THE "AI: FRIEND OR FOE?" PLAYBOOK

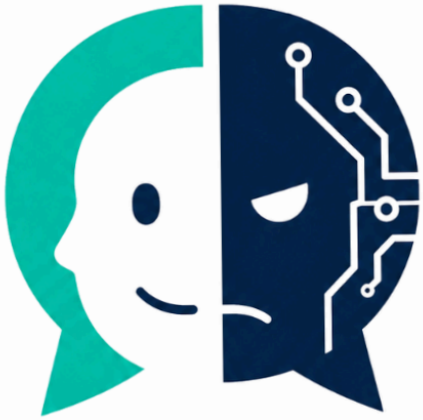
WORKSHOP RESOURCE BOOK

12 youth-led workshops · 18 energisers · one week in Zadar

Co-funded by the European Union

Erasmus+
Enriching lives, opening minds.

Youth exchange



AI: Friend or Foe?

SREDNJA ŠKOLA GLINA

PROJECT NO. 2026-1-HR01-KA152-YOU-000394792

Erasmus+ Youth Exchange · Zadar, Croatia · 17–25 October 2026

TEAM SHEET

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HOW TO READ A "PLAY"

Every workshop in this book is written up as a **play**: a plan you can take onto your own pitch, whether that is a classroom, a youth club or the next youth exchange. Each play page has the same sections:

WHY IT MATTERS	The reason this topic is worth an hour of young people's time.
HOW IT WENT	What actually happened in Zadar, written by the teams.
GROUP TASKS	The exact tasks, questions and prompts the groups worked on.
RUN IT YOURSELF	Timing, materials and steps for 75 minutes.
DEBRIEF	Questions for the final reflection.
COACH'S NOTE	A practical tip from the facilitators.

COACH'S NOTE

Every workshop was designed and led by the young people themselves. Each national team ran three workshops for the whole group of 48. Copy the plays, change them, make them yours!



A mixed group presents its poster to everyone.

ABOUT THE PROJECT

"AI: Friend or Foe?" was an Erasmus+ youth exchange that helped young people aged 15 to 18 to understand artificial intelligence critically, and to think about its growing impact on their everyday lives, their mental wellbeing and their place in society.

WHAT IT WAS ABOUT

The project started from a clear gap: young people use AI-driven technology intensively every day, through social media feeds, chatbots and apps, but rarely get the chance to stop and reflect on it in a safe, supportive, discussion-based setting. The youth exchange set out to fill that gap.

It was designed as a non-formal learning journey that began with participants' own experiences of social media, algorithms and digital tools, and step by step built understanding, confidence and responsibility. A strong focus was placed on **mental wellbeing**, because many young people feel pressure, comparison culture, information overload and anxiety linked to AI-driven platforms.

Activities included non-formal workshops, group discussions, debates, hands-on testing of AI tools, creative media work, theatre, reflection groups and peer learning in mixed international teams. Each thematic day focused on a different side of AI: from the basics and ethics, to practical tools, mental wellbeing, future perspectives and youth responsibility.

OBJECTIVES

1. **Understand AI in everyday life**
   What AI is, where it appears in daily life, and how algorithms influence information, behaviour and choices.
2. **Strengthen critical thinking and ethics**
   Misinformation, deepfakes, bias, privacy and data protection, for responsible digital citizenship.
3. **Support digital wellbeing**
   The impact of AI and social media on mental health, self-image, attention and healthy daily habits.
4. **Empower through youth-led learning**
   International cooperation and active participation in designing activities, peer learning and project outputs.

THE TOOLBOX WE USED

posters & flipcharts · theatre & role-play · debates · hands-on testing of AI tools · quizzes · a youth manifesto · dance · and a LOT of energisers

PROJECT	AI: Friend or Foe?
NUMBER	2026-1-HR01-KA152-YOU-000394792
PROGRAMME	Erasmus+ KA152 Youth Exchange
COORDINATOR	Srednja škola Glina, Croatia
WHERE	HI Hostel Zadar, Croatia
WHEN	17–25 October 2026 (7 activity days)
WHO	40 young people aged 15–18 and 8 youth leaders from 4 countries, plus a facilitator

THE FOUR TEAMS

CROATIA · COORDINATOR

Srednja škola Glina, Glina
10 young people, 2 youth leaders and the facilitator

SERBIA

Sedma beogradska gimnazija, Belgrade
10 young people and 2 youth leaders

ROMANIA

Colegiul Național „Kölcsey Ferenc", Satu Mare
10 young people and 2 youth leaders

PORTUGAL

EB Sec. Bispo D. Manuel Ferreira Cabral, Santana, Madeira
10 young people and 2 youth leaders



Day 1: all four teams together in the hostel garden.

FIXTURES

THE PROGRAMME

Seven activity days between arrival on 17 October and departure on 25 October 2026. Each national team led three workshops, one on each workshop day, in its own colour below.

	DAY 1 KICK-OFF	DAY 2 BASICS & ETHICS	DAY 3 PRACTICAL TOOLS	DAY 4 HALF-TIME	DAY 5 WELLBEING & FUTURE	DAY 6 CREATING	DAY 7 FINAL WHISTLE
08:30 09:45	Intro session for the youth exchange	What is artificial intelligence?	AI for studying and learning	Mid-term evaluation	AI and mental health	Creating media materials for schools	Reflecting on what we learned
				BREAK			
10:00 11:15	Rules and team building	History of AI	AI for creative content	Follow-up project workshop	AI, attention and instant gratification	Creating media materials for schools	Reflecting on what we learned
				BREAK			
11:30 12:45	Trust and group building activities	Ethics and responsibility in AI	AI for accessibility and inclusion	Free time	Social life in the age of AI	Creating media materials for schools	Final evaluation
		BREAK				BREAK	
13:00 14:15	Youthpass and learning agreement	Imagining the future of AI and our lives	AI for creativity and problem-solving		Young people shaping AI responsibly	Creating media materials for schools	Closing ceremony
14:15	Lunch						
15:30 16:45	Daily reflection	Reflection groups	Reflection groups	Excursion	Reflection groups	Reflection groups	Reflection groups
19:00	Dinner · evenings: intercultural evenings and team time						

CROATIAN TEAM · ROMANIAN TEAM · PORTUGUESE TEAM · SERBIAN TEAM · HALF-TIME SESSIONS

EVERY WORKSHOP

Each workshop lasted **75 minutes** and began with an energiser of up to 10 minutes, chosen by the team that led it. All workshops used **mixed international groups**, so participants worked with people from every country.

EVERY AFTERNOON

Reflection groups met daily in small, stable groups with a youth leader to talk about what they had learned, how they felt and what to record in their Youthpass learning plans.

DAY 6

A full day of **creating media materials for schools**. In mixed teams, participants turned what they had learned into resources to take home, including the *AI Awareness Book*, a field guide to AI for secondary school students.

DAY 7

The last day was for **looking back**: reflecting on the whole week, the final evaluation of the project and the closing ceremony.

GETTING STARTED: TEAM BUILDING, RULES AND LEARNING PLANS

DAY 1 | 4 SESSIONS × 75 MIN | ALL 48 PARTICIPANTS | INDOOR + GARDEN | FACILITATOR + YOUTH LEADERS

WHY IT MATTERS

On the first morning, 40 young people from four countries met mostly as strangers, with a week of shared rooms, group work and very personal topics ahead of them. A youth exchange only works when people feel safe, know each other's names, trust each other and agree on how they want to live and learn together. Day 1 built that foundation.

HOW IT WENT

Intro session. The facilitator presented the project, its topics and the programme. Participants then shared their **fears, hopes and contributions**: what worried them about the week, what they hoped to gain and what they could bring to the group. The answers were collected on flipcharts.

Rules and team building. Instead of receiving a list of rules, participants were in charge of **setting up their own rules** for living and learning together during the week. Name games and Human Bingo broke the ice.

Trust and group building. In the hostel garden, groups played trust falls (a person in the middle of a tight circle gently pushed from hand to hand, then a jump into the arms of the group) and a competitive **rope race**, where two teams raced to pass every member through a rope loop. A **Secret Friend** game started too, and ran for the whole week.

Youthpass and learning plans. The last session introduced Youthpass and the eight key competences. Each participant wrote a personal learning plan: what they wanted to learn during the week, and how they would notice that they had learned it. The plans were revisited in the daily reflection groups.

RUN IT YOURSELF

- **75′** **Intro + expectations.** Short project presentation; three flipcharts "Fears / Hopes / Contributions"; sticky notes; read aloud and cluster.
- **75′** **Rules + ice-breakers.** Name game, Human Bingo, then small groups propose rules; the whole group agrees and everyone signs the poster.
- **75′** **Trust games outdoors.** Start soft (circle trust), raise the challenge (trust jump, rope race), always with a short debrief.
- **75′** **Youthpass + learning plans.** Explain the 8 key competences with examples; give quiet time to write.

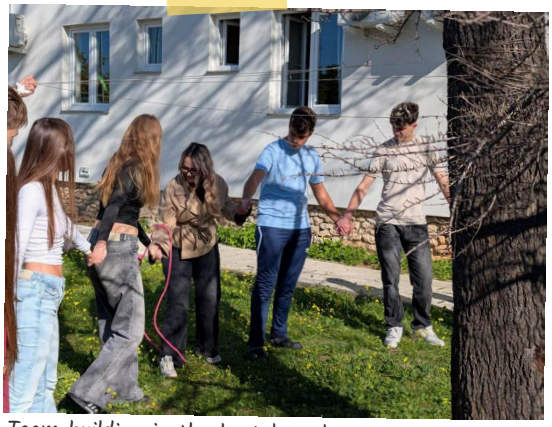
MATERIALS: flipcharts, sticky notes, markers, Human Bingo sheets, a long rope, Youthpass learning-plan sheets. All games are explained in the energiser playbook (pages 22–25).



Intro session.



Trust circle.



Team building in the hostel garden.



The rope race in the hostel garden.

COACH'S NOTE

Rules that participants write themselves are rules they actually keep. Put the poster on the wall and point to it, not to people, when something goes wrong.

WHEN THINGS GO WRONG: SIX CONFLICT SCENARIOS

DAY 1 | 75 MIN | 6 MIXED GROUPS | SCENARIO DISCUSSION + PRESENTATION

WHY IT MATTERS

A week with 48 people, shared rooms, four languages and late nights will bring tension: noise, language barriers, unequal work, careless jokes. Talking about conflicts *before* they happen gives everyone words, roles and solutions they can use when they do.

HOW IT WENT

The group first named what could go wrong during a youth exchange: language barriers, alcohol, unequal group work, cultural insensitivity and more. Each mixed group then received one realistic scenario, discussed its reflection questions and presented a plan: what each person could do, who should be involved and how to prevent it next time.

THE SIX SCENARIOS

1 Alcohol and cigarettes in the room

Some participants secretly drink in their room and get loud. Youth leaders walk in and an argument starts; participants feel attacked, leaders feel disrespected.

- How could participants take responsibility?
- Who should be contacted?
- What sanctions and long-term solutions make sense?

2 The loud "hangout room"

One room becomes the late-night party spot. A neighbour who can't sleep asks them to be quiet and is ignored.

- How do you raise it without making it worse?
- Who could mediate?
- How do you find compromise in shared space?

3 Unequal group work

One participant organises, prepares and presents everything while the others sit on their phones.

- How can they express feelings without blaming?
- How can work be divided fairly?
- What is the facilitator's role?

4 Language barrier

Two friends keep speaking their own language in an English-language programme; others feel left out.

- How can others raise it without offending?
- Should there be a common-language rule, and who sets it?
- What role does empathy play?

5 Cultural insensitivity

A "joke" about another participant's food, religion or tradition deeply offends them.

- How should the offended person respond?
- What should the "joker" do?
- How do we keep diversity valued?

6 Verbal and physical conflict

A late-night personal argument escalates into a physical fight while others watch, shocked.

- What should witnesses do first for safety?
- How can those involved calm down and take responsibility?
- What support repairs trust afterwards?



Talking it through in a circle: every voice counts.

RUN IT YOURSELF

10′ Energiser, then brainstorm "What could go wrong this week?"

25′ Six mixed groups, one printed scenario each, with reflection questions.

30′ Each group presents its scenario and solution (or acts it out) in 4–5 minutes; others add ideas.

10′ Agree on who to contact for what, and add new points to the group rules.

DEBRIEF

- ? Which scenario felt most likely to happen here?
- ? What is the difference between solving a conflict and winning it?
- ? Who is your "go-to" person this week?

COACH'S NOTE

No real names in scenarios. Let groups act it twice: the "bad" way, then the better way.

WHAT IS ARTIFICIAL INTELLIGENCE?

HR CROATIA

CROATIAN TEAM | 75 MIN | 4 MIXED GROUPS | POSTER & FLIPCHART MAKING | DISCUSSION

WHY IT MATTERS

Everyone uses AI, but very few people can explain what it actually is, how it learns, what it runs on or who controls it. Without that basic picture, it is impossible to judge AI critically. This opening workshop gave the whole group a shared vocabulary for the rest of the week, and showed that AI is not magic but data, maths, machines and people.

HOW IT WENT

The Croatian team opened the first workshop day with a short energiser and then moved straight into the main method: **group discussion and poster-making**. Participants were divided into four small mixed international groups. Each group looked at AI from a different angle: how AI learns, how it answers, what it runs on, and who controls it.

Every group received a **task** (the poster or diagram they had to produce) and a set of **discussion questions** to guide their talk while they worked. Many of the questions had no single right answer; they were designed to make participants argue, compare and question.

Groups then presented their posters to everyone. The workshop ended with a short reflection, where participants shared what surprised them, whether their understanding of AI had changed, and which questions they still had.

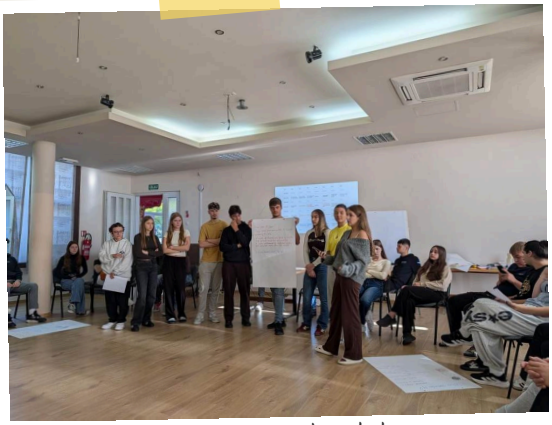
RUN IT YOURSELF

- **10′** Energiser of your choice (see the energiser playbook).
- **5′** Short input: "AI is everywhere, but what is it?" Form four mixed groups.
- **30′** Groups create their poster or diagram while discussing their questions. Phones allowed for research.
- **20′** Each group presents in 4–5 minutes; others ask one question each.
- **10′** Reflection: What surprised you? What do you still want to know?

MATERIALS: 4 flipchart sheets, markers, sticky notes, printed task cards with questions, phones or laptops for quick research.



Poster-making on the floor: research and drawing at the same time.



Presenting a group poster to the whole room.

COACH'S NOTE

Give each group one concrete product (a diagram, a map, a checklist). "Discuss AI" is too vague; "draw the journey of one AI question" gets everyone working.

WHAT IS AI? THE FOUR GROUP TASKS

1 How does AI learn?

Task: a diagram of the path from "data" to "working AI": where the data comes from, who prepares it, how the model is trained and tested.

- AI learned from billions of web pages, books, photos and videos. Whose work is that? Did they agree?
- Imagine AI learned only from the internet of your country. What would it know? What would it get wrong?
- A model trained mostly on English texts gives advice to a student in Serbia. Where could it go wrong?
- Behind every AI are people who label data, often for low pay in poorer countries. Why do we never hear about them?
- If you could choose what AI learns from, what would you add and what would you remove?

2 How does AI answer?

Task: a poster explaining how a chatbot works, using the words *pattern, prediction, probability, hallucination*.

- A chatbot does not look up the answer. So what does it do instead?
- Why can AI sound 100% sure and still be wrong? Why is this so hard to fix?
- You ask ChatGPT, Gemini and a friend the same question. How do you decide what to believe?
- Google, Wikipedia or a chatbot: which for a history test, a medical question and a broken bike? Why?
- Make a three-step checklist for "Is this AI answer true?"

3 What does AI run on?

Task: a poster of the journey of one AI question, from your phone, through cables, to a data centre and back. Mark what each step needs: chips, electricity, water, land, people.

- When you ask a chatbot something, where in the world is the computer that answers?
- A data centre can use as much electricity as a small city, and lots of water for cooling. Who should pay for that?
- Almost all AI chips come from one company, Nvidia. What happens if their supply stops?
- A company wants to build a data centre near your town: jobs, but higher electricity bills. Would you say yes? What would you ask first?
- AI companies promise AI will help fight climate change. What proof would you want?

4 Who controls AI?

Task: a "power map" of the main companies, their products, their home countries and who owns parts of whom.

- Match the tools to the companies: ChatGPT (OpenAI), Gemini (Google), Claude (Anthropic), Copilot (Microsoft), Meta AI (Meta), Grok (xAI), Le Chat (Mistral), DeepSeek. Which surprised you?
- Almost all of them are American or Chinese. Why? Where is Europe?
- These tools are free, but the companies are worth billions. So what are you paying with?
- Some models are "open" (anyone can download them), some "closed". Which would you trust more?
- A handful of companies control a tool used by billions. Who should keep them in check?

DEBRIEF

- ? What surprised you most about how AI works?
- ? Has your picture of AI changed? How?
- ? Which question would you still like to ask an AI expert?
- ? Would you explain AI differently to a 10-year-old now?

VARIATION

With younger groups, cut each list to two questions and let groups present their poster as a 60-second "TV news report".



Groups present their posters at the end of the workshop.

AI FOR STUDYING AND LEARNING

HR CROATIA

CROATIAN TEAM | 75 MIN | 5 MIXED GROUPS | HANDS-ON TESTING OF AI TOOLS | PRESENTATIONS

WHY IT MATTERS

For most students, AI first shows up as a homework helper. Used well, it is a patient tutor that explains, quizzes and plans. Used badly, it does the thinking for you and you learn nothing. This workshop let participants test real study tools on real school tasks, so they could see for themselves where AI helps and where it cannot be trusted.

HOW IT WENT

After a short energiser, the Croatian team divided participants into **five mixed international groups**. Each group explored one type of AI-powered learning tool: chatbots that explain school subjects, tools for language learning and translation, tools for summarising and organising information, quiz and exam-preparation tools, and tools for planning and time management.

Each group followed a step-by-step task sheet: choose a real school topic, research which tools exist for it, test the tool with carefully written prompts, check the answers against reliable sources, and list the tool's strengths and weaknesses. The tasks were concrete: a paragraph full of mistakes to correct, a scientific article to summarise in 100 words, a 10-question practice quiz to solve, and an imaginary student's busy week to plan.

Groups then presented how the tool worked, what it was useful for, and its limitations. The final reflection focused on responsible use: the risk of over-relying on AI, and how to use these tools as **support rather than a replacement** for learning.

RUN IT YOURSELF

10′	Energiser; form 5 groups; hand out task sheets (next page).
35′	Groups research tools, test them and fact-check the results. Each group needs at least one phone or laptop with internet.
20′	Presentations: topic, tool, prompt used, what worked, what had to be corrected.
10′	Reflection: "support, not replacement".

MATERIALS: printed task sheets, devices with internet, projector for showing prompts and answers, flipchart for the final list of "good habits".



Group work on the terrace.



Ideas go from phone to paper.

GOOD HABITS LIST

- Ask AI to explain, not to answer for you.
- Check facts in a textbook or trusted source.
- Give clear limits in your prompt.
- Solve first, look at the answer key later.
- Keep your own plan: AI suggests, you decide.

COACH'S NOTE

Always add a "check it" step. The most valuable moment is when a group finds a mistake in the AI's answer.

AI FOR STUDYING: THE FIVE TASK SHEETS

1 Chatbots that explain

Aim: can a chatbot help a student *understand* a topic, not just give an answer?

- Choose a difficult school topic (polymerisation, electricity, electromagnetic waves, algebra…).
- Research which chatbots suit it best.
- Ask broad, easy questions first, then ask for more detail and follow-ups.
- Compare the explanation with verified sources: is it correct, simple, on topic?
- Present: topic, chatbot, prompt, what it explained well, what you had to correct, how to use it responsibly.

2 Language learning and translation

First correct this paragraph yourselves, then with AI, and compare:

> *"Yesterday I go to school and meet my friend. We was very happy becuase we have a biology test, but we didn't studied enough. After schol, I go home and make my homewark…"*

Then try this prompt: *"Act as my English conversation partner. Ask me five questions about my hobbies and daily routine, one at a time. After each answer, tell me about important grammar or vocabulary mistakes and suggest a more natural way to say it."* Present accuracy, usefulness and one risk of relying on translation tools.

3 Summarising and organising

Summarise a scientific article (the group used doi.org/10.1080/00963402.1973.11455437) with clear limits: about 100 words, only information from the text, the 5 most important facts, key terms with definitions, and 5 possible test questions.

- Turn the summary into study notes.
- Compare with the original: anything missing, wrong or changed in meaning? Is it really easier to learn from?

4 Quizzes and exam preparation

Pick a weak subject (photosynthesis, quadratic equations, complex numbers…). Ask the AI to act as a high school teacher and create **7 multiple-choice questions, 2 short-answer questions and 1 harder question**, with an answer key shown only *after* you have solved it.

- Solve it. Are the questions clear, correct, too easy or too hard?
- Ask the AI to improve the quiz and compare versions.

5 Planning and time management

An imaginary student has an **English essay due Wednesday, a maths test on Thursday, a biology test on Friday**, regular homework, school all day and limited evening time. The group agreed how much time the student had each day (for example 90 minutes) and asked the AI for a realistic plan that prioritised the closest deadlines, left room for breaks and surprises, and explained why each task was placed where it was. Then they changed the situation (*"on Monday the student can only study for 20 minutes because of family obligations"*) and checked how well the AI adapted.

DEBRIEF

- ? When did AI actually help you understand, and when did it just give answers?
- ? What did you have to check or correct?
- ? Where is the line between support and cheating?

EXPECTED RESULT

Participants saw that AI study tools are genuinely useful, but that students still need to think critically, check facts and stay responsible for their own learning.

PROMPT CHEAT-SHEET FOR STUDENTS

Explain: "Explain [topic] step by step for a 16-year-old, with one everyday example. Then ask me one question to check I understood."

Tutor mode: "Don't give me the answer. Give me hints, one at a time, until I solve it myself."

Check my work: "Here is my solution. Tell me where I made a mistake, but don't correct it for me."

Summarise safely: "Summarise this text in 100 words using only information from the text. List anything you are unsure about."

Quiz me: "Make 10 questions from my notes, from easy to hard. Show answers only after I reply."

Plan: "I have [tests and deadlines] and [time per day]. Make a realistic plan with breaks and explain your choices."

AI AND MENTAL HEALTH

HR CROATIA

CROATIAN TEAM | 75 MIN | 5 MIXED GROUPS | GROUP DISCUSSION | THEATRE SCENES

WHY IT MATTERS

The AI young people meet most often is not a chatbot but the algorithm that decides what fills their feed. It shapes how they see themselves, how long they scroll and how anxious they feel about the future. Talking about this openly, and acting it out, helps young people recognise these patterns in their own lives and find ways to stay in balance.

HOW IT WENT

The Croatian team started with an energiser to create a relaxed, safe atmosphere for sharing personal reflections. Participants then split into five mixed groups. Each group discussed one topic and turned it into a **short theatre scene** showing a realistic situation from a young person's life.

After every performance, the audience discussed what they had seen, how it related to real life and which emotions were involved. The workshop closed with a reflection on how AI affects mental health and which strategies help keep emotional balance in digital environments.

GROUP TASKS: FIVE SCENES

1. **Comparison culture and self-image**
   How algorithms decide what young people see, and how filtered "perfect lives" affect self-esteem.
2. **Attention and digital overload**
   Constant notifications, endless scrolling and the feeling of never switching off.
3. **Online identity and pressure**
   How AI-driven platforms influence the way young people present themselves.
4. **Anxiety about AI and the future**
   Worries about school, jobs and technology changing faster than we can keep up.
5. **Positive uses of AI for wellbeing**
   Tools that help with organisation, relaxation or emotional support, and their limits.



A scene for the group.



Preparing a scene.



Opening circle: a safe space to share.

RUN IT YOURSELF

- **10′** Calm energiser; agree on safe-space rules.
- **20′** Groups discuss their topic and build a 2–3 minute scene.
- **30′** Scenes + short discussion after each one.
- **15′** Reflection: one strategy per person.

COACH'S NOTE

Have a youth leader ready in case someone gets emotional, and share a helpline (116 111 for young people across Europe).

IMAGINING THE FUTURE OF AI AND OUR LIVES

RS SERBIA

SERBIAN TEAM | 75 MIN | 5 MIXED GROUPS | THEATRE & ROLE-PLAY | FUTURE SCENARIOS

WHY IT MATTERS

The future of AI is not decided yet. It is shaped by choices that companies, governments and ordinary people make today. When young people act out possible futures, they stop seeing AI as something that simply "happens to them" and start asking which future they actually want, and what role they can play in getting there.

HOW IT WENT

The Serbian team opened the afternoon with an energiser for creative thinking. Participants were divided into five mixed international groups, and each group imagined life in the future in one area. Their job was to prepare a **short theatrical scene** showing a possible future scenario: hopeful, worrying or both.

After the performances, the whole group discussed what kind of future they would like to live in, and which role young people can play in shaping how AI develops. The workshop ended with a reflection where participants shared key messages, hopes and concerns about the future of AI and their own lives.

GROUP TASKS: FIVE FUTURES

1. **AI in education**
   How might learning and schools change? AI tutors, new kinds of exams, the role of teachers.
2. **AI and work**
   Future jobs and working conditions: which jobs disappear, which appear, who benefits.
3. **AI and social life**
   Relationships, friendship and communication in a world full of AI.
4. **AI and democracy**
   Decision-making, voting, news and participation in society.
5. **AI, health and wellbeing**
   How technology could support, or challenge, a healthy lifestyle.



A scene around the table.



Planning in a small group.

RUN IT YOURSELF

- **10′** Creative energiser.
- **5′** Set the scene: "It is the year 2040…" Form 5 groups.
- **20′** Groups build a 3-minute scene. Rule: every member must play a role.
- **25′** Performances + one question from the audience after each.
- **15′** Discussion and reflection.

DEBRIEF

- ? Which future would you like to live in? Which one scared you?
- ? What has to happen *now* for the good version to come true?
- ? What can young people do?

COACH'S NOTE

Ask each group to show the same future twice: once where AI is a friend, once where it is a foe.

AI FOR CREATIVITY AND PROBLEM-SOLVING

RS SERBIA

SERBIAN TEAM | 75 MIN | 5 MIXED GROUPS | HANDS-ON CREATIVE WORK | POSTER PRESENTATIONS

WHY IT MATTERS

AI can produce ideas, stories and plans in seconds, so what is left for human creativity? This workshop showed that AI works best as a brainstorming partner and assistant, while the choices, the taste, the humour and the responsibility stay with people. Knowing how to combine both is a key skill for school, work and life.

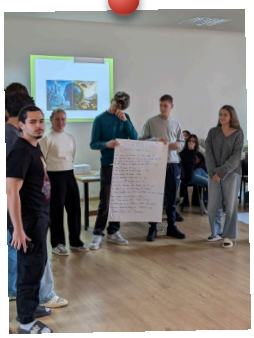
HOW IT WENT

After an energiser to get creative juices flowing, participants split into five mixed groups. Each group explored a different way AI can be used creatively or to solve problems, and completed a **practical task** with AI tools: generating ideas for a campaign, writing a story, planning an event, designing a visual concept, or helping a team reach a decision.

The groups recorded their process on large posters and presented them: how they used the tool, which problem it helped solve, and its benefits and limitations. The final reflection focused on how AI can support creativity **without replacing human ideas**, and why critical thinking and responsibility matter when we let AI help us solve problems.



The "storytelling and writing" group.



Presenting the poster.



Every group explained its process, benefits and limits.

GROUP TASKS

1. **Idea generation**
   Use AI to brainstorm ideas for a project, campaign or creative task, then choose and improve the best one yourselves.
2. **Storytelling and writing**
   Test how AI can help structure a story, poem or short text, and compare it with your own version.
3. **Everyday problems**
   Plan an event, organise tasks or solve a common challenge with AI's help.
4. **Design and creative planning**
   Use AI to support visual concepts and presentation ideas.
5. **Collaborative problem-solving**
   Test whether AI can support teamwork and help a group make a decision.

RUN IT YOURSELF

10′	Creative energiser.
35′	Groups complete their task with AI and document it on a poster.
20′	Poster presentations.
10′	Reflection.

DEBRIEF

- ? Which ideas were yours, and which were AI's?
- ? When did AI make the result better, and when worse?

YOUNG PEOPLE SHAPING AI RESPONSIBLY

RS SERBIA

SERBIAN TEAM | 75 MIN | 5 EMOJI GROUPS | MANIFESTO MAKING | ACTING & DANCE

WHY IT MATTERS

Young people are among the heaviest users of AI, yet they are almost never asked how it should be built, used and controlled. This workshop turned a week of discussions into clear principles and demands, a youth voice that can be taken to schools, local communities and decision-makers.

HOW IT WENT

The Serbian team started with a 15-minute **"Just Dance Battle"**, which created a fun and positive atmosphere. Participants were then divided into groups by **picking emoji papers from a hat**; each emoji represented a different emotion.

Each group received two questions linked to its theme and a large sheet of paper to write its answers on and decorate. This part lasted about 30 minutes. Then each group presented its answers **while acting out the emotion of its emoji**, which made the presentations creative and very entertaining. Together, the sections formed a joint youth manifesto on responsible AI.

To finish, everyone played Just Dance together, this time without competing, for a fun and inclusive ending. The workshop encouraged teamwork, creativity, communication and emotional expression.

GROUP TASKS: THE FIVE MANIFESTO SECTIONS

1. **Ethical and fair AI:** equality, bias and responsibility.
2. **Mental health and wellbeing:** AI should support, not harm, young people's emotional health.
3. **Privacy and data protection:** how personal data should be handled.
4. **Education and learning:** responsible use of AI in schools.
5. **Youth participation:** how young people should be included in decisions about AI.

DEBRIEF

- ? Which demand in our manifesto is most urgent?
- ? Who needs to hear it: our school, our town, the EU?
- ? What can each of us do starting tomorrow?



The Just Dance Battle.



"AI and privacy".



Ready to present.



"AI in education", presented in character.

COACH'S NOTE

The emoji twist turned a "serious" topic into laughter, and people remembered the content better. Print the manifesto and hang it in your school!

HISTORY OF AI

RO ROMANIA

ROMANIAN TEAM | 75 MIN | 5 MIXED GROUPS | KAHOOT QUIZ | THEATRE & ROLE-PLAY

WHY IT MATTERS

AI did not appear out of nowhere with ChatGPT. It grew from centuries of ideas, decades of computers, the internet, data collection and social media. Knowing this story helps young people understand why AI works the way it does today, why it collects so much data, and why its "sudden" rise has deep roots.

HOW IT WENT

The Romanian team warmed the group up with **The Molecule Game**: everyone walked around the room to music, and when the music stopped the facilitators called out a number and participants had to form groups of exactly that size, or were out.

Next came a **Kahoot quiz** to spark curiosity and highlight key moments in AI's history. Then the main method began: **theatre and role-play**. Five mixed groups each received a different stage in the development of AI, plus **printed material** with the facts they needed for their period.

To make the scenes more fun, every group was also given a surprising **setting and roles**: pirates, cavemen, robots, a mafia family, and more. Imagine cavemen discovering social media algorithms! Each group prepared a short scene showing the key ideas, changes or challenges of its period.

After the performances, participants discussed what they had learned from each scene and how AI's development has shaped society and young people's lives. A short reflection closed the session.

GROUP TASKS: FIVE PERIODS

1. **Early ideas and science fiction**
   Myths, automatons and sci-fi stories about thinking machines.
2. **The first computers and AI programmes**
   From early computers to the first programs that "thought".
3. **The internet, data and recommendations**
   How the web and data collection changed everything.
4. **Social media and algorithm-driven content**
   Feeds, likes and what the algorithm decides we see.
5. **AI today**
   Recent breakthroughs and AI in everyday life.



The Molecule Game: quick, form a group!



A group on stage in front of everyone.

RUN IT YOURSELF

8′	Molecule Game.
10′	Kahoot quiz on AI history (about 10 questions).
25′	Groups read their fact sheet, draw a setting card and prepare a 3-minute scene.
20′	Scenes in chronological order.
12′	Discussion and reflection.

MATERIALS: music, Kahoot on a projector, printed fact sheets per period, setting cards, simple props.

COACH'S NOTE

Play the scenes in time order: the room "travels" from myths to ChatGPT in 20 minutes.

AI FOR CREATIVE CONTENT: VIDEO, IMAGES, MEDIA

RO ROMANIA

ROMANIAN TEAM | 75 MIN | 5 MIXED GROUPS | HANDS-ON CREATIVE WORK | NO PHONES!

WHY IT MATTERS

AI can now make images, songs and videos that are hard to tell apart from human work. Young people create and share media every day, so they need to know how these tools work, how to spot AI-made content, and how to deal with authorship, originality and copyright.

HOW IT WENT

The session started with **Simon Says**: participants could only follow an instruction if it began with "Simon says…", or they were out. Then the Romanian team ran three quick challenges:

1. **Match the prompt:** participants matched written prompts to the AI-generated content they had produced.
2. **Human or AI?** They had to tell AI-generated images from human-made ones.
3. **The AI song:** the team played a song generated with AI. The lyrics were written by the team itself, showing how human input and AI output combine.

For the main task, five mixed groups each received an **object, a character and a setting**. They first invented the storyline of a movie, then wrote the prompt for its **movie poster**, all without phones. The facilitators turned each prompt into an image with AI, and the posters were revealed one by one as each group told its plot. Everyone voted for the best poster and storyline.

The reflection covered the ethics of AI-generated media: who is the author, what is original, what about copyright, and how to share AI-made content responsibly.

MOVIE-POSTER CARDS (EXAMPLE)

Object: an old umbrella · **Character:** a retired astronaut · **Setting:** a fish market
Write the story in 3 sentences, then a prompt that describes the poster: style, colours, title, mood.

DEBRIEF

- ? Who is the author of your poster: you, the AI or the people whose art trained it?
- ? Should AI images always be labelled?

COACH'S NOTE

Keep phones away while groups write: the human imagination comes first, the AI only illustrates it.



"Human or AI?" Which picture was made by a machine?

RUN IT YOURSELF

7′	Simon Says.
15′	Three challenges: match the prompt, human or AI, the AI song.
25′	Groups write storyline + poster prompt (no phones).
15′	Facilitators generate the posters; reveal and vote.
13′	Ethics reflection.



Presenting group ideas to the room.

AI, ATTENTION AND INSTANT GRATIFICATION

RO ROMANIA

ROMANIAN TEAM | 75 MIN | 5 MIXED GROUPS | SHORT INPUT | POSTER MAKING

WHY IT MATTERS

Notifications, autoplay, likes and endless feeds are designed by AI systems to capture as much attention as possible. Many young people feel the effects in their concentration, sleep, school results and mood. Understanding the mechanism is the first step to taking back control.

HOW IT WENT

The Romanian team started with a **Rock-Paper-Scissors tournament**: pairs played, the loser became the winner's cheering fan and followed them to the next duel, until the whole room was cheering for two finalists.

A short **presentation** followed on how AI-driven platforms capture attention, what instant gratification is, and how it affects learning and mental and emotional health.

Then five mixed groups had to **pretend they were organising a youth conference** on their topic and create a poster to promote it, using drawings, keywords, symbols and short messages. The groups presented their posters and explained the ideas behind them. The final reflection asked how AI influences attention in everyday life and which practical steps can reduce distractions and support focus and wellbeing.

GROUP TASKS: FIVE CONFERENCE POSTERS

1. **How platforms capture attention**
   Notifications, recommendations, autoplay.
2. **Instant gratification**
   Likes, views and quick feedback as short-term rewards.
3. **Concentration and learning**
   Constant stimulation and its impact at school.
4. **Emotional effects**
   Stress, anxiety and frustration from always being online.
5. **Managing attention**
   Limits and healthier digital habits.



Rock-Paper-Scissors: the fan club grows.



Poster in progress.



Symbols & slogans.

8′	Rock-Paper-Scissors tournament.
10′	Short presentation.
30′	Conference posters.
27′	Presentations + reflection.

COACH'S NOTE

The "conference poster" framing makes groups think about solutions and audiences, not just problems.

ETHICS AND RESPONSIBILITY IN AI

PT PORTUGAL

PORTUGUESE TEAM | 75 MIN | 5 MIXED GROUPS | GROUP DISCUSSION | PRESENTATIONS

WHY IT MATTERS

AI systems collect our data, make decisions about people and produce content that can deceive. Behind every one of these lies an ethical question: is it fair, who is responsible, what is true? Young people make ethical choices with AI every day, often without noticing. This workshop gave them space to notice, argue and form their own position.

HOW IT WENT

The Portuguese team chose **open group discussion** as its main method, so participants could share opinions freely and reflect on difficult questions. Participants were divided into five mixed international groups, and each group explored one ethical topic in depth.

Each group then presented the main points of its discussion to everyone, often showing that people from different countries saw the same issue in different ways. The workshop closed with a reflection: what participants found challenging, whether their views had changed, and how ethical thinking can guide responsible use of AI in everyday life.

GROUP TASKS: FIVE ETHICAL QUESTIONS

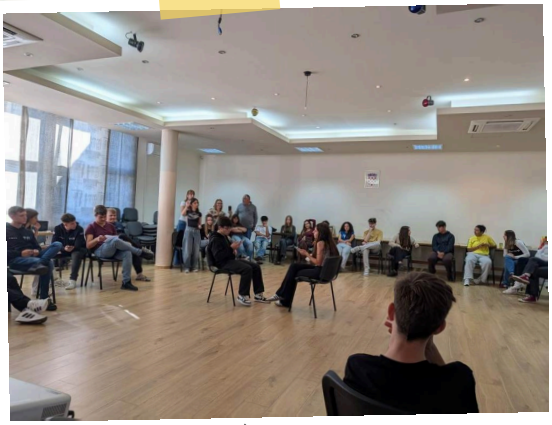
1. **Privacy and data protection**
   How is our personal data collected and used by AI systems? What should never be collected?
2. **Bias and fairness**
   Can AI ever be neutral? How does discrimination get into algorithms?
3. **Responsibility and accountability**
   Who is responsible when an AI system makes a mistake or causes harm: the developer, the company, the user?
4. **Misinformation and deepfakes**
   AI-generated content and trust in online information.
5. **Ethical use by young people**
   Personal responsibility and everyday choices: homework, photos of friends, sharing content.



Presenting a group's conclusions.



Sharing the main points.



Discussion in a big circle.

RUN IT YOURSELF

- **10′** Energiser.
- **30′** Groups discuss their topic with 3–4 guiding questions and agree on key points.
- **25′** Presentations, with questions from the room.
- **10′** Reflection.

DEBRIEF

- ? What did you find most difficult to agree on?
- ? Did anyone change your mind?

AI FOR ACCESSIBILITY AND INCLUSION

PT PORTUGAL

PORTUGUESE TEAM | 75 MIN | BUTTON-RACE QUIZ | 6 TEAMS | AI VS HUMANS CHALLENGE

WHY IT MATTERS

For people with disabilities, learning difficulties or a different first language, AI tools such as text-to-speech, live captions, translation and image description can remove real barriers. But AI is not always better than people. Knowing when to rely on AI and when on our own thinking is a skill everyone needs.

HOW IT WENT

Energiser: Follow the Leader. One person left the room while the group secretly chose a "leader" who started movements that everyone copied. The person came back to the middle of the circle and had to discover who the leader was.

Quiz (25 min). Everyone gathered at one end of the room with a **button** at the other end. Quiz questions on accessibility and AI appeared on a big screen, made in Canva. Whoever knew the answer raced to the button. A correct answer won a fruit candy or a fennel candy; a wrong answer gave someone else the chance to answer.

Who does it better: AI or humans? (25 min). Participants were divided into **six teams** with three different scenarios. Two teams got the same scenario: **one team could use AI, the other was not allowed to**. Comparing the results showed when AI performed better, and when relying on one's own thinking was the better choice.

A closing reflection asked why accessibility matters, how AI can support equal participation, and why technology must be designed in an inclusive, human-centred way.

SCENARIO IDEAS TO TRY

Write an easy-to-read version of a school notice · describe a photo for a blind classmate · plan an accessible trip for a wheelchair user · translate a welcome message for a refugee family. *(Suggestions for your own version.)*

DEBRIEF

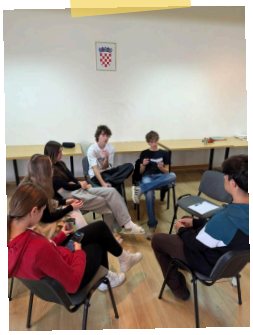
- ? In which scenario did AI clearly win, and where did people do better?
- ? Who benefits from accessibility tools? (Hint: everyone, at some point.)
- ? What should designers of AI tools always keep in mind?

COACH'S NOTE

The button race turns a quiz into a sport. Put the button far enough away that people really have to run, and keep sweets for everyone at the end.



Follow the Leader: who starts the moves?



Team with AI…



…and without.

10′	Follow the Leader.
25′	Button-race quiz.
25′	AI vs humans challenge.
15′	Compare results, reflect.

MATERIALS: a buzzer or button, quiz on screen, small prizes, scenario cards, devices for the AI teams.



The quiz rules on the big screen.

SOCIAL LIFE IN THE AGE OF AI

PT PORTUGAL

PORTUGUESE TEAM | 75 MIN | DEBATE | TEAMS FOR AND AGAINST

WHY IT MATTERS

AI shapes who we meet, what we talk about and how we spend time with friends: recommendation feeds, dating apps, chatbots that feel like friends. Debating these questions trains young people to listen, argue with evidence and respect different views, and helps them decide for themselves what healthy relationships in a digital society look like.

HOW IT WENT

The Portuguese team turned the last workshop of Day 5 into a **debate**. Participants debated in groups on three statements about AI and social life, including:

"AI WILL OVERTAKE HUMAN JOBS."

"AI IS BAD FOR CONNECTING WITH OTHERS: IT INCREASES ISOLATION."

Teams prepared arguments for and against, then faced each other in rounds of statements and rebuttals while the rest of the group listened and asked questions. The debate touched on online friendships, face-to-face contact, social pressure and FOMO, and the positive side: AI connecting people across borders and helping shy or isolated people take part.

RUN IT YOURSELF

- **10′** Energiser.
- **15′** Teams draw a statement and a side (for/against) and prepare 3 arguments + examples.
- **35′** Debate rounds: opening (2 min per side), rebuttal (1 min), questions from the audience.
- **15′** Step out of role: what do you *really* think?



Debate teams facing each other.



Preparing arguments at the debate tables.

DEBRIEF

- ? Was it hard to argue for a side you don't agree with?
- ? Which argument from the other side stayed with you?
- ? How do you keep friendships healthy in a digital world?

COACH'S NOTE

Assign sides randomly. Arguing the opposite of your opinion is the best training for critical thinking.

MID-TERM EVALUATION & FOLLOW-UP PROJECT WORKSHOP

DAY 4 | 2 × 75 MIN | AFTERNOON: FREE TIME AND EXCURSION

MID-TERM EVALUATION

Halfway through the week, the group stopped to look back. Participants assessed the first three days: the workshops, the group atmosphere, their own learning and how they were feeling. Their feedback was used to adjust the second half of the programme, and they checked progress on their Youthpass learning plans.

WHY IT MATTERS

An evaluation at half-time, not only at the end, means participants' feedback can still change something. It also shows young people that their opinion counts.

RUN IT YOURSELF (IDEAS)

- **Weather report:** "Today my mood is sunny / cloudy / stormy, because…"
- **Target board:** sticky dots on a target for content, methods, group atmosphere and food; the closer to the centre, the better.
- **Keep / Stop / Start:** one sticky note each.
- **Learning-plan check:** 10 quiet minutes with your Youthpass plan.

FOLLOW-UP PROJECT WORKSHOP

The second session looked beyond Zadar. Participants explored how the partnership and the topic could continue after the exchange, and started shaping ideas for a **follow-up youth exchange**: which topic it could address, where and when it could take place, and what young people themselves could organise.

WHY IT MATTERS

A youth exchange should not end on the last day. Planning a follow-up keeps international friendships alive and turns participants into future project organisers.

RUN IT YOURSELF (IDEAS)

- **Idea market:** each mixed group pitches one project idea in 2 minutes.
- **Project canvas:** topic, aim, participants, activities, host country, timeline.
- **Dot voting** for the favourite idea, then a first to-do list.

COACH'S NOTE

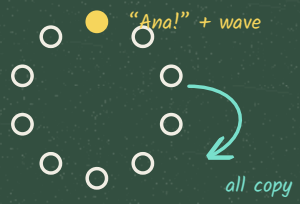
A lighter Day 4 (two sessions, then free time and an excursion) recharged the group before the intense second half of the week.

THE ENERGISER PLAYBOOK · 1: FIRST-DAY ICE-BREAKERS

Every workshop in Zadar started with an energiser of up to 10 minutes. They woke people up, mixed the nationalities and made it easier to speak in front of the group. Here are all 18 games we played, as playbook diagrams: • leader · • players / team A · • out / team B · arrows = movement.

NAME & MOVEMENT 01

CIRCLE · ANY SIZE · 10 MIN



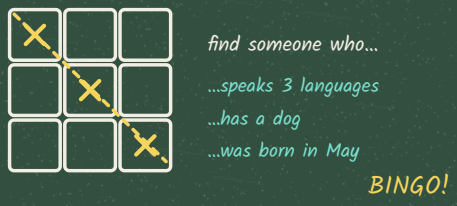
1. Stand in a circle.
2. One by one, say your name, your country and a movement that represents you.
3. The whole group repeats the name and copies the movement.

✎ *Later rounds: repeat all the names and moves so far!*

DAY 1

HUMAN BINGO 02

WHOLE ROOM · 15 MIN · BINGO SHEETS



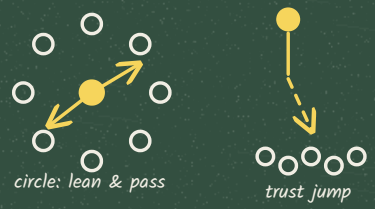
1. Everyone gets a sheet with squares such as "find someone who speaks three languages".
2. Mingle and find a different person for each square; they sign it.
3. First full line or full sheet shouts "BINGO!"

✎ *Mix fun facts with country facts to start cultural conversations.*

DAY 1

TRUST FALLS & TRUST JUMP 03

CIRCLES OF 7-9 · OUTDOORS · 15 MIN



1. A person stands stiff in the middle of a tight circle, eyes closed, and leans; the circle gently passes them around.
2. Level 2: the person falls or jumps backwards into the arms of the group.

✎ *Safety first: soft ground, no jewellery, and the faller always says "ready?".*

DAY 1

ROPE RACE 04

2 TEAMS · OUTDOORS · 10 MIN · 2 ROPES



1. Split into two teams; each gets a rope tied in a loop.
2. The whole team must pass through the loop, one by one, without letting go of hands.
3. Fastest team wins; then plan a strategy and race again.

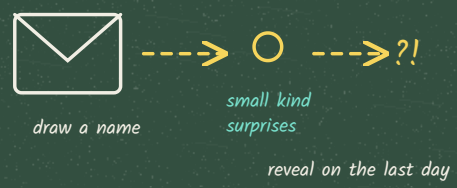
✎ *The second round is always faster. Ask why!*

DAY 1

ENERGISERS · 2: CIRCLES & CHAIRS

SECRET FRIEND 05

WHOLE GROUP · THE WHOLE WEEK



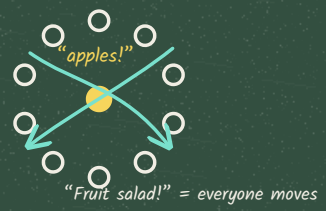
1. Everyone draws a name from a hat and keeps it secret.
2. During the week, do small kind things for your secret friend: notes, sweets, help.
3. On the last day, everyone guesses and the friends are revealed.

✎ *Keep it kind and small; no expensive gifts.*

DAY 1 → DAY 7

FRUIT SALAD 06

CIRCLE OF CHAIRS · 10 MIN



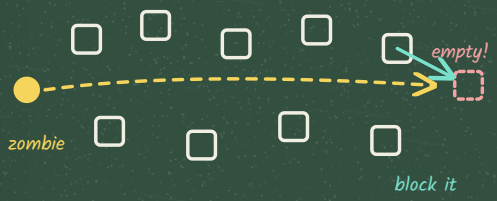
1. Sit in a circle with one chair fewer than players; give everyone a fruit name (3–4 fruits).
2. The person in the middle calls a fruit; all those fruits swap seats while the caller grabs a chair.
3. Whoever is left standing calls next. "Fruit salad!" = everyone moves.

✎ *Use AI words instead of fruits: data, chip, robot…*

USED ACROSS THE WEEK

ZOMBIE CHAIR 07

CHAIRS SCATTERED · 15 MIN



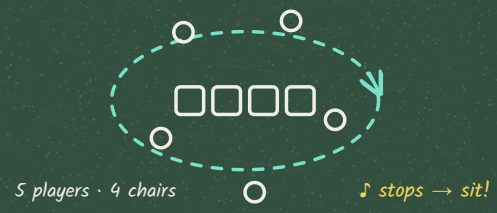
1. Everyone sits on a chair spread around the room; one chair stays empty.
2. The "zombie" walks slowly towards the empty chair.
3. Players move seats to block it; if the zombie sits down, the player who failed to stop it becomes the next zombie.

✎ *No running for the zombie, but plenty of panic for everyone else!*

USED ACROSS THE WEEK

MUSICAL CHAIRS 08

CHAIRS IN A RING · 10 MIN · MUSIC



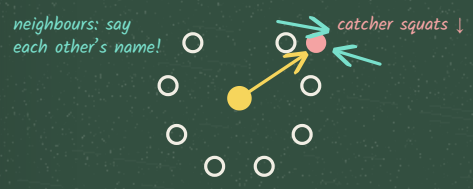
1. Chairs in a ring, one fewer than players.
2. Walk around while the music plays.
3. When it stops, sit; whoever has no chair is out, and one chair is removed.

✎ *Final round = two players, one chair, huge cheering.*

USED ACROSS THE WEEK

NAME BALL DUEL 09

CIRCLE · 10 MIN · A SOFT BALL



1. The person in the middle throws the ball to someone in the circle.
2. The catcher squats immediately.
3. The two people on the catcher's left and right must say each other's name; the slower one (or the one who forgets) is out.

✎ *Perfect on Day 2, when names are still shaky.*

USED ACROSS THE WEEK

ENERGISERS · 3: QUICK REACTION GAMES

THE MOLECULE GAME 10

WHOLE ROOM · 5-8 MIN · MUSIC



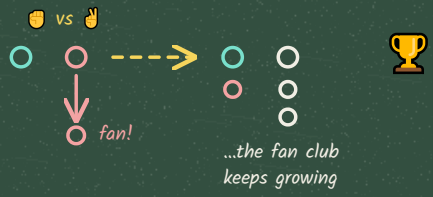
1. Walk around the room while music plays.
2. The music stops and a number is called.
3. Form groups of exactly that size; whoever is left out is eliminated.
4. Play until three winners remain.

✎ *Use the last number to form the workshop groups!*

ROMANIAN TEAM · HISTORY OF AI

ROCK-PAPER-SCISSORS FAN CLUB 11

WHOLE ROOM · 5-8 MIN



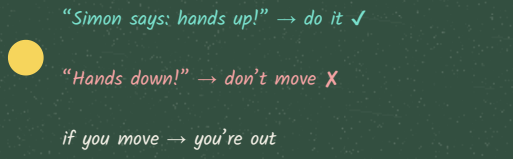
1. Everyone finds a partner and plays.
2. The loser becomes the winner's fan: stands behind them and cheers.
3. Winners find new opponents; fans follow their champion.
4. The final duel has two huge cheering crowds.

✎ *Loudest energiser of the week, guaranteed.*

ROMANIAN TEAM · ATTENTION WORKSHOP

SIMON SAYS 12

WHOLE ROOM · 5-8 MIN



1. The leader gives movement instructions.
2. Only follow if the instruction starts with "Simon says...".
3. Move without "Simon says" and you're out.

✎ *Speed up and use AI words: "Simon says: type like a robot!"*

ROMANIAN TEAM · CREATIVE CONTENT

DAY AND NIGHT (DAN – NOĆ) 13

WHOLE ROOM · 5 MIN



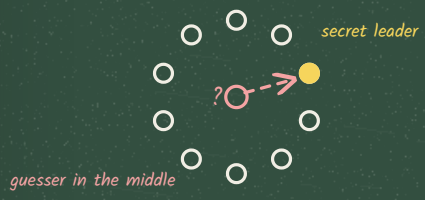
1. The leader calls "Dan!" (day): everyone stands up straight.
2. "Noć!" (night): everyone squats.
3. The leader repeats words, says them fast or fakes them; whoever makes a mistake is out.

✎ *Teach the words in every partner language for a multilingual round.*

A SERBIAN ENERGISER

FOLLOW THE LEADER 14

CIRCLE · 10 MIN



1. One person leaves the room.
2. The circle secretly chooses a leader who starts movements; everyone copies them.
3. The guesser comes back to the middle and has three tries to find the leader.

✎ *Leaders: change movements while the guesser looks away.*

PORTUGUESE TEAM · ACCESSIBILITY

ENERGISERS · 4: DANCE, TALK, SEARCH

JUST DANCE BATTLE 15

TEAMS · 10-15 MIN · SCREEN + SPEAKERS



1. Put a Just Dance video on the big screen.
2. Two teams dance against each other; the audience or the score decides.
3. End with a final song where everyone dances together, without competing.

Choose songs everyone knows. It gets shy people moving.

SERBIAN TEAM · SHAPING AI RESPONSIBLY

FREEZE DANCE CHALLENGE 16

WHOLE ROOM · 5-10 MIN · MUSIC

♪ ♫ music on → dance!

■ music stops → FREEZE

still moving? → 10 squats 💪

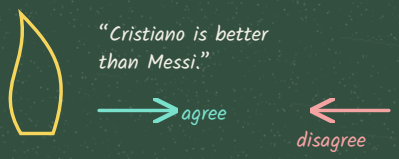
1. Everyone dances while the music plays.
2. When the music stops, freeze!
3. Anyone still moving gets a challenge: 10 push-ups, squats or jumping jacks.

Facilitators can do the challenges too.

USED ACROSS THE WEEK

HOT TAKES 17

GROUPS OR WHOLE ROOM · 10 MIN



1. Each person shares a "hot take", a bold opinion such as "Cristiano is better than Messi".
2. Others move to the "agree" or "disagree" side of the room.
3. One person from each side gets 20 seconds to argue.

A light warm-up before a debate or ethics workshop.

USED ACROSS THE WEEK

PUZZLE HUNT 18

SMALL GROUPS · 15 MIN · PRINTED PUZZLES



1. Before the session, hide puzzle pieces around the room or house.
2. Groups search for their pieces (colour-coded per group).
3. First group to complete its puzzle wins.

Print a project word or an AI picture on the puzzle as a hint for the next workshop.

USED ACROSS THE WEEK

CHOOSING THE RIGHT ENERGISER ★

1. **Before thinking work** (ethics, debate): calm focus games such as Simon Says, Day and Night.
2. **After lunch**: big movement, such as Freeze Dance, Just Dance, Zombie Chair.
3. **To form groups**: the Molecule Game ends with groups ready to work.
4. **Early in the week**: name games and trust games.
5. **Keep it inclusive**: offer a role (judge, DJ, caller) to anyone who prefers not to run or touch.



Dance break!



Trust circle, Day 1.

INTERCULTURAL EVENINGS: CROATIA & ROMANIA

Learning in a youth exchange does not stop at dinner. On two intercultural evenings, each national team presented its culture and traditions through its own creative activities, and every team brought typical food from home to share. For many participants these evenings were the moment the four teams truly became one group.

WHY IT MATTERS

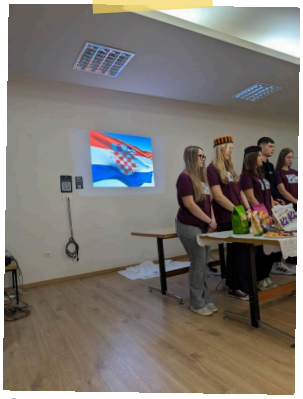
Intercultural evenings turn "the Portuguese" or "the Serbs" into real people with stories, music and recipes. Presenting your own culture makes you look at it with fresh eyes; experiencing others breaks down stereotypes better than any lecture.

CROATIA: NATIONAL COSTUME

The Croatian team, as hosts, opened the first evening. They brought **traditional national costumes** and presented them to the group, together with a presentation about Croatia and a table of Croatian food.



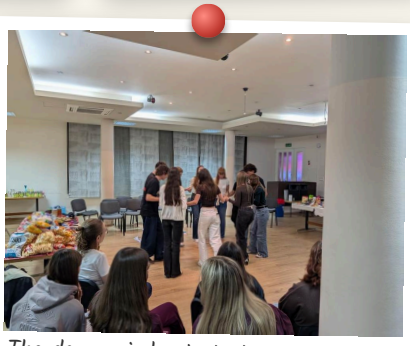
The Croatian team, with traditional costumes and food.



Presenting Croatia.



A taste of home.



The dance circle starts to grow.

ROMANIA: TWO CULTURES, ONE DANCE

The Romanian participants are **ethnic Hungarians** from Satu Mare, so they presented **both Romanian and Hungarian culture**. The highlight was the **devil's road dance** for the whole group. Their table, covered with embroidered cloth, was full of typical food and sweets.



The Romanian table, with embroidered cloth and treats.

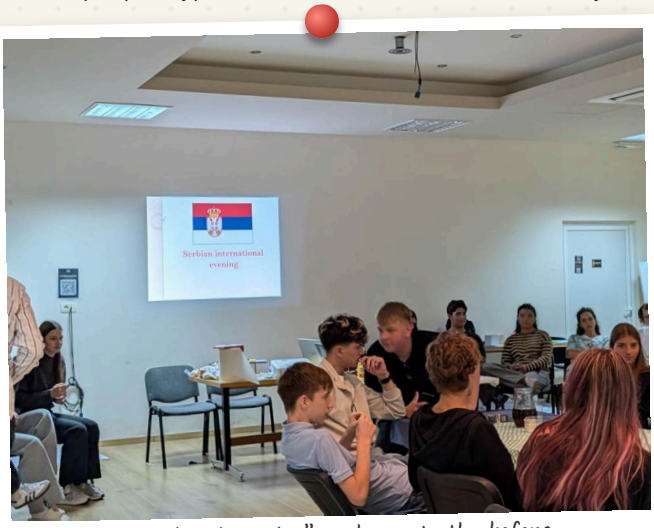


Everyone joins the dance.

INTERCULTURAL EVENINGS: SERBIA & PORTUGAL

SERBIA: AN EVENING IN THE KAFANA

The Serbian team chose **theatre**. They turned the room into a **kafana**, the traditional Serbian tavern, and acted out a scene in which friends sitting at the table talked about different parts of Serbian culture and about famous and important Serbian people. Typical Serbian food was served to everyone.



"Serbian intercultural evening": welcome to the kafana.



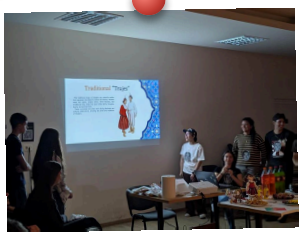
The audience enjoys the scene.

PORTUGAL: FROM MADEIRA WITH MUSIC

The Portuguese team, from Madeira, gave a **presentation** about Portugal's history and traditions, including the traditional costumes (*trajes*), followed by a **Portuguese dance**. Their table of typical Portuguese food closed the round of four very different evenings.



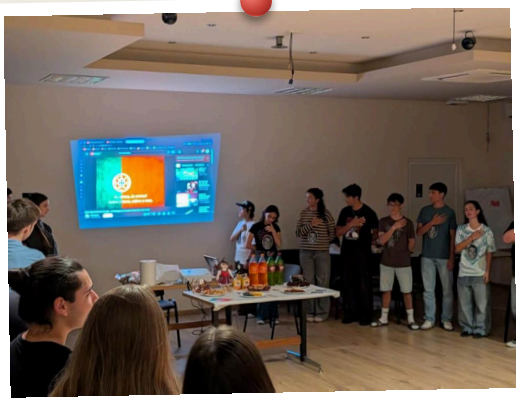
"History of Portugal".



Traditional "trajes".



Dancing together.



The Portuguese team on stage.

COACH'S NOTE

Give each team the freedom to choose its own format: costume, theatre, dance or quiz. The variety is what makes the evenings memorable.

RUN IT YOURSELF

- ? 15–20 minutes per country, plus food.
- ? One creative format per team, not just slides.
- ? End every presentation with an activity everyone can join.

SECTION 08 · FULL TIME

THE WHOLE TEAM

Croatia · Portugal · Romania · Serbia: 48 people, one group



"AI: Friend or Foe?", Zadar, October 2026

SREDNJA ŠKOLA GLINA · HR

SEDMA BEOGRADSKA GIMNAZIJA · RS

CN „KÖLCSEY FERENC" · RO

EBS BISPO D. M. F. CABRAL · PT

Thank you for every energiser, every poster, every debate and every dance.
See you at the next exchange!

CREDITS & ACKNOWLEDGEMENTS

ABOUT THIS BOOK

The **Workshop Resource Book** is an output of the Erasmus+ youth exchange **"AI: Friend or Foe?"** (project no. 2026-1-HR01-KA152-YOU-000394792), held at HI Hostel Zadar, Croatia, from 17 to 25 October 2026 and coordinated by **Srednja škola Glina**.

All workshops described here were designed and led by the national teams of young people from **Srednja škola Glina** (Croatia), **Sedma beogradska gimnazija** (Serbia), **Colegiul Național „Kölcsey Ferenc"** (Romania) and **EB Sec. Bispo D. Manuel Ferreira Cabral** (Portugal), with the support of their youth leaders and the facilitator.

All photos were taken during the youth exchange. Some workshops have photos from neighbouring sessions of the same week where no photos of that session were available.

USE IT, SHARE IT

This book is free to use, copy and adapt for non-commercial educational purposes. Please mention the project when you do. A companion output, the **AI Awareness Book**, explains AI for secondary school students.

WITH THANKS TO

Every participant who led a workshop, played every energiser (even Zombie Chair), presented a poster, danced the devil's road dance, sat in the kafana and joined the Portuguese dance; the youth leaders who supported their teams; and HI Hostel Zadar for hosting us.

DISCLAIMER

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Agency for Mobility and EU Programmes (AMPEU). Neither the European Union nor the granting authority can be held responsible for them.



One last dance.

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