



NEW HORIZONS

EMPOWERING MIGRANT YOUTH WITH CREATIVE AND EDUCATIONAL INITIATIVES

2024-3-BE04-KA210-YOU-000266407

**ACTIVITY BOOK
FOR YOUTH
WORKERS**



Funded by
the European Union



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Project Partnership

- Association Euro-Méditerranéenne Des Echanges, Volontariats, Evénements, Belgium
- Bilim ve İnsan Vakfı, Türkiye
- Network for Advanced Education and Social Change (Edu Change Network), Austria



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INTRODUCTION

“NEW HORIZONS – Empowering Migrant Youth with Creative and Educational Initiatives” is a small-scale Erasmus+ youth project that supports young people with migrant backgrounds to feel seen, heard, and active in their new communities. It focuses on simple but meaningful activities that youth workers can use in youth centres, NGOs, schools, and local groups to open space for dialogue, reflection, and shared learning. This Activity Book is written for youth workers who want practical tools to talk about identity, belonging, and participation safely and creatively.

The project is carried out by three partner organisations: EuroMed-eve in Belgium, Bilim ve İnsan Vakfı in Türkiye, and Edu Change Network in Austria. Each partner brings daily experience with migrant youth and local young people in multicultural neighbourhoods. Together, they tested and refined the methods in this book during workshops with youth workers and young participants.

This book is designed as a hands-on toolbox, not a theory manual. Every activity includes a clear objective, time frame, group size, materials, and step-by-step instructions. The activities use accessible tools such as drawing, mapping, storytelling, and simple movement games, so that youth workers can adapt them easily to different ages, languages, and realities. Many activities were created directly from real-life needs: addressing stereotypes, sharing migration stories, exploring identity, or building trust across diverse groups.



The book's structure supports gradual learning. In the first part, you will find concrete activities such as “Intercultural Concept Mapping,” “Story Circles,” “Migration Maps,” “Train of Assumptions,” “Story Bridges,” and “Cultural Identity.” These can stand alone or be combined into longer workshops and youth exchanges. The second part presents methodologies for creative expression in intercultural settings, offering tips and variations so you can modify each activity for your group's needs. The third part introduces simple digital tools that can help you document stories, create visual maps, and continue the dialogue in online or blended formats.

We invite you to use this book flexibly. You can follow an activity exactly as written, or you can mix elements to design your own sessions. The primary goal is to create safe, respectful, and playful spaces where migrant and non-migrant youth can learn from each other. We encourage you to listen carefully, leave space for emotions, and always adapt the questions and examples to your local context. In this way, NEW HORIZONS becomes a daily practice of opening new horizons for the young people you work with.



ACTIVITY I

INTERCULTURAL CONCEPT MAPPING: “WHO ARE WE, TOGETHER?”

Objective of the activity

Participants will:

- Reflect on key concepts such as belonging, identity, integration, dialogue, and community
- Increase awareness of intercultural perspectives
- Build empathy and connection through shared discussion
- Practice visual thinking and collaboration in diverse teams

Duration

60 minutes

Group Size

Mixed groups of 4–6 people

Materials and Preparation

- Flipchart paper
- Colored pens/pencils/markers
- Sticky tack or tape for displaying drawings
- Sample concept maps
- A quiet room with a circle seating arrangement
- Background music (optional)





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Step by Step Procedure

Warm-Up (5 min)

The facilitator introduces the activity by explaining that a concept map is a simple drawing that shows how different ideas connect to a central theme.

Example: If the theme is “Belonging,” connected ideas might include “family,” “language,” “home,” “school,” or “safety.” The facilitator draws a quick example on a board or flipchart.

Then, each small group (3–5 participants) receives one central keyword to work on. Possible keywords include:

- Belonging
- Identity
- Integration
- Dialogue
- Community

These keywords can be handed out on paper cards or shared digitally. Each group will use their assigned keyword to build their concept maps.

Individual Mapping (5 minutes)

Each participant takes a piece of paper and draws a personal concept map using the keyword.

They should think about:

- What this word means to them
- What ideas or feelings they connect to it
- How it shows up in their life or community.

This is a quiet, personal reflection step.

Group Discussion (10 minutes)

Group members share their personal maps and talk about the ideas they wrote.

They notice:

- Similar ideas between members
- Surprising or different views
- Feelings or memories triggered by the word

Group Concept Map Creation (10 minutes)

The group works together to make one large concept map on a flipchart paper.

They decide:

- What words to include
- How ideas connect
- What to put in the center and around it

This is a creative and cooperative step

Presentations (5 minutes per group)

Each group presents their big concept map to the whole room.

They explain:

- What their keyword was
- How they chose and connected the ideas

What they learned from each other’s perspectives



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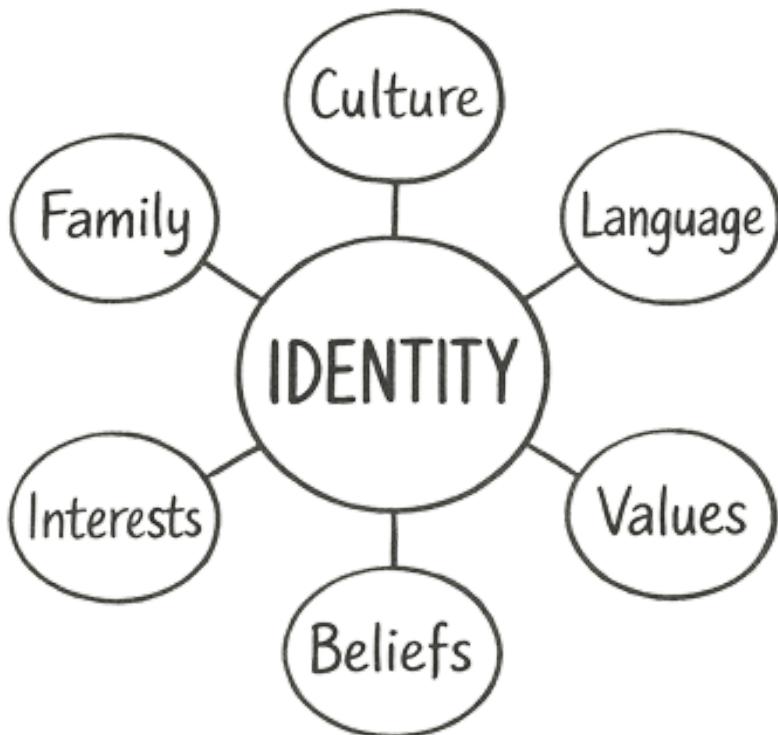
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Debriefing Questions

1. What did you learn from your group members' perspectives?
2. Did your thinking about the keyword change during the activity?
3. Were you surprised by any connection or idea someone else shared?
4. How did your own cultural background shape your responses?
5. What will you take away from this discussion into your real life or youth work?

Further Information (Links, Pics etc.) (Optional)

- Example of a simple concept map:
<https://www.lucidchart.com/pages/concept-map>
- Optional visual aid: Create your own blank map templates or use tools like Canva, MindMup, or Padlet
- Sketch suggestion: A circular web with central keywords (e.g., "Identity") and participant ideas radiating out





ACTIVITY II

STORY CIRCLES: DRAWING IDENTITY THROUGH SHARED NARRATIVES

Objective of the activity

- To foster mutual understanding and empathy through personal storytelling.
- To promote intercultural dialogue in an inclusive, low-pressure format.
- To help participants visually express and explore aspects of their identity.

Duration

60 minutes

Group Size

8–16 participants (can be adapted for smaller or larger groups)

Materials and Preparation

- A3/A4 drawing paper
- Colored pens/pencils/markers
- Sticky tack or tape for displaying drawings
- A quiet room with a circle seating arrangement
- Background music (optional)





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Step by Step Procedure

Warm-Up (10 min):

Begin with a light movement-based icebreaker (e.g., name and gesture) to energize the group.

Introduction (5 min):

The facilitator introduces the activity: "Today we'll explore our identities through images and stories. You'll create a 'map' of who you are and share one piece of that with the group."

Drawing Time (15 min):

Distribute drawing materials. Ask participants to draw symbols, objects, places, or people that represent parts of their identity or background. Encourage creativity, there are no rules.

Story Circle Sharing (20–30 min):

In a circle, each participant shares 1–2 elements from their drawing that they feel comfortable explaining. Encourage deep listening, no questions or comments until everyone has spoken once.

Gallery Walk (10 min):

Display the drawings on the walls. Invite participants to walk around, view each other's identity maps, and add post-it notes with questions or compliments.

Closing Reflection (10 min):

Regroup for a short verbal reflection. Use a talking piece to ensure everyone gets a chance to speak.

Debriefing Questions

- What was it like to express your identity in pictures rather than words?
- Did anything surprise you in someone else's story?
- How did it feel to be listened to without interruption?
- What similarities or shared themes did you notice across the group?
- How could this type of activity be adapted in your own youth work setting?

Further Information (Links, Pics etc.) (Optional)

- Adaptable for online use via shared whiteboards (e.g., Padlet, Jamboard)
- Inspired by methods from Youthpass, photovoice, and intercultural storytelling





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ACTIVITY III

Migration Maps: Tracing Our Journeys

Objective of the activity

- To encourage participants to reflect on personal or family journeys of migration and mobility.
- To express experiences of displacement, discovery, and belonging through visual mapping.
- To promote empathy and understanding by sharing diverse life paths.

Duration

60 minutes

Group Size

8-25 participants

Materials and Preparation

- Large sheets of paper (A3 or flipchart size)
- Colored markers, pencils, stickers
- World maps or regional maps for inspiration





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Step by Step Procedure

Warm-Up (10 min):

Quick icebreaker – participants say their name with a movement that represents their personal/physical “travel” (e.g., walking, flying, sailing, a feeling etc).

Introduction (5 min):

Explain that each person will draw a symbolic map of their journey or their family’s migration path.

Drawing Time (15 min):

Participants draw paths, symbols, and images that represent important stages of migration, travel, or resettlement.

Sharing in Pairs (10 min):

In pairs, participants share one element of their map, explaining why they chose this and their interpretation.

Collective Map (10 min):

Place all maps on the wall, connecting them with strings or arrows to show how stories intersect.

Closing Reflection (10 min):

Group circle reflection on similarities and differences.

Debriefing Questions

- How did it feel to map your journey?
- Did you notice common routes, symbols, or emotions?
- What new understanding do you take about migration from this activity?
- How did it feel to share or listen to others’ journeys?
- How could you use this kind of mapping in your community or work?



ACTIVITY IV

TRAIN OF ASSUMPTIONS: CHALLENGING STEREOTYPES AND BUILDING EMPATHY

Objective of the activity

Participants will:

- Reflect on unconscious biases and social assumptions
- Practice empathy and critical thinking through role-based reflection
- Understand how stereotypes affect inclusion and social integration
- Discuss how intercultural dialogue can challenge exclusion

Duration

60 minutes

Group Size

8–16 participants (can be adapted for smaller or larger groups)

Materials and Preparation

- Printed character profiles or digital slides
- Flipcharts and markers
- Post-it notes
- A quiet room with a circle seating arrangement
- Background music (optional)





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Step by Step Procedure

Warm-Up (10 min):

The facilitator greets the group and briefly explains the topic: "Today, we're going to reflect on how we make decisions about others, and what those decisions might reveal about bias, empathy, and inclusion." No need to go too deep just yet, keep the tone open and curious.

The facilitator reads aloud or displays the following setup:

"Imagine you're boarding a long-distance train. The carriage has 9 empty seats, each occupied by a different person. You'll need to sit next to 3 of them. The rest will be strangers to you. Who would you choose to sit with, and why? Who would you avoid?"

Briefly introduce the 9 character profiles (printed handout or displayed on screen). Make sure each participant can see or read the descriptions.

Character Profiles for "Who Would You Choose?" Activity

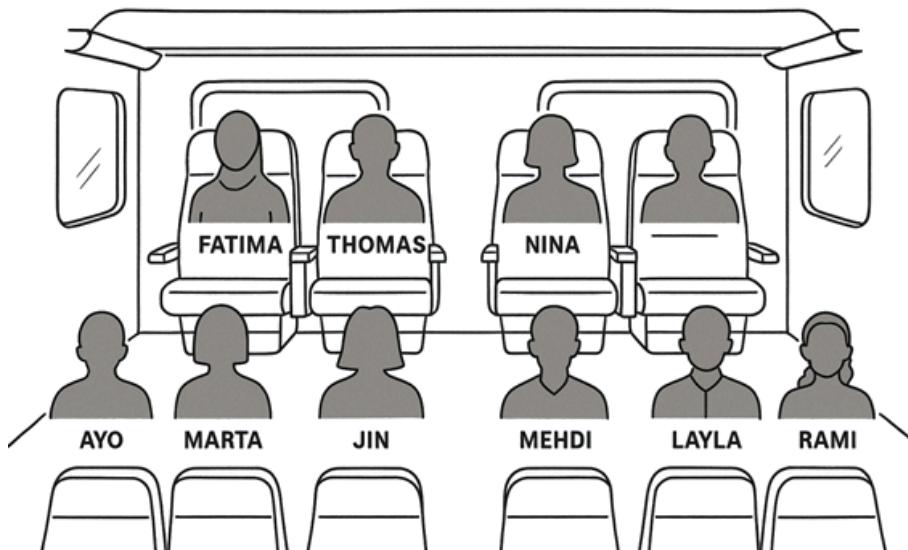
Fatima (27): A young Syrian woman wearing a headscarf. She is a nursing student and smiles warmly, but looks tired. She speaks softly and holds a drawing pad with Arabic calligraphy on the cover.

Thomas (72): A retired man from rural Europe. He doesn't speak English well and seems uncomfortable around noise or youth slang. He reads the newspaper and glances around with visible curiosity and occasional disapproval.

Nina (21): A visibly queer student with rainbow earrings and a confident attitude. She speaks openly about social justice and shares travel tips with others. She switches easily between languages but sometimes dominates conversations.

Ayo (19): A Nigerian teen in a hoodie, drawing quietly in a sketchbook. He listens to music through one earbud and doesn't make eye contact. He avoids speaking unless approached, but smiles when someone asks about his art.

Marta (30): A single mother from Poland with a baby in a stroller and two shopping bags. She looks exhausted but friendly. She frequently apologizes for her child's noise and offers snacks to nearby passengers.





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Jin (22): A Chinese exchange student carrying a large backpack. He is on a video call with his family and speaks Mandarin. He looks around curiously and tries to follow what others are saying, using a translation app.

Mehdi (25): A Moroccan food delivery rider, still wearing his uniform. He smells faintly of spices and sits upright, checking his phone often. He's polite and greets others but seems wary of authority figures.

Layla (29): A confident Black French woman reading a book titled "Decolonising the Mind." She wears headphones but occasionally joins conversations. She asks critical questions and shares stories about cultural misunderstandings.

Rami (28): An Afghan man with a visible leg prosthesis and a crutch. He sits quietly by the window and watches the scenery. When approached, he shares that he's studying to become a social worker. He speaks with warmth and composure. He speaks with warmth and composure.

Individual Reflection (5 min):

Distribute reflection sheets or notebooks. Ask participants to silently consider:

- Which 3 people they would choose to sit next to
- Which 3 people they would avoid
- Why they made these choices

Encourage honest and personal reasoning, no need to share yet.

Small Group Discussion (15 min):

Participants form small, mixed-background groups (4–5 people) by background and language level. Each person shares their choices and reasons.

Remind all participants that there are no right or wrong answers, what matters is the chance to reflect and listen openly."

Then, the group discusses:

- What influenced your decisions?
- Were you surprised by your own or others' answers?
- How might stereotypes, assumptions, or personal experiences have shaped your reactions?
- How would it feel to be one of the excluded characters?

As a team, they must agree on 3 people to sit with and 3 to avoid and prepare a short explanation for their group presentation.

Group Presentations (5 min for each group):

Each group presents their final decisions and explains:

- How they reached consensus
- What they learned about bias and first impressions
- Whether they would make the same choices in real life

Encourage open listening among groups, no debates or corrections.



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Closing Reflection (10 min):

Facilitator gathers everyone in a circle for a final round of reflection. This can be verbal or done using a talking piece to ensure equal participation.

You can briefly list outcomes such as:

- Enhanced self-awareness of bias
- Greater empathy across differences
- Practice in group negotiation and consensus-building

Debriefing Questions

- What patterns did you notice in who was often chosen or avoided?
- How much did appearance or background influence your first impressions?
- Were you aware of any unconscious bias during your decision-making?
- How did it feel to reflect on being excluded or excluding others?
- What small steps can we take to act more inclusively in everyday situations?

Further Information (Links, Pics etc.) (Optional)

- This activity can be repeated with different character sets or adapted into community storytelling sessions for youth centers
- You can adapt this activity for digital settings using:
 - Mentimeter or Padlet for anonymous voting on character choices
 - Breakout rooms (e.g., on Zoom or Teams) for small group discussions
 - Screen sharing or a shared Google Doc to display character profiles
- Consider collecting final group choices using a shared whiteboard or Jamboard for visual collaboration.



ACTIVITY V

STORY BRIDGES: MY JOURNEY, OUR CITY

Objective of the activity

- Share simple personal stories about “journeys” and “first times” in the city
- Listen to each other to build empathy and trust in a multicultural group
- Notice common themes (challenges, support, hopes) between migrant and non-migrant youth
- Practice using stories as a starting point for civic dialogue (“what could change?”)

Duration

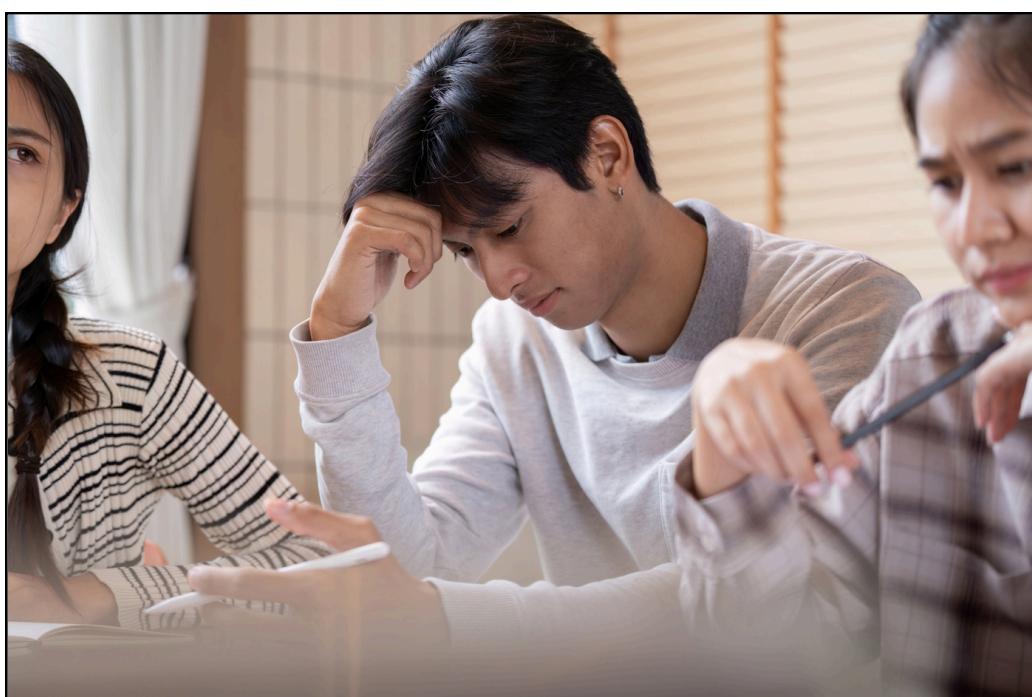
60 minutes

Group Size

8–16 participants (can be adapted for smaller or larger groups)

Materials and Preparation

- A4 paper or index cards (1–2 per participant)
- Coloured pens / pencils / markers
- Sticky tack or tape (for hanging stories on the wall)
- Flipchart or large paper (for collecting common themes)
- A quiet room, chairs in a circle
- Optional: soft background music during drawing/writing time





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Step by Step Procedure

Warm-Up (5 min):

- Ask everyone to sit in a circle.
- Explain: "Today we will share small stories from our lives. You decide what you feel safe to share."
- Each participant says one word about how they feel today (e.g. "tired", "curious", "hopeful").
- This creates a simple, safe start.

Introduction (5 min):

The facilitator says, in simple words for a multicultural group: "A story does not have to be long. It can be one moment in your life. Today we share short stories about a journey – not only travel, but also a new step in life."

Give 2–3 examples of "journey stories":

- first day in this city
- first time at the youth centre
- first time you felt "at home" in a new place
- a walk or bus ride when you discovered something important

Participants can choose any journey story they feel comfortable with.

Drawing / Key Words for the Story (10 min):

- Give each person one A4 paper and markers.
- Ask them to divide the paper into 3 boxes (like a simple comic):
 - Beginning – Where/when? Who is there?
 - Middle – What happened? What did you see/hear/feel?
 - End – How did it finish? How did you feel after?
- They can draw, write key words, or both.
- Emphasise: spelling and art do not matter. Only the story matters.
- If language levels are very mixed, participants may use their mother tongue + a few English words.

Story Circle Sharing (15 min):

- Create small groups of 3–4 participants (mix backgrounds if possible).
- Explain the rules:
 - One person shares their story (2–3 minutes).
 - Others listen without interrupting.
 - After the story, listeners may ask 2 short questions:
 - "How did you feel in that moment?"
 - "Was there someone who helped you or made it harder?"
- Rotate until everyone in the small group has shared at least one story.
- Facilitator walks around, supports with language if needed, and makes sure the space feels safe.



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From Stories to Bridges (20 min):

- Bring everyone back to the big circle.
- On a flipchart, draw two simple columns:
 - Column A: “What was difficult?”
 - Column B: “What helped / gave hope?”
- Ask volunteers to share short elements from their stories (no pressure for full details):
 - Difficulties (e.g. “I didn’t know the language”, “No one talked to me”, “I felt lost in the city”)
 - Helpful things (e.g. “one friend translated for me”, “a neighbour smiled”, “a youth worker explained the system”)
- Write their words/phrases in the two columns.
- Highlight how different stories often have similar feelings (fear, hope, confusion, relief).

Debriefing Questions

- How did it feel to share your story?
- How did it feel to listen to others without interrupting?
- Did you hear any story that sounded similar to your own, even if the country or culture was different?
- What small actions from other people (friends, teachers, neighbours, youth workers) made a big difference in these stories?
- If we think about our neighbourhood or city, what is one small idea to make the “next journey story” easier for a new person?

Further Information (Links, Pics etc.) (Optional)

- Allow mixed language: “You can speak in your language and add some English words. We are here to understand, not to correct you.”
- Encourage peers to help translate simple parts if the storyteller agrees.
- If someone becomes emotional, pause, thank them, and check if they want to continue or take a break.





ACTIVITY VI **CULTURAL IDENTITY**

Objective of the activity

- To encourage participants to reflect on what is cultural identity
- To express experiences of building their own identity.
- To promote empathy and understanding by sharing diverse life paths.

Duration

60 minutes

Group Size

8-25 participants

Materials and Preparation

- Papers in number of participants

Step by Step Procedure

Warm-Up (10 min):

Quick icebreaker

Introduction (5 min):

Explain the exercise.

Writing Time (15 min):

Participants has to answer three different questions:

1. Name three cultural identifiers that explain your culture
2. From these three names one, choice one in which you identify
3. How would you explain the positive side of the culture from where you are from
4. What are the stereotypes that you don't like or identify when referring to your culture

Sharing in Pairs (10 min):

In pairs, participants share the papers and has to delete 2 characteristics of the .

Collective Moment of interpretation (10 min):

They share papers and reflects about the words that they delete, the signification and the words they chose to leave.

Closing Reflection (10 min):

Group circle reflection on similarities and differences, what cultural identity is, feelings.



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Debriefing Questions

- How did it feel to write down cultural identifiers about yourself and your background?
- What did you notice when choosing which characteristics to keep or delete?
- Were there any stereotypes that felt particularly difficult to confront or let go of?
- What similarities and differences did you discover when sharing with others?
- How has this activity changed or deepened your understanding of cultural identity and inclusion?





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Belgium



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