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**Brno.
For you.**

VISUALIZE

DAY 1

VISUALIZE

VISUAL SPEED DATING



AIM

To get to know other participants; to visualize the words.

MATERIALS

*Paper
Pen
Chairs*



INSTRUCTIONS

- 1. Put the chairs in a row facing each other.*
- 2. Facilitator asks the question. One row answers the question to the person in front of them, second row draws the answer.*
- 3. Facilitator asks another question. The rows change the role. Ask 5-6 questions that way.*



REFLECTION QUESTIONS

- Where did you just come from before this training? What were you doing in the days before arriving to Czechia?*
- If you could be reborn as any animal, which one would you choose to be and why?*
- If you could take a long summer road trip, where would you go?*
- What did you enjoy creating/doing as a child? Do you still do it now?*
- If you could go to outer space, would you? Why or why not?*

CREATIVE NAME TAG



AIM

Introduce your name with creative name tag

MATERIALS

Papers, colour pens, glue, tapes



INSTRUCTIONS

- *Create an tag with your name using there is materials. Instead of letters you can use symbols. Also recycle materials.*
- *Firstly Decide what you are going to use. (Papers, colour pens, organic materials, flowers etc.) Secondly decide size of the papers, colors, shapes of the tag. make a personel connection with your name and shapes. Finally draw your name.*

PORTRAITS



AIM

Getting to know each other and getting out of comfort zone.

MATERIALS

Paper and colour pens



INSTRUCTIONS

- *Put two rows in chairs facing each other. One of the rows draws and the other is the model.*
- *Every minute everyone has to draw a part of the body, and then pass to the next one. The secuence is the following one:*
 1. *Face, neck and shoulders.*
 2. *Hair and eyebrows.*
 3. *Eyes*
 4. *Nose*
 5. *Mouth*

SHARED SYMBOLS



AIM

The main aim was to break the ice with the participants and encourage creativity and collaboration

MATERIALS

- Paper
- Colour pens
- Glue and scissors (If needed)



INSTRUCTIONS

the activity starts with participant sitting on chairs in front of each other in pairs. One side is drawing one side is modeling. One side starts drawing and have 1 minutes, and at the begging of the time you start drawing your partner.

we repeated this process 5 times, so each drawing was created by multiple people.

Steps to recreate the activity:

- 1.make all partecipants sit in front of each other.*
- 2.Give all partecipants papersheet and a pen*
- 3.set the timer*
- 4.when the time and when the time is up, switch with the other partecipant*
- 5.continue the process until the task is done*
- 6.share and laugh about the drawing*



REFLECTION QUESTIONS

- How can i contribute to the final result of the drawing?*
- What would i change and why?*

VISUALIZING OUR TRAINING



AIM

The main aim of this activity is to make easier something about the project, more accessible by creating a clear, simple, and understandable graphic for everyone to follow or to check.

MATERIALS

- Paper
- Colour pens
- Glue and scissors (If needed)



INSTRUCTIONS

The activity starts with a thinking phase, where we discuss ideas and plan together. Then we move on to the drawing phase, where we visually represent the plan we created. In between, we share feedback, compare ideas, and make small adjustments to improve the clarity and effectiveness of the final drawing.

If someone wants to recreate this activity, they can follow these steps:

- 1.start with brain-storming about the topic*
- 2.discuss together and find and agree of the plan.*
- 3.create the idea of the drawing*
- 4.share feedback*
- 5.finalize the drawing and exploit it to others*



REFLECTION QUESTIONS

- What was the most difficult and challenging thing about the plan? .*
- how can you improve the project for the people that will come next year?*

BALL MEMORY GAME WITH DRINKS



AIM

Remember names of the other participants by making a mental connection.

MATERIALS

Balls



INSTRUCTIONS

1. First round just announce your name associated with a drink
2. Circulate with a ball giving name associated with a drink,
3. Then announce your name and drink and the person name and drink your sending the ball to
4. And then give the ball to the person who will serve the ball to name/drink announced
5. Add balls step by step, people crossing each other



TIPPS:

- *Safe space to throw the ball*

DAY 2

VISUALIZE

WHAT WORKS?



AIM

The main aim is to develop participants' observation, critical thinking, and visual communication skills by exploring graphic designs in everyday public spaces. The activity encourages participants to reflect on what makes a design effective, attractive, confusing, or unsuccessful, while sharing and discussing different perspectives in a collaborative environment.

INSTRUCTIONS

Participants go outside in small groups or individually for about 10 minutes. During the walk, each participant takes photos of:

3 graphic designs, posters, signs, or visuals they find attractive or effective 1 design they consider confusing, unattractive, or difficult to understand Participants return to the workshop space.

Everyone uploads their photos to Padlet. Using a computer and projector, the group views the uploaded images together. Each participant briefly explains their choices and opinions. The group discusses similarities, differences, and the elements that influence visual communication.

MATERIALS

Smartphone
Padlet website
Computer
Projector



CIRCLE



AIM

Get to know what part of the brain activates analyzing visuals.

MATERIALS

Paper
Pen



INSTRUCTIONS

1. Give paper and pen to participants.
2. Tell to draw a dot on the paper.
3. Tell to start drawing a circle. They should draw the same circle non-stop without raising the hand from the paper. The facilitator is talking meanwhile.
4. In the end the facilitator asks to guess what part of the brain is activated analyzing visuals (1/3 of the brain)

VISUAL ACTIVITY CARD DECK



AIM

The aim of this activity was to create visual cards that help communicate ideas, emotions, and information that are sometimes difficult to express only with words.

MATERIALS

*Laptop
or paper and pencils*



INSTRUCTIONS

- First, participants were divided into groups based on a specific topic such as education, psychology, Erasmus, travelling, or youth work.
- Each group start by discussing the main objectives of their card set and thinki about what kind of messages they wanted the cards to represent.
- The group select the most important graphic and decided which cards to include in their toolkit.
- The groups start to create 32 cards.
- The cards could be handmade or designed digitally.
- Finally, the cards were organized into a complete visual toolkit that could be used to support communication, discussion, reflection, and interaction with young people.



REFLECTION QUESTIONS

- How it can be useful for someone who doesn't speak your language?
- Are the graphics that you used universal?

DAY 3

VISUALIZE

SKETCH & GUESS GAME



AIM

The main aim is to understand the importance of verbal communication using visuals and listening skills.

MATERIALS

Pen
Papers
Computer and pictures



INSTRUCTIONS

- The game can be replicated following this steps:
- Give paper and pens to all participants
- Choose one participant that can see the image and explain it verbally by using only geometrical shapes. The chosen one can't describe the picture using objects.
- Let the others listen and draw what they hear.
- See the results and discuss them.

VISUAL TEMPLATES



AIM

solving problems, visualize a situation

MATERIALS

Pen
Paper



INSTRUCTIONS

- *Look for an environment for the visual metaphor which fits better for your public (forest, mountain, sea, etc).*
- *Add metaphoric language visual concepts to represent obstacles, helps, confort zone, participants, tools, goals, etc*

STORY BOARDING



MATERIALS

*Pens
Paper
Canva*

A storyboard is made by visually planning a story before creating the final project. First, you think about the idea or message you want to communicate. Then you divide in 4 the story into the most important moments, almost like separating a movie into scenes. Each scene is placed inside a frame or box and shows what is happening at that moment. Inside every frame, you add simple drawings, photos, or symbols to represent the action, the characters, and the setting. Under the image, you can write a short description, dialogue, or notes explaining what happens in that scene. The goal is not to make perfect art, but to clearly show the sequence of events and how the story moves from beginning to end.

INSTRUCTIONS

- *Pick a topic, story*
- *Split the different situations/ steps*
- *Find visual symbols/pictograms for each*
- *Use post it as a preparation before drawing the final version*



REFLECTION QUESTIONS

- *Using 10 principles to check at the end*

This collection of resources was developed during the Erasmus+ training course “VISUALIZE,” held in Brno, Czechia, from May 4–10. Throughout the week, up to 20 youth workers, educators, special needs workers, (non-graphic) facilitators, activists, and community builders aged 20+ explored how visual communication can strengthen learning, participation, and collaboration in youth work and non-formal education.

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