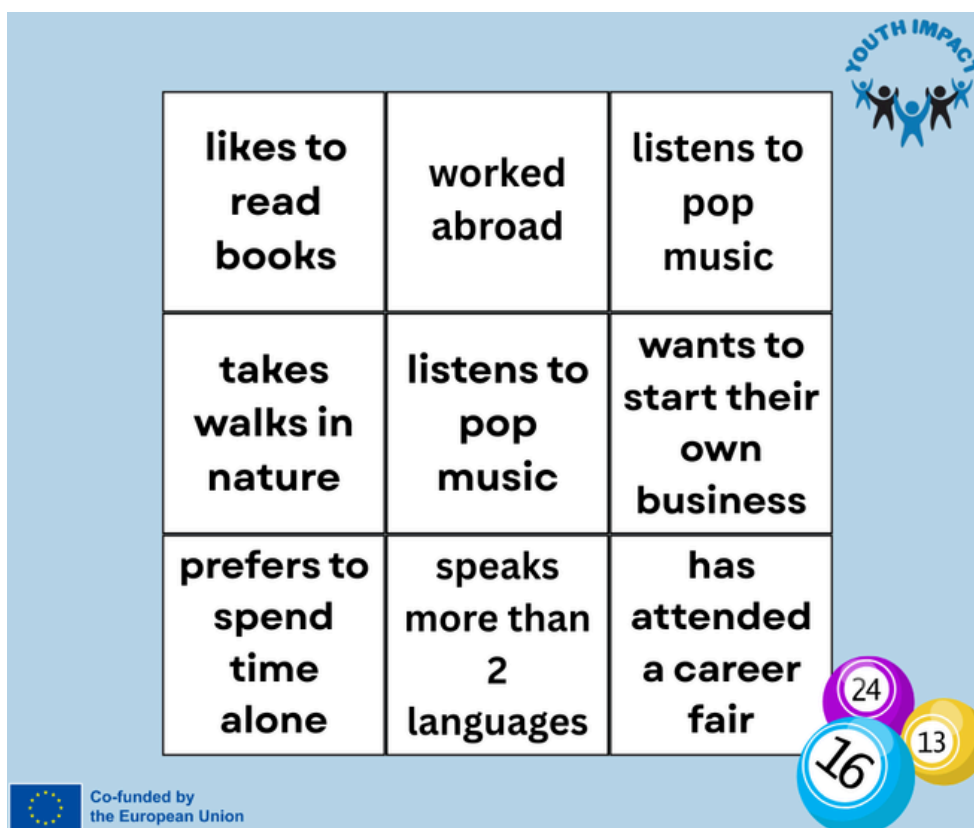
Templates:

- Template 1 – role-playing – adjust colors/font/size/etc based on youth’s visual impairments.



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility: [Step in my shoes - role-playing](#)

- Template 2 – interactive activity “Human Bingo” – adjust colors/font/size/etc based on youth’s visual impairments.



likes to read books	worked abroad	listens to pop music
takes walks in nature	listens to pop music	wants to start their own business
prefers to spend time alone	speaks more than 2 languages	has attended a career fair

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Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility: [Human Bingo](#)



EMPLOYABILITY SKILLS

Description & Importance:

Employability skills are vitally important for visually impaired youth who wish to enter the job market for various reasons, one of them being their ability to secure employment in the career path they wish to follow. Firstly, employability skills allow for increased job opportunities; the better employability an individual possesses, the higher the chance they will succeed in interviews and be eligible for hire by organizations. In addition, employability skills not just to land a job, but also for excelling in the job one is in.



Exceling includes earning promotions, pursuing leadership careers, and generally, career growth. Employability skills also encourage independence and confidence in individuals. Employability skills entail communication, time management, self presentation, etc., all which are essential in being able to successfully face challenges in the workplace. Finally, employability skills encourage a growth mindset and open-mindedness, both which are important for an individual's personal growth not only in the work environment, but in their day-to-day as well.



Key Sub-Skills:

- Self presentation - Present yourself in an interview
 - Method – Active Learning – a learner-centred approach which focuses on the participants' engagement and learning process, ensuring that they are dynamically participating in the activity. It focuses on critical thinking, fast-paced thinking and self-reflection.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 10 minutes:
 - Step 1: Understand the “Hot Seat” activity - this activity requires the participants to be in a circle, and a chair to be in the center of the circle. Each participant will take turns to say their “elevator pitch” which is their 30-second pitch they will use to ‘sell’ themselves to an employer, giving the employer reasons to hire them.

- Implementation Phase, 40-50 minutes:
 - Step 1: Explain to the participants the “Hot Seat” activity as described above.
 - Step 2: Give the participants 10 minutes to think of what they would like to say in their 30-second elevator pitch.
 - Step 3: Once the 10 minutes are up, ask the participants for a volunteer to sit in the ‘hot seat’ and give their pitch.
 - Step 4: Time the participant in the ‘hot seat’ and ensure that they know when their time starts and when it’s up.

- Step 5: Repeat step 2 & 3 as many times as there are participants, so that everyone has the opportunity to sit in the “hot seat”.
- Step 6: Regroup and ask the participants to share how they felt being the center of attention, while so many others were focusing only on them – explain that this is very similar to a feeling one would feel during an interview possibly.

- Interview Skills - Practicing responses, managing anxiety.
 - Method – Role-playing – this method gives the opportunity to people to experience real-life scenarios in order to prepare them for future similar situations. Refer to the role-playing method in the communication skills section to learn more.
 - Step by step guidelines on how to implement the method
 - Preparation Phase, 10 minutes:
 - Step 1: Understand the activity - this activity requires people to be paired up, so that one of the participants is the interviewee, and the other, the interviewer; they will exchange roles so that they both get the chance to experience being interviewees.

- Step 2: Prepare cards with different job titles on them. *Refer to template 1 of the template section below for an example.* Share some keywords for interviewers to form questions with to ask the interviewees. Examples of words could be: strengths, skills, motivation, experiences.
- Implementation Phase, 60-70 minutes:
 - Step 1: Explain the activity to the participants as described above.
 - Step 2: Pair up the participants.
 - Step 3: Ask them to decide which of the two will be the interviewee first and give them a card with a job.

- Step 4: Give the interviewer some key words they can use to format questions with.
- Step 5: Give the interviewee 5 minutes to brainstorm skills which could apply to the job on the card, any strengths they have which also apply, in order to be able to showcase these skills and strengths during the mock interview, while at the same time, the interviewer should take 5 minutes to formulate questions with the keywords provided by you.
- Step 6: Give the participants 15 minutes to conduct the mock interview.
- Step 7: When the 15 minutes are up, ask the participants to swap roles.

- Step 8: Give the 2nd interviewee another job card, different from the first interviewee card, and give the 2nd interviewee 5 minutes to prep and 5 minutes to the interviewer to formulate questions.
- Step 9: Give the participants 15 minutes to conduct the mock interview.
- Step 10: Regroup and ask the participants how they felt being interviewed. Was it stressful? Is it something they have practiced before? Did anyone have an actual interview before and if so, how was it different from the practice one they just had?

Evaluation:

- Self-reflection journals
 - Description: Refer to the communication skills section for a detailed description of self-reflection journals and their benefits as a form of evaluation.
- Mock interviews
 - Description: Mock interviews, like the activity conducted above, is a great way for people to experience a real-life scenario of something they will most likely have to face in the future, if they want to land a job. This allows them to self-reflect post activity and see how they felt, as well as understand what they did well and what could have been done differently. Mock interviews are a great way to prepare for an actual interview. It would additionally help to get the participants in an interview mood/setting if they came dressed the part with formal/smart clothes.

Templates:

- Template 1 – Job Cards



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility: [Job cards](#)

ENTREPRENEURIAL SKILLS

Description & Importance:

Entrepreneurial skills, just like all other skills should be a priority for visually impaired youth not only because they allow them to create their own opportunities, but also because it boosts their creativity, innovation, and independence. This skillset is vital also because it requires people to have other, previously mentioned skill sets, such as personal/social skills, management skills, and a range of other skills which altogether aid in bettering one's entrepreneurial skills. Other important aspects of entrepreneurial skills include problem-solving, creativity, and financial literacy, all which are equally significant to the personal growth of a young individual.

Key Sub-Skills:

- Problem-Solving – Identifying challenges and finding innovative solutions.
 - Method - Experiential Learning - this approach encourages participants to actively learn through doing. They engage with a problem and are asked to use their critical thinking and problem solving skills and break down the problem, test out their thoughts/theories, solve it, and finally reflect on what they learned through this process.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes:
 - Step 1: Understand the activity - “Riddle Me This” requires the participants to solve a riddle in groups of 2-4 people. An example riddle which can be used is the following: “You enter a room with three boxes. One contains only apples, one contains only oranges, and one contains both apples and oranges. The boxes are **all mislabeled**—the label on each box is wrong. You are allowed to pick **one fruit** from **one box**, without looking inside. From that, how can you correctly label all three boxes?”

- Ensure you have all the materials you need. Suppose you use the riddle above, the materials required would be: apples and oranges, the boxes with fruits inside, all labeled with the wrong labels which would be written in braille, a timer, if you want to make this more challenging, and an open space where participants can move from one box to the other, given that the boxes will be placed on the floor. It would be better if each group had a different riddle.

- Implementation Phase, 40 minutes:
 - Step 1: Explain the activity to the participants as explained above.
 - Step 2: Split the participants into groups of 2-4.
 - Step 3: Hand a riddle to each group along with the materials they will need to use in order to solve the riddle.
 - Step 4: If the riddle is not written in braille, you will have to read the riddle out loud if it is not readable by a group member.
 - Step 5: Set a time limit of 15-20 minutes, or as you see fit, and let the groups come together to discuss solutions to the riddle.

- Step 6: Once their time is up, ask the groups to present their answer and their thought process behind the solution.
- Step 7: Regroup and discuss the participants' experience of problem solving and working together. Consider asking: “What strategies did you follow within your group to solve the riddle, and was it a strategy that you all agreed upon from the beginning?”; “Was the answer unanimous right away or were there different ideas?”; “If you faced any disagreements while trying to solve the riddle, how did you overcome them?”

- Creativity – Thinking outside the box for business ideas.
 - Method – Active Learning - this method encourages participants to actively engage in their learning process instead of passively listening to someone teach. Actively doing something, is oftentimes more effective and stays with the participants way more than watching and listening to someone speak. For more information on the benefits of the active learning method, refer to the Employability Skills section.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20-30 minutes:
 - Step 1: Understand the activity - The Business Model Canva is a popular approach to help people easily break down all they need to create/start their own business and thrive in it. It has 9 blocks which need to be filled in and taken into consideration for a more successful approach. These building blocks are: key partners, key activities, key resources, social needs, customer relationships, revenue streams, cost structure, channels, and customer segments.

- Step 2: Gather all the materials you need which include printable versions suggested to be printed larger than A3 for better visibility, of the business model canva, sticky notes, which are optional, and something to write with. *Refer to template 1 of the template section below for an example of a business model canva and to template 2 for a description of each section, for youth workers.*
- *Implementation Phase, 50-60 minutes:*
 - *Step 1: Explain the activity to the participants as mentioned above.*
 - Step 2: Pair up your participants.

- Step 3: Give them 10 minutes to think of a business idea they would like to develop together.
- Step 4: Ask them to fill in the business model canva – give them approx. 30 minutes to properly be able to plan it and fill it in.
- Step 5: Once time is up, ask the pairs to present their ideas to the rest of the group.
- Step 6: Regroup and ask the participants to reflect on the activity – What was the easiest/hardest part of filling in the business model canva? What challenges did they face when creating their business model and how did they overcome them?

- Financial Literacy – Budgeting, managing expenses-savings, understanding income sources.
 - Method - Scenarios and active learning - both methods are very useful in engaging participants and encouraging them to critically think and apply their thoughts and what they have learned into practice. For more information on active learning refer to the Employability Skills section.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 30 minutes:
 - Step 1: Understand the Startup Budget Breakdown activity, following the 50/30/20 rule and its importance - the participants may use the business idea they created using their business model canva and work their way through a budget breakdown. The 50/30/20 rule is as follows: from the initial amount one has, for example, €1,000, 50%, €500, will go to business needs, 30%, €300, will go to the entrepreneur's wants and needs/personal life, and the 20%, €200, will go to future savings and security of the business.

- Step 2: Prepare different entrepreneurship scenarios, as many as there are pairs from the previous activity, to give to participants. An example of a scenario could be “After launching your small business, the first month’s earnings were €2,000. In order for you to properly plan for your business’s future, use the 50/30/20 budgeting rule to secure your business”.
- Step 3: Prepare a budgeting template to give to the participants. *Refer to template 3 of the template section below for an example of a budgeting sheet and template 4 for the designation of percentages, for youth workers.*

- Implementation Phase, 50-60 minutes:
 - Step 1: Explain the activity to the participants as mentioned above.
 - Step 2: Pair up your participants. You can keep the same pairs you used in the previous activity since they came up with one business idea together.
 - Step 3: Give the participants approximately 30 minutes to complete the activity - this includes familiarising themselves with the scenario and then completing the budgeting breakdown according to the 50/30/20 rule.

- Step 4: When the time is up, ask each pair to present their budgeting breakdown and give their opinion on the 50/30/20 rule. Pose critical thinking questions such as, “Do you think this rule is applicable in all cases or should it be adjusted based on the business and its income? If so, why?”
- Step 5: Ask them to reflect on the activity as a whole. Possible questions for reflection could be: “How did it feel trying to balance business and personal income?”; “Was it hard to designate money for different things and possibly limit spending in some areas? Why?”; “How would your budgeting breakdown alter if your income was greater or less?”

- Risk management – identifying, assessing, and responding to business risks
 - Method: “Risk Mapping Workshop” - tactile or audio-based risk mapping - this method helps participants explore risks by creating a map of possible challenges surrounding their business idea. It makes risk identification concrete and intuitive, especially when adapted with tactile tools or audio descriptions.
 - Step by step guidelines on how to implement the method
 - Step 1: Define risk categories: Prepare a clear explanation of 4–5 risk categories such as financial, operational, market, personal, environmental. For accessibility, prepare: Tactile category cards with different textures or audio recorded category list.

- Step 2: Prepare the “Risk Mapping Board”:
Depending on accessibility needs, prepare one of the following: A tactile board (foam, felt, corkboard) with tactile markers; a large printed board with strong contrast; a digital audio-supported board using screen-reader accessible tools. Participants will place risks on this board during the activity.

- Step 3: Prepare a list of common small-business risks. For example, decline in sales, supplier delays, equipment breakdown, unexpected expenses, personal distress or tight deadlines, new competitors with aggressive price policy, changes in the tax legislation and social security costs, a decline in the quality of raw materials required for producing the final product, fluctuations in the cost of raw materials or utilities (e.g., sudden rising costs of electricity/fuel etc), cash-flow shortages (delayed customer payments), inability to scale production during peak demand.

- Implementation phase, 50–60 minutes:
 - Step 1: Explain the concept of “Risk Mapping” – tell to the participants that they are going to explore potential risks for their business ideas and place these risks on a “map” showing how likely they are.
 - Step 2: Pair or group the participants - Assign pairs or small groups, 2–3 participants. Give each group a business idea—preferably their own from previous activities.
 - Step 3: Risk identification - Ask groups to: Choose risks that apply to their business from the tactile/audio list; add other risks that they identified on their own; discuss with them why each risk matters and has impact on the business. Give each group a business idea—preferably their own from previous activities.



- Step 4: Place each risk on the map -
Participants place risks on the board based on two scales likelihood - low, medium, high - and impact - low, medium, high.
- Step 5: Brainstorm risk mitigation strategies -
For each risk, ask: “How can we reduce the chance of this happening?”, “How can we reduce the negative impact if it does happen?”, “What steps can we take today to be better prepared?”.

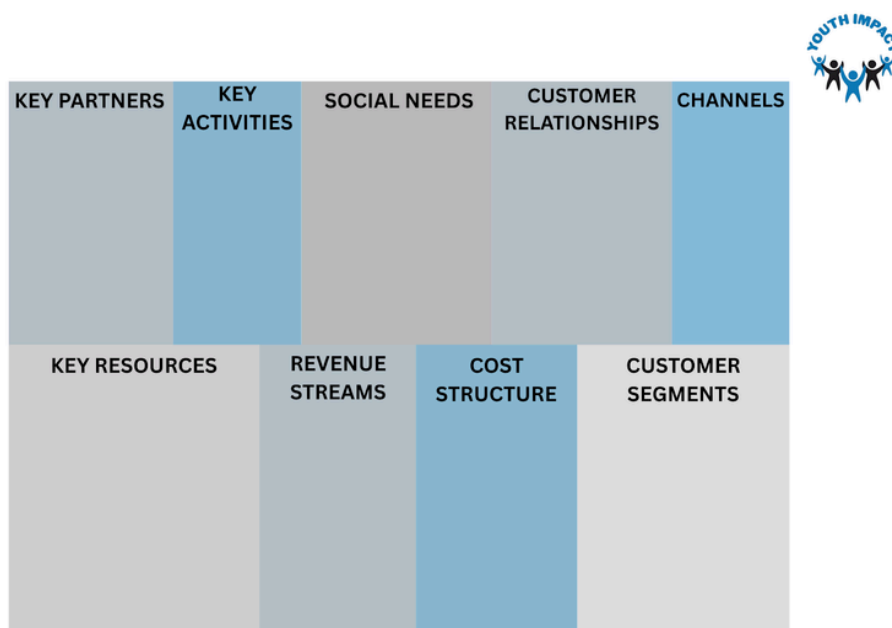
Evaluation:

- Presentation of Business Ideas:
 - Description: This evaluation form is directly related to the business model canva activity described above as an activity to encourage critical thinking, and thinking outside the box. This form of evaluation can be easily utilized after the activity is over. Participants can present their business idea which they created using the business model canva and explain their train of thought and the thinking behind their building of their own business. This way, others can give constructive feedback and solid ideas on how a participant's business idea can be improved.

- Quizzes on Financial Concepts:
 - Description: Quizzes are one of the most common methods of evaluation, where a series of different types of questions are being posed, where the participant must respond correctly. Examples of questions include multiple choice, true or false, and/or short answer questions. This way, the participants get to test their knowledge. Quizzes also show the score the participants got, as well as the right answers, if they got a question wrong. [Here](#) is a link to an example quiz created on Genially. To create one of your own, visit [Genially](#) and search for quiz templates.

Templates:

- Template 1 – Business Model Canva



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility:

[Business Model Canva](#)

- Template 2 - Notes for youth workers on how to use the business model canva

BUSINESS MODEL CANVA - DESCRIPTION OF SECTIONS

KEY PARTNERS - Whom will you work with as you run the business? Name your partners and the roles they will take on.

KEY ACTIVITIES - What are the tasks and activities that must be done every day to keep the business running?

SOCIAL NEEDS - What is the need you are trying to address? What value will your product bring to the target audience?

CUSTOMER RELATIONSHIPS - What relationships will you establish with each customer segment?

CHANNELS - Where will your product be available? List the ways you plan to reach your target audience.

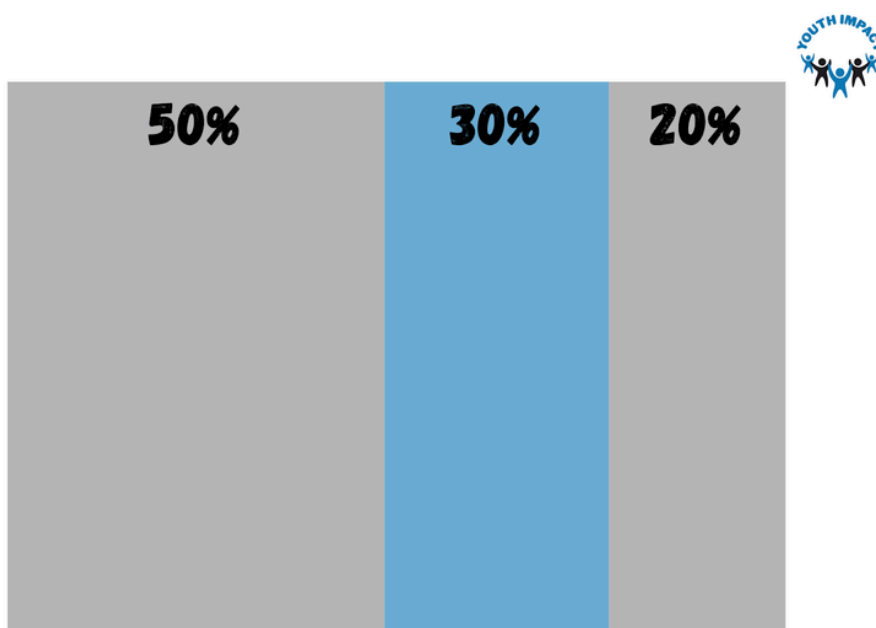
KEY RESOURCES - What are the tangible and intangible things you need to create your product?

REVENUE STREAMS - How will you generate income? Show a pricing model of your product or service and include other revenue sources, such as sales and subscription fees.

COST STRUCTURE - What are the fixed and variable costs for launching your product or service? Consider the cost at each stage - from setting up and hiring all the way to marketing and distribution.

CUSTOMER SEGMENTS - Who is your target market? What are the characteristics of your early adopters? List the personas that you expect to use your product.

- Template 3 - Budgeting Sheet



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility:

[50/30/20 Budgeting Sheet](#)



- Template 4 - Notes for youth workers

50% any business needs - supplies, materials, marketing, etc.

30% entrepreneur's needs and wants/personal life

20% future and security of the business - savings



DIGITAL SKILLS

Description & Importance:

Digital skills are vital for accessing information, enhancing communication, and utilizing assistive technologies, which are critical for modern employment.

Key Sub-Skills:

- Using Assistive Technology – Developing the ability to independently use digital assistive tools such as screen readers, magnification software, voice assistants, accessibility settings, and adaptive mobile and computer features.
 - Method - definition
 - Step by step guidelines on how to implement the method

- Method - Hands-on Activity. Hands-on activities promote experiential learning and help visually impaired youth become familiar and confident with assistive technologies through real use rather than passive instruction. An appropriate activity to develop assistive technology skills is “Assistive Tech Exploration Stations.”
- Step by step guidelines on how to implement the method

- Preparation Phase, 20 minutes
 - Step 1: Understand the activity 'Assistive Tech Exploration Stations' - This activity consists of setting up different stations where participants can explore and practice using various assistive technologies commonly used by visually impaired individuals. Each station focuses on one tool or feature, such as screen readers, voice commands, magnification tools, or accessibility shortcuts. Participants rotate between stations and complete small practical tasks. They can work individually, in pairs, or in small groups (2–3 people).

- Step 2: Decide which assistive technologies you want to include
 - Examples may include:
 - Screen readers such as NVDA, VoiceOver, TalkBack
 - Screen magnifiers and zoom functions
 - Voice assistants such as Google Assistant, Siri
 - High-contrast mode and text-to-speech settings
 - Dictation and speech-to-text tools
 - Choose tools that are available on your devices and relevant to participants' daily digital needs.

- Step 3: Set up the exploration stations
 - Prepare separate stations, each focusing on one assistive technology.
For example:
 - Station 1: Screen reader basics
 - Station 2: Voice commands and dictation
 - Station 3: Accessibility settings customization
 - Station 4: Magnification and contrast tools
 - At each station, prepare a simple task.
For example, opening an email using a screen reader or writing a short message using voice dictation.

- Implementation Phase, 40 minutes
 - Step 1: Explain the activity to the participants - Describe the purpose of the activity and briefly explain what assistive technologies are and how they support independence in education, employment, and daily life.
 - Step 2: Ask participants to work individually or form pairs/small groups - Depending on group size and ability levels, allow participants to support each other while still encouraging individual interaction with the tools.

- Step 3: Assign time per station and rotation
 - Give participants approximately 8–10 minutes per station. After the time is up, ask them to rotate to the next station until all stations have been visited.
- Step 4: Regroup and reflect on the activity -
 - Bring participants back together and facilitate a short reflection discussion. Possible guiding questions include: “Which tool was easiest or most difficult to use?”; “Which assistive technology do you think would help you most in your daily life or studies?”; “How did using these tools make you feel in terms of independence and confidence?”

- Navigating Digital Workspaces – Using online collaboration tools, virtual meetings, professional email writing.
 - Method - Hands-on Activity - Hands-on activities support practical learning and help participants build real-life navigation skills through repeated practice. An appropriate activity for developing digital workspace navigation is “Digital Navigation Challenge.”
 - Step by step guidelines on how to implement the method.
 - Preparation Phase, 20 minutes

- Step 1: Understand the activity ‘Digital Navigation Challenge’ - This activity involves participants completing a set of simple navigation tasks within a simulated or real digital workspace environment. Tasks may include opening folders, locating documents, sending emails, joining an online meeting, or navigating a learning platform. The aim is to improve speed, accuracy, and confidence when moving through digital spaces using accessible tools. Participants can work individually or in pairs (2–3 people).

- Step 2: Choose the digital platforms to use. Select commonly used and accessible platforms such as:
 - Email platforms e.g. Gmail, Outlook
 - Cloud storage tools e.g. Google Drive, OneDrive
 - Learning platforms e.g. Moodle, Google Classroom
 - Collaboration tools e.g. Zoom, Microsoft Teams
 - Choose platforms that participants are likely to encounter in education or employment.

- Step 3: Prepare navigation tasks - Create short, clear tasks for each platform.

Examples include:

- Find and open a shared document
- Create a new folder and rename it
- Send a short email message
- Locate an assignment or resource on a learning platform
- Join a virtual meeting room
- Ensure tasks can be completed using keyboard navigation and screen reader commands.

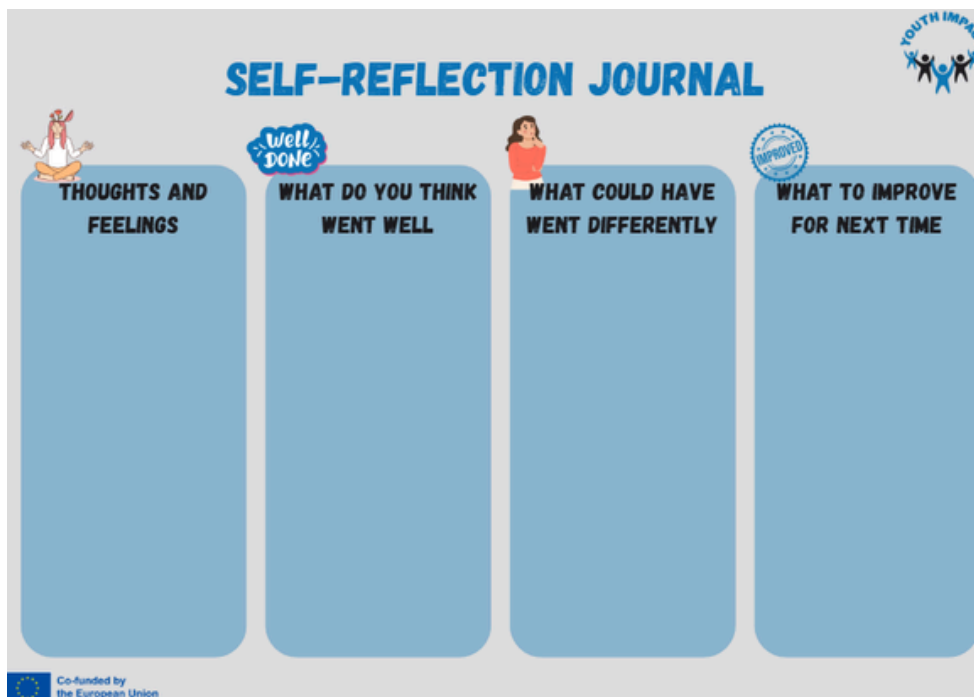
- Implementation Phase, 40 minutes
 - Step 1: Explain the activity to the participants - Introduce the purpose of the activity and explain that navigating digital workspaces is an essential skill for education, remote work, and online communication.
 - Step 2: Assign participants to individual work or small groups - Allow participants to choose whether they want to work independently or with peer support. Encourage each participant to actively perform tasks themselves.

- Step 3: Begin the navigation challenge -
Provide participants with one task at a time. Allow approximately 5–8 minutes per task depending on complexity. Youth workers should provide verbal guidance when needed, without taking control of the device.
- Step 4: Regroup and reflect on the activity -
After all tasks are completed, gather participants and lead a reflection discussion. Suggested questions include “Which task was easiest or hardest to complete?”; “What navigation strategies helped you the most?”; “How confident do you feel using digital platforms after this activity?”

- Evaluation
 - Self-Assessment Questions
 - Description: When learning digital skills, a self-assessment questionnaire enables participants to evaluate their own development, pinpoint their strengths, and pinpoint areas in need of improvement. After exercises centered on utilizing assistive technology and navigating digital workspaces, this type of assessment can be applied.

- For instance, participants can respond to brief reflection questions regarding which tools they were able to use on their own, which features they found challenging, and how confident they felt using the technology after finishing the assistive technology exploration exercise. In a similar vein, following the digital workspace navigation exercise, participants can evaluate how well they navigated the digital environment and whether they were able to finish the tasks that were given to them (like accessing files, sending emails, or navigating platforms).

- Template - Self-reflection



Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility:

[Self-reflection journal - CANVA template](#)

MEDIA LITERACY SKILLS

Description & Importance:

In today's day and age, where technology has become an eminent addition in our everyday lives, through the use of social media and other means, it is vital, especially for youth to be educated and knowledgeable on what technology entails. In addition, due to the overflow of information people gain through technology nowadays, it is important for everyone to be aware and use their critical thinking skills to evaluate whether what they read is true or not, and whether the sites they visit are accurate and trustworthy.



Moreover, as social media is becoming the prominent form of communication, news updates, education, and sharing content, including other reasons, knowing how to navigate social media platforms is crucial for safety. Finally, technology, even though it must sometimes be treaded lightly, can also be used as a great source of advocacy. Having a large network of people, social media platforms can be a smart way to make one's voice heard and promote and advocate for important issues of today.



Key Sub-Skills:

- Evaluating Sources: Identifying reliable versus unreliable information.
 - Method - Practical Activities - this method as previously explained, is a great way to engage participants into learning new skills by actively doing them themselves, instead of listening to someone explain something without carrying out an example as well. This helps participants better grasp what they are supposed to learn, and it makes learning a lot easier. A good activity which can better develop one's skills in identifying a reliable/unreliable source, is the "Trust it or Trash it" activity.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes.
 - Step 1: Understand the activity and its importance - this activity can either be done in small groups or as one big group. If you choose this option make sure to encourage participation by different trainees. The main aim of this activity is to encourage participants to realize what sources they can or can't trust. Example sources could include "A blog with no author or references". You can read a source with its characteristics, like the example above, to the participants and ask them to choose whether it is a reliable/unreliable source and ask them to justify their answer.

- For example, if the above example is used, a good justification that the source is unreliable could be that there is no author, therefore sources with no authors are usually less trustworthy because the individual who wrote the blog is unknown.
- Step 2: Prepare example sources with different characteristics which make them reliable or unreliable.
- Implementation Phase, 30-40 minutes
 - Step 1: Explain the activity to the participants as written above.
 - Step 2: Read one source with their characteristics like the example above.

- Step 3: Ask the group to decide whether the source is a reliable or unreliable one and ask them to justify their response.
- Step 4: Repeat steps 2 & 3 as many times as you have example sources.
- Step 5: Regroup and discuss the importance of being able to recognise which sources are reliable/unreliable and why. Some questions to reflect on could be “Was it easy to identify what sources are reliable/unreliable?” “Have you ever come across a source which you thought was reliable but it turned out not to be? If so, how did you identify it?”.

- Social Media Use: Using social platforms responsibly and effectively.
 - Method - Participatory Learning - similarly to active learning, participants learn by doing and become more engaged in what it is you as the YW are trying to teach them. Instead of participants just listening and receiving information, they learn to contribute and collaborate with the facilitator and one another, known as peer learning, to better learn and understand the deliverables. It encourages critical thinking and engagement by participants. An activity which can be used under this method to encourage participants to carefully navigate their way through social media platforms is “Think Before You Post”.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes
 - Step 1: Understand the “Think Before You Post” activity - The main aim of the activity is to get the participants to think critically whether they should post the photo or not. If we take into consideration the example of “posting a photo of your friends without their permission”, then the answer should be not to post it and the reason is because we should never post another individual without asking for their permission first. Ask the participants to choose whether they would post, or not, the scenario you have read, and ask them to justify their answer just like the example above.

- Step 2: Come up with scenarios where participants should or should not post a particular photo. An example scenario could be “posting a photo of your friends without their permission” or “a photo showing your home address”. An ideal amount of scenarios would be 3 for posting and 3 not for posting.
- Implementation Phase, 30-40 minutes
 - Step 1: Explain the activity to the participants as written above.
 - Step 2: Read one example scenario to the group.
 - Step 3: Ask them to decide whether they would post the photo or not, based on the scenario you just read.
 - Step 4: Ask them to justify their response like the example given previously.

- Step 5: Repeat steps 2, 3, & 4 as many times as there are scenarios.
- Step 6: Regroup and debrief. Ask the participants to reflect on the activity you just carried out. Possible questions for debriefing could include: “Have these scenarios changed the way you think about social media platforms?” or “Have you ever posted something which, looking back, you regret posting?” or “What new habits you may try to obtain when posting responsibly on social media?”.

- Digital Advocacy: Leveraging media to promote personal or community causes.
 - Method - Project-based Learning - this method aims to promote active learning through participating in real life problems and scenarios, and trying to actively do something towards helping to solve the problem. This method usually occurs over a period of time. Could be hours or more. This encourages participants to critically think and engage in real world problems or a cause they feel strongly about and try to showcase the issue. An activity to aid participants in learning how to use social media for digital advocacy is “Create your Campaign”.

- Step by step guidelines on how to implement the method
 - Preparation Phase, 20 minutes.
 - Step 1: Understand the activity -
Participants will work in groups to find a cause they feel strongly about, and utilise social media to create a campaign surrounding said cause. The overall objective of this activity is for them to create a social media product such as a poster, leaflet, post, reel, etc., which will be used to advocate for the cause they chose.

- Step 2: Come up with a list of important aspects the participants should think of while creating their campaign. Key aspects could include: target audience, the message they wish to send, the platform they will use such as facebook, instagram, etc., and the tone and design of their campaign. Give them approximately an hour to complete their campaign, since they will actually need to design it.
- Implementation Phase (70-80 minutes)
 - Step 1: Explain the activity to the participants as written above.
 - Step 2: Divide participants into groups - groups of 3 would be ideal.

- Step 3: Provide the participants with a list of important aspects they should consider while creating their campaign.
- Step 4: Give them 10 minutes to decide the cause they want to advocate about in their groups.
- Step 5: Give them 45-50 minutes to discuss between them and design their campaign (should visually impaired students need help to design, you as a YW will have to provide help).
- Step 6: Ask them to present their campaign in their groups to the rest of the participants.

- Step 7: Regroup and debrief; ask them about their experience of creating a campaign. Possible questions to ask could be “What part of designing a campaign was easier/most difficult?” or “What was the inspiration behind the cause you chose to campaign about?” or “How and why did you decide which platform to use for your campaign?”.

Evaluation:

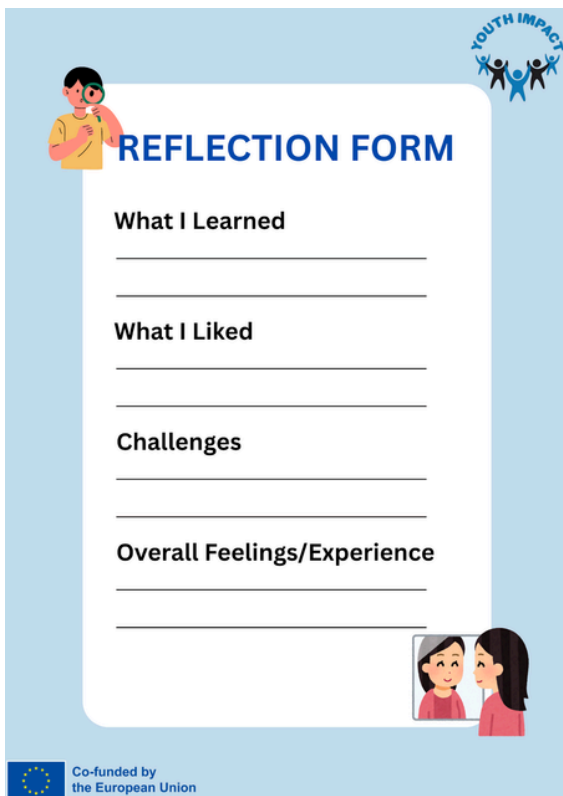
- Group discussions
 - Description: Group discussions as a form of evaluation has many benefits including the encouragement of self-reflection and critical thinking as well as the exchange of different points of views, making the evaluation process more engaging and interesting. Discussions also improve communication and relationships between the participants, making them more comfortable to speak up in front of each other. Group discussions are encouraged after each activity as part of the debriefing phase, so that everyone has the opportunity to reflect and sit with their thoughts, right after completing an activity.

- Content analysis
 - Description: This form of evaluation is most useful and practical to use after producing creative outcomes such as the activity with the social media campaign. Due to its systematic reviewing and interpretation of the outcome, content analysis helps participants to better understand what they have learned and how they can apply the things they have learned in a more effective and practical way. Content analysis also allows for a more progressive learning over the course of time.

- Reflection forms
 - Description: Similar to the self-reflection journals, reflection forms are a great way for participants to self-evaluate their learning experience and focus on their personal insights instead of how good or bad they carried out the activity. It encourages participants to think and express how they felt after the activity, as well as encourages self-awareness. The best way to use this method of evaluation is right after an activity, where participants' minds and experiences are still fresh. Example questions to use on reflection forms could include "What is one useful thing you have learned from today's activity?" or "What was most challenging/enjoyable for you?" or "What will be other steps you may take in order to keep on improving those skills?"

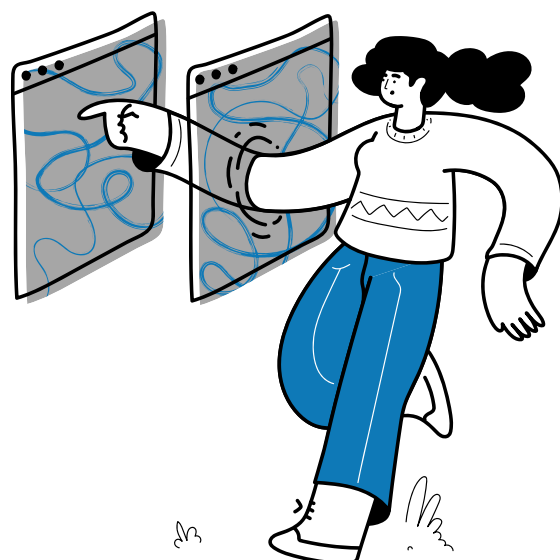
Templates

- Template 1 - Reflection Forms

A reflection form template with a light blue background. At the top left is an illustration of a boy thinking. At the top right is the Youth Impact logo. The form is titled "REFLECTION FORM" in blue. It contains four sections: "What I Learned" with two lines, "What I Liked" with two lines, "Challenges" with two lines, and "Overall Feelings/Experience" with two lines. At the bottom right is an illustration of two girls talking. At the bottom left is the European Union logo and the text "Co-funded by the European Union".

Below is the link to the Canva template. If you make a copy of the template, you will be able to edit it. Suggested for you to print it larger than an A3 for greater visibility: [YOUTH IMPACT - REFLECTION FORM](#)

REFERENCES



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9. Misconceptions about Blindness
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13. AFB
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17. Liverpool teacher shortlisted for \$1m global teacher
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18. AEM Center

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