AI in Motion

Co-funded by the European Union

TRAINING 2

FOLLOW-UP ACTIVITIES

BOOKLET

Project Number:
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IVAIGO EDUQ STOWARZYSZENIE New Horizons IOVA

Page of Contents

1. FOLLOW-UP ACTIVITIES ITALY.....2
2. FOLLOW-UP ACTIVITIES LITHUANIA.....10
3. FOLLOW-UP ACTIVITIES POLAND.....26
4. FOLLOW-UP ACTIVITIES TURKEY.....46

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FOLLOW-UP ACTIVITY

ITALY

Name of the activity: My AI hero!

Developed by: Federica Re, Italy

Summary of the activity: A hands-on workshop was implemented for a classroom of young adult immigrants to create an AI action figure of themselves in a way to improve skills like L2 Italian communication, digital literacy, and self-advocacy. By navigating the technical process of prompt engineering, students practiced specific vocabulary related to physical descriptions and personal talents. Beyond language, the activity fostered socio-emotional skills by encouraging them to recognize their own resilience and cultural backgrounds as "superpowers," ultimately building the digital confidence necessary to navigate modern technology as a tool for personal storytelling and social inclusion.

Aims/Objectives:

- **Motivational Boost:** To increase student engagement by digitizing their personal strengths.
- **Linguistic Development:** To practice vocabulary related to physical descriptions, hobbies, and personal skills.

- **Digital Literacy:** To introduce generative AI tools as a means of creative expression rather than just information retrieval.
- **Social Integration:** To share personal stories and cultural backgrounds through a playful, non-intimidating medium.

Learning outcomes: The activity successfully turned the challenge of an A1 vocabulary into a high-engagement digital storytelling exercise. It allowed students to project a powerful, capable version of themselves, fostering both digital literacy and communicative confidence. This activity demonstrated that even with limited language skills, AI can empower students to communicate complex ideas. By turning their personal strengths into a tangible "product," their self-perception shifted from "learner" to "hero."

Target group: Young Immigrants (L2 Italian - Level A1)

Timing: 2 hours

Instructions: The workshop was divided into three distinct phases to ensure linguistic support at every step:

Phase	Description
The Inspiration	The results of the training course in Türkiye were presented to the students, demonstrating the potential of AI tools to spark curiosity and establish a visual standard for the project.

The Scripting	A brainstorming session was conducted to identify "Superpowers" based on real-life skills (e.g., resilience, multilingualism, cooking). Using ChatGPT, participants drafted a "Hero Profile" by translating their hobbies and personal traits into a detailed character description.
The Creation	Students uploaded a personal photo to an AI image generator. By following guided prompting techniques, they transformed their likeness into a 3D Action Figure inside a stylized toy box.

Debriefing and evaluation: The success of this dissemination activity was evaluated through three lenses:

A. Linguistic Competence (Qualitative)

- **Vocabulary Acquisition:** 90% of students successfully used adjectives for physical description and personality in their prompts.
- **Grammar:** Students practiced the present tense and the modal verb *"potere"* (can) to describe their hero's abilities (*"Il mio eroe può aiutare le persone"*).

B. Digital Literacy

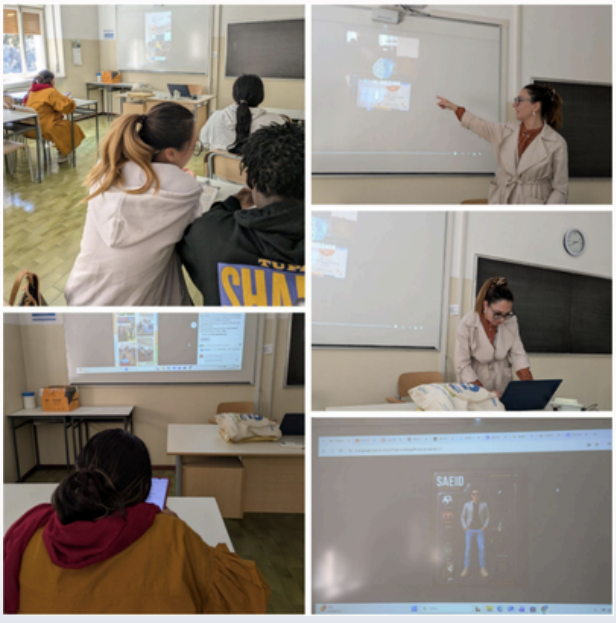
- **Prompt Accuracy:** Evaluation of the students' ability to refine a prompt. Success was measured by how closely the final 3D image matched their initial written description.
- **Tool Autonomy:** By the end of the workshop, students were able to navigate the AI interface and the Padlet platform independently.

C. Inclusion & Engagement

- **Participation Rate:** 100% of the students present completed a hero profile and shared it.
- **Result:** 100% of students reported a high level of satisfaction, noting that seeing themselves as "Action Figures" made them feel more integrated into the classroom community.

Materials and Space: Mobile phones, interactive board, chatgpt, padlet. Classroom at school.

Additional information/Notes: This activity proved that Artificial Intelligence is not just a high-tech tool for experts, but a powerful inclusive medium for adult education. For young immigrants, "My AI Hero" turned a lesson in Italian as a second language into a journey of self-affirmation, perfectly aligning with the goals of the "Artificial Intelligence in Motion" project.





FOLLOW-UP ACTIVITY

ITALY

Name of the activity: Webinar: AI Tools – Potential, Opportunities, and Challenges

Developed by: All participants, Italy

Summary of the activity: An online meeting was organized and interested people from local networks and communities were invited to join. During the session, the group's activities in Türkiye were presented, and key insights on AI tools and methods were shared. Participants were encouraged to ask questions and engage in an open discussion to clarify any doubts, concerns, or dilemmas related to the use of artificial intelligence.

Aims/Objectives:

- To equip participants with practical AI tools and share our expertise
- To raise awareness within our communities about the risks and benefits of AI
- To address doubts and respond to questions through open discussion

Learning outcomes: At the end of the webinar, participants were asked whether they felt they had gained additional knowledge and competences. The feedback received was overwhelmingly positive.

Target group: Italian participants aged 20 to 77, including a mix of workers, retirees, and students.

Timing: April 23, 2026, 9 pm

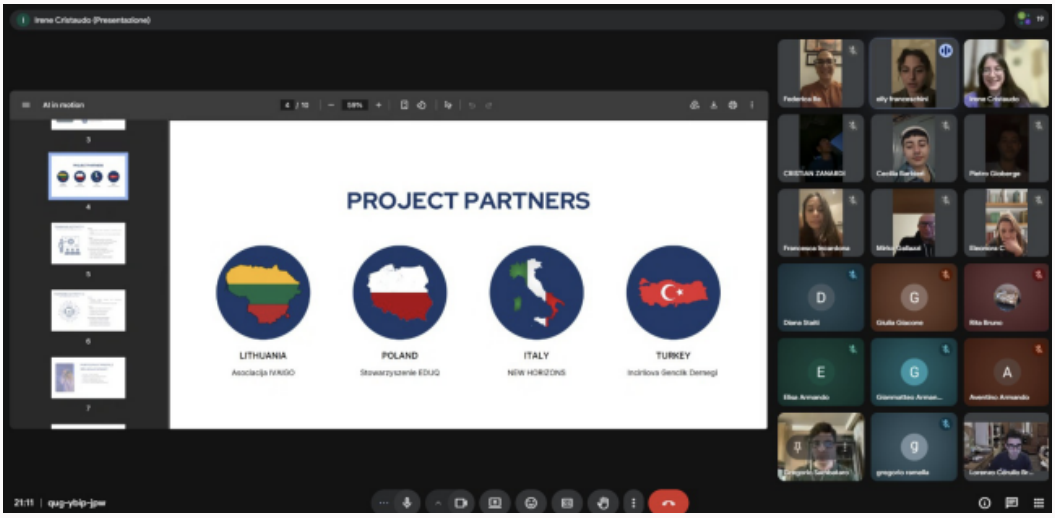
Instructions:

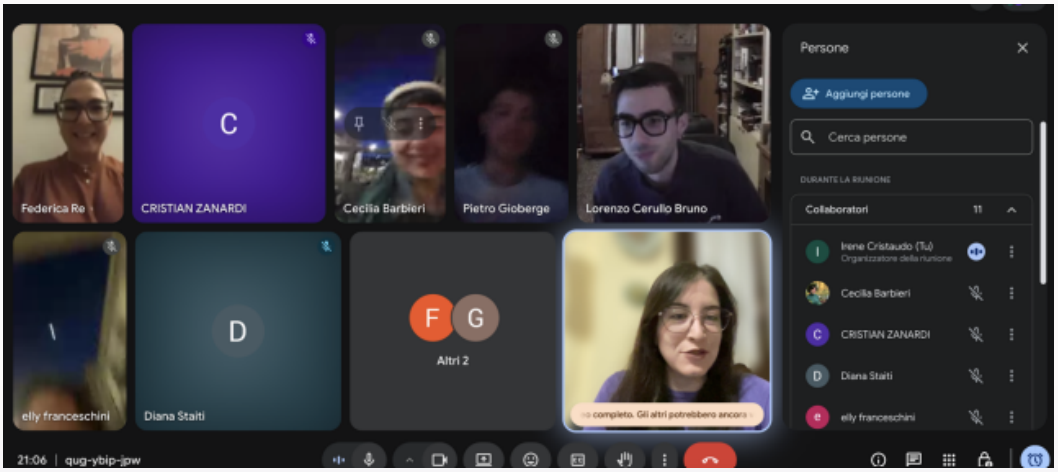
- A date and time were scheduled for the webinar.
- Individuals from local networks who might be interested in or benefit from learning about AI and related tools were invited to participate.
- The presentation was structured to cover different aspects of the training experience in Türkiye, including an overview of the activities, the potential of AI, useful tools, practical examples, potential risks, and recommendations for responsible AI use.
- Questions from participants were addressed and any doubts were clarified.
- An open and engaging discussion was facilitated, resulting in a highly stimulating exchange of ideas.
- Feedback was collected from participants.

Debriefing and evaluation: The webinar proved to be highly valuable, and participants provided very positive feedback. Due to its success, similar activities may be organized in the future.

Materials and Space: Google Meet.







FOLLOW-UP ACTIVITY

ITALY

Name of the activity: Online journal into the EPALE platform for adult education

Developed by: Federica Re, Italy

Summary of the activity: An online journal in italian language "L'intelligenza artificiale come bussola: l'esperienza del progetto 'AI in motion' a Smirne"

Aims/Objectives: Dissemination of what participants learned about AI in the project.

Learning outcomes: Readers will know the name of different AI tools discovered in this project.

Target group: Adults.

Instructions: Here the link of the online journal: *https://epale.ec.europa.eu/it/blog/lintelligenza-artificiale-come-bussola-lesperienza-del-progetto-ai-motion-smirne*

Materials and Space: Website

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FOLLOW-UP ACTIVITY

LITHUANIA

Name of the activity: AI in Everyday Life: Digital Awareness for Seniors

Developed by: Edvin Klim, Lithuania

Summary of the activity: This activity was organized as part of the AI in Motion project during a visit to the senior center “Senjorų avilys”. Participants were introduced to basic artificial intelligence tools and digital technologies in a simple and accessible way. The session focused on improving digital confidence, understanding safe internet use, and discussing both the positive and negative aspects of AI. Through open conversation and practical examples, participants explored how technology can support daily life while also learning how to recognize online scams and protect personal information.

Aims/Objectives:

- To introduce participants to basic AI and digital tools in an accessible way
- To improve confidence in using technology and digital platforms

- To promote safer internet use and scam awareness
- To encourage critical thinking about the benefits and risks of artificial intelligence
- To support digital inclusion and lifelong learning among seniors

Learning outcomes: By the end of the activity, participants:

- Understand basic concepts of artificial intelligence and digital tools
- Can identify common online scams and suspicious messages
- Know simple ways to protect personal information online
- Feel more confident discussing and using technology in everyday life
- Reflect on both the positive and negative uses of AI

Target group: Senior citizens / older adults with beginner or basic digital literacy skills

Timig: 30-60 minutes

Instructions: The session begins with a short introduction to the AI in Motion project and the purpose of the visit. Participants are invited into an open and friendly discussion about technology and their personal experiences with digital tools. Then simple examples of artificial intelligence were presented, such as ChatGPT and Google Lens.

After the introduction, the group explores topics related to computer literacy and safe internet use. Facilitators present common examples of online scams, phishing messages, and suspicious links, while explaining practical ways to stay safe online. Participants are encouraged to share their own experiences or concerns related to internet safety.

Debriefing and evaluation: Participants reflected on what they learned and how the information could help them in everyday life. The evaluation focused on increased confidence in using digital tools, better awareness of online safety, and understanding of scam prevention. Participant engagement and feedback were used to assess the usefulness of the activity.

Materials and Space:

- Laptop and projector or TV screen
- Internet connection (optional but helpful)
- Presentation slides or visual examples

Additional information/Notes: The presentation was adapted to the participants' digital literacy level and individual needs. Simple language, practical examples, and a supportive atmosphere were used to make the session accessible and easy to follow.


DI TURINIO APTIKINAS



FOLLOW-UP ACTIVITY

LITHUANIA

Name of the activity: Presentation lecture and discussion

Developed by: Kristina Petroševičienė, Lithuania

Summary of the activity: The activity was an introductory presentation and discussion about the ERASMUS+ project “AI in Motion” held for employees of “Senjorų avilys” working in youth and adult education. During the event, participants learned about the aims of the project, AI opportunities in education, and practical ways to use artificial intelligence tools in teaching and learning processes. The session included a lecture, interactive discussion, and exchange of experiences among the participants.

Aims/Objectives: The main aim of the activity was to introduce the ERASMUS+ project “AI in Motion” and increase awareness about the possibilities of Artificial Intelligence in youth and adult education. The objectives of the event were to present practical AI tools, encourage discussion about innovative teaching methods, and strengthen participants’ digital competencies for working with learners in non-formal education settings.

Learning outcomes: Participants improved their understanding of Artificial Intelligence and its potential use in youth and adult education. They learned about practical AI tools and methods that can support teaching, communication, creativity, and learner engagement. Participants also developed greater awareness of digital innovation in non-formal education and exchanged ideas and experiences about integrating AI into their daily educational activities.

Target group: Employees of “Senjorų avilys” working with youth and adult education and training, including non-formal education specialists, trainers, and learning facilitators.

Timig: 7 May 2026, 14:00

Instructions: The activity started with an introductory presentation about the ERASMUS+ project “AI in Motion” and its main goals. Participants were introduced to the topic of Artificial Intelligence and its growing importance in education and training. During the lecture, several practical AI tools and examples were presented to demonstrate how AI can support learning processes, creativity, communication, and preparation of educational materials.

The session focused on the use of AI in non-formal education settings, especially when working with young people and adult learners. Participants discussed both the opportunities and challenges of using AI technologies in their daily work.

Interactive discussion encouraged participants to share their own experiences, ideas, and concerns related to digital innovation in education.

The activity also provided space for questions and exchange of good practices among participants. At the end of the session, participants reflected on how AI tools could be integrated into future educational activities and projects. The event promoted digital skills development, innovation, and international cooperation through the ERASMUS+ programme.

Debriefing and evaluation: At the end of the activity, participants took part in an open discussion and reflection session about the presented topics and their learning experience. Feedback from participants was positive, and many expressed interest in using AI tools in their future educational work with young people and adult learners. Participants highlighted that the activity provided useful practical examples and increased their understanding of Artificial Intelligence in education.

The evaluation was carried out through group discussion, questions, and exchange of opinions during the session. Participants shared ideas about possible future applications of AI in non-formal education and identified both opportunities and challenges related to digital technologies. The activity successfully encouraged active participation, critical thinking, and motivation to further develop digital competencies.

Materials and Space: The activity took place in a meeting and training space suitable for presentations and group discussions. The materials used during the session included a laptop, projector, presentation slides, internet connection, and examples of AI tools and digital platforms. Chairs and tables were arranged to support both the lecture and interactive discussion among participants. Participants also used their mobile phones or personal devices to explore some of the presented AI tools and applications.





FOLLOW-UP ACTIVITY

LITHUANIA

Name of the activity: „AI in motion“ Presentation and workshop

Developed by: Viktorija Bukauskienė, Lithuania

Summary of the activity: A dissemination session focused on sharing the experiences and outcomes of the Erasmus+ KA153 “AI in Motion” training course held in Izmir with a young audience of students aged 9–14. The activity included an engaging, age-appropriate introductory presentation about the Erasmus+ programme, briefly touching upon its main strands and highlighting the benefits and future opportunities it offers to young people. The students learned about the training experience, the activities that were carried out, and the key skills gained during the project. The session concluded with a practical, interactive workshop where the students actively participated in several hands-on tasks and tested various AI tools using their smartphones, making the learning experience both enjoyable and educational.

Aims/Objectives:

- To introduce the Erasmus+ program to a younger audience (students aged 9–14) in an engaging and accessible way, raising awareness about international opportunities and its benefits for youth.

- To share the insights and cultural experiences gained during the "AI in Motion" training course in Izmir, inspiring students to explore global learning possibilities.
- To demystify Artificial Intelligence (AI) for school-aged children by explaining its basic concepts and practical everyday uses based on the knowledge acquired during the project.
- To develop digital literacy and practical skills among students through hands-on interactive tasks, allowing them to safely and creatively test AI tools using their smartphones.
- To foster curiosity, critical thinking, and creativity by engaging students in discussions about the future of technology and its role in education.

Learning outcomes:

- Gained knowledge about the Erasmus+ program, its youth opportunities, and the basic concepts of Artificial Intelligence (AI) in daily life.
- Developed practical digital skills by successfully testing user-friendly AI tools and completing hands-on tasks using their smartphones.
- Enhanced critical thinking regarding the smart use of technology and grew more curious about international learning experiences.

Target group: Non-formal education students aged 9–14

Timing: 1 hour 15 minutes

Instructions: The activity took place in one of the clubrooms at the youth center, where non-formal education students aged 9–14 gathered for an interactive session. To set a dynamic and fun tone, the session kicked off with a typical Erasmus+ energizer activity before moving into the presentations. The coordinator introduced the Erasmus+ programme and its opportunities for youth, followed by personal insights and cultural experiences from the AI in Motion training course in Izmir. After a brief, simplified overview of Artificial Intelligence, students used their smartphones to participate in a hands-on workshop with user-friendly AI tools. The session concluded with a reflection and Q&A discussion, allowing students to share their creative outcomes and impressions.

Debriefing and evaluation:

- Students shared their immediate feedback using non-formal methods, highlighting what they enjoyed most about the AI tools.
- A brief discussion helped students clarify their understanding of AI and discuss how to use these tools safely for learning and creativity.
- Through a quick "thumbs up/down" activity, the 9–14 age group expressed high engagement and strong interest in future Erasmus+ opportunities.
- The session successfully raised awareness about youth mobility and inspired curiosity toward digital innovation.

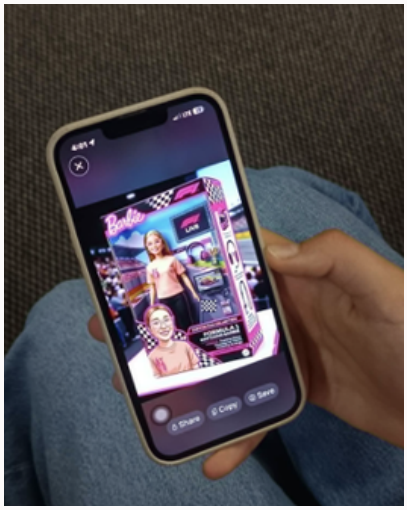
Materials and Space:

Space: A clubroom at the youth center with carpeted flooring for sitting on the ground, equipped with specialized cubes and stability balls instead of traditional desks to ensure a comfortable and non-formal learning environment.

Equipment: A laptop, a projector or screen for the presentation, and a stable Wi-Fi connection.

Materials: Smartphones (used by the students) to test the AI tools, and visual slides about the Erasmus+ program and the project in Izmir.







FOLLOW-UP ACTIVITY

LITHUANIA

Name of the activity: „AI in motion“ Presentation and workshop

Developed by: Viktorija Bukauskienė, Lithuania

Summary of the activity: A dissemination session focused on sharing the outcomes of the Erasmus+ KA153 “AI in Motion” training course held in Izmir. The activity included an introductory presentation about the Erasmus+ program (KA1, KA2, KA3), benefits and possibilities of it, insights into the training experience, and a practical interactive workshop where participants tested AI tools using their smartphones.

Aims/Objectives:

- To raise awareness about the Erasmus+ programme and its benefits.
- To share the knowledge and learning outcomes gained during the "AI in Motion" training.
- To introduce participants to practical AI tools through hands-on activities.
- To inspire and motivate participants to take part in future international mobility projects.

Learning outcomes:

- Participants gained a clear understanding of the Erasmus+ programme structure (KA1, KA2, KA3) and its opportunities.
- Participants learned about the benefits of international mobility and the "AI in Motion" project outcomes.
- Participants acquired practical skills in using various AI tools directly on their smartphones.
- Participants improved their digital competences and discovered new ways to apply AI in their daily activities.

Target group: Non-formal education teachers and administrative staff.

Timing: 1 hour 15 minutes

Instructions: The activity began with an interactive presentation introducing the participants to the structure and benefits of the Erasmus+ programme. Following this, personal insights, visual materials, and cultural experiences from the "AI in Motion" training course in Izmir were shared to illustrate the real-world impact of international mobility. The session then transitioned into a practical workshop designed specifically for non-formal education teachers and administrative staff. Participants were introduced to select artificial intelligence tools and given clear guidelines on how to navigate them. They were then tasked with completing several light, hands-on exercises directly on their smartphones to test the technology in real time. The activity concluded with an open discussion and a Q&A session where participants reflected on how these AI tools could be integrated into their daily educational and administrative tasks.

Debriefing and evaluation: At the end of the session, a dedicated debriefing circle was held to reflect on the presented topics and evaluate the overall activity. Participants actively shared their impressions, noting that the practical smartphone exercises helped demystify AI tools and showed their potential for everyday educational and administrative use. Many expressed a strong interest in exploring Erasmus+ opportunities further, showing that the motivational aspect of the session was successful. To formally evaluate the activity, a short feedback discussion was conducted, where the non-formal education teachers and staff praised the clear structure, practical relevance, and inspiring nature of the presentation.

Materials and Space:

Space: A spacious hall at the Youth Center, equipped with comfortable seating arranged to encourage interaction, a projector and screen for the presentation, and a stable Wi-Fi connection.

Materials: The presentation slides (showcasing Erasmus+ information and photos from Izmir), a laptop, and the participants' personal smartphones for the practical AI exercises.





FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Social media post and repost

Developed by: Aleksandra Gutkowska, Poland

Summary of the activity: Posted an Instagram story and reposted video from the official Ivaigo account, promoting the organisation

Aims/Objectives: The main aim of the activity was to promote the project and increase awareness about international mobility opportunities among young people. Another objective was to encourage others to participate in similar initiatives and to present the benefits of intercultural exchange and non-formal education.

Learning outcomes: Through this activity, communication and digital promotion skills were strengthened through the presentation of the project on social media in an engaging way. The activity also contributed to the development of skills related to sharing information clearly with a wider audience and increased confidence in promoting international initiatives publicly.

Target group: Young people interested in international projects, mobility programs, personal development, and intercultural exchange, especially students and young adults from my local community and social media audience.

Timing: 20.05.2026

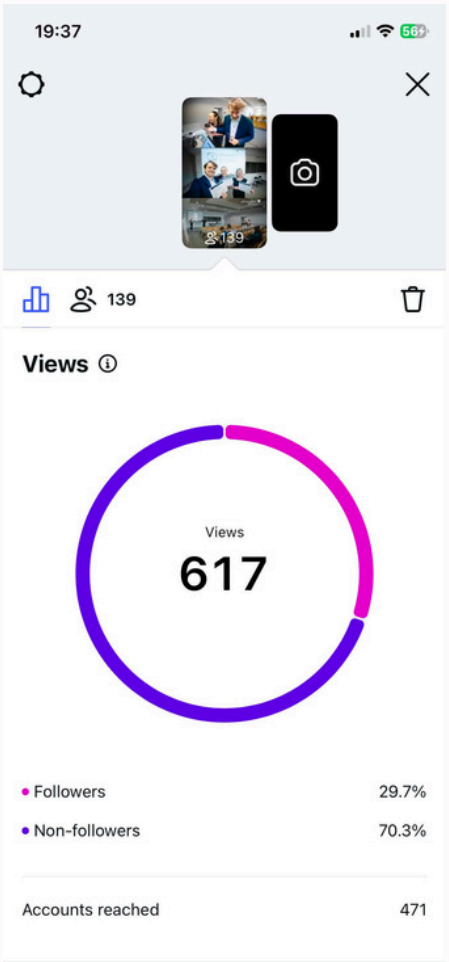
Instructions: The activity was carried out through Instagram stories and social media promotion. An Instagram story was published presenting the project's official Instagram profile and encouraging viewers to visit the page for more information. An official promotional video created by the organizers was also shared to provide a more engaging and visual presentation of the mobility experience. Short comments describing the atmosphere of the project, the activities involved, and the positive experiences related to international cooperation accompanied the shared content. Following publication, questions and reactions from followers interested in participation, travel, and Erasmus+ opportunities were addressed. The activity aimed to reach a wider audience in an accessible and informal way through social media communication.

Debriefing and evaluation: The effectiveness of the activity was evaluated through viewers' reactions, messages, and engagement with the Instagram stories. Several people expressed interest in similar projects and asked additional questions about participation and application procedures. The number of interactions and responses showed that social media can be an effective tool for disseminating project results and promoting youth mobility opportunities.

Materials and Space: Smartphone, Instagram application, internet connection, official project Instagram profile, and promotional video materials shared by the organizers. The activity was carried out online through social media platforms.







FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Social media post

Developed by: Andrzej Oberski, Poland

Summary of the activity: A comprehensive professional LinkedIn post sharing the personal, academic, and professional experiences gained during the second edition of the Erasmus+ training course "AI in Motion II" in Izmir, Turkey. The post highlights key thematic areas such as artificial intelligence, digital well-being, and intercultural communication, successfully reaching a broad professional and academic network.

Aims/Objectives:

- To raise awareness about the Erasmus+ program and the specific "AI in Motion II" project among the author's professional network.
- To disseminate the core topics of the training course: the intersection of AI, digital detox strategies, and intercultural communication.
- To publicly acknowledge and promote the organizing NGO (IVAIGO) and the impact of non-formal education.

Learning outcomes: The target audience becomes aware of the practical applications of AI mechanisms and digital detox strategies in a multicultural environment.

Readers gain insight into the value of international mobility programs for developing soft skills, language proficiencies (English and Turkish), and intercultural awareness.

The author consolidates their own learning experience by reflecting on and summarizing the key takeaways for a professional audience.

Target group: Professional network on LinkedIn, including students (particularly from Uniwersytet Warszawski), workers from the company at (Transporeon) academic staff, youth workers, representatives of NGOs, ambassadors and diplomats and young professionals interested in artificial intelligence, digital well-being, and international opportunities.

Timing: Published shortly after the conclusion of the mobility (which took place April 14th-19th). Estimated reading time for the audience: 2-3 minutes.

Instructions: The activity involves drafting and publishing a highly structured, engaging post on a professional networking platform (LinkedIn). First, the creator selects a series of high-quality, diverse photographs from the project, including group shots and action photos, to visually capture the audience's attention.

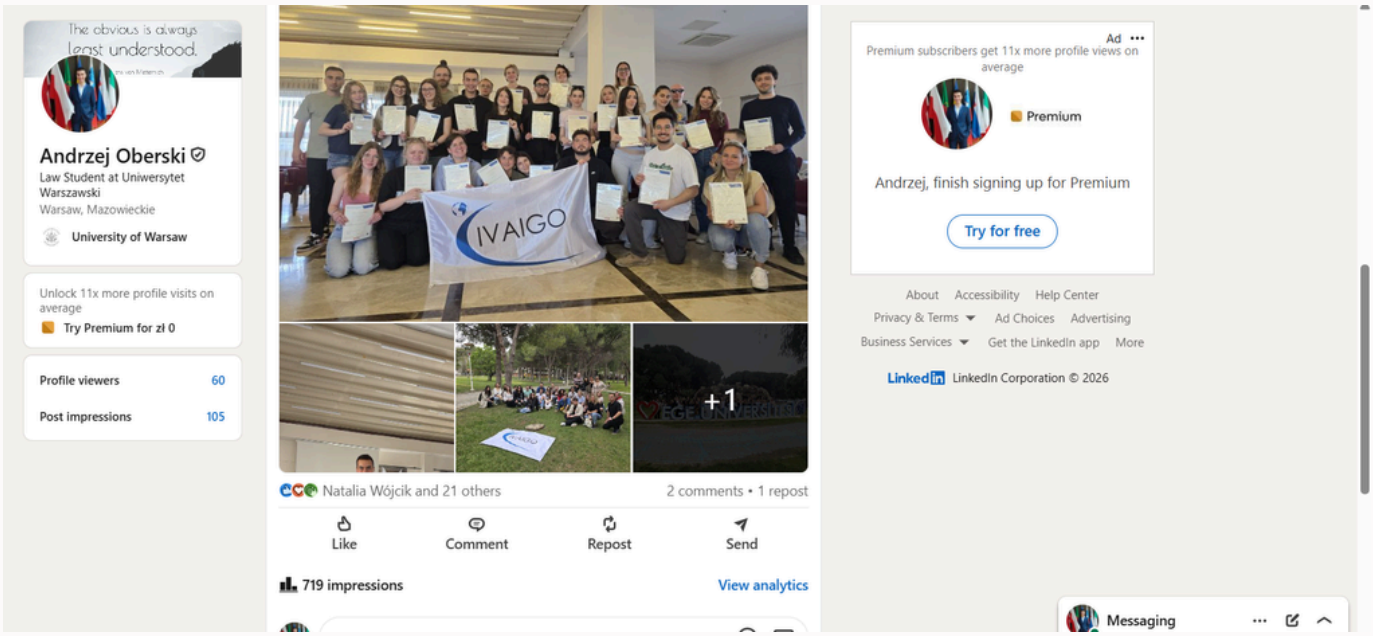
The written content begins with a strong, positive hook expressing gratitude for the opportunity to participate in the "AI in Motion II" course in Izmir, Turkey. The core of the message utilizes bullet points to clearly and concisely outline the specific skills and knowledge acquired, such as understanding the impact of AI, designing practical digital detox strategies, and improving language skills. The narrative is carefully crafted to emphasize not only the hard knowledge gained but also the intercultural exchange and the building of international networks. Finally, the creator tags the coordinating organization (IVAIGO) to increase the post's reach and provide direct attribution. The overall tone is kept professional yet enthusiastic, fitting the LinkedIn environment perfectly.

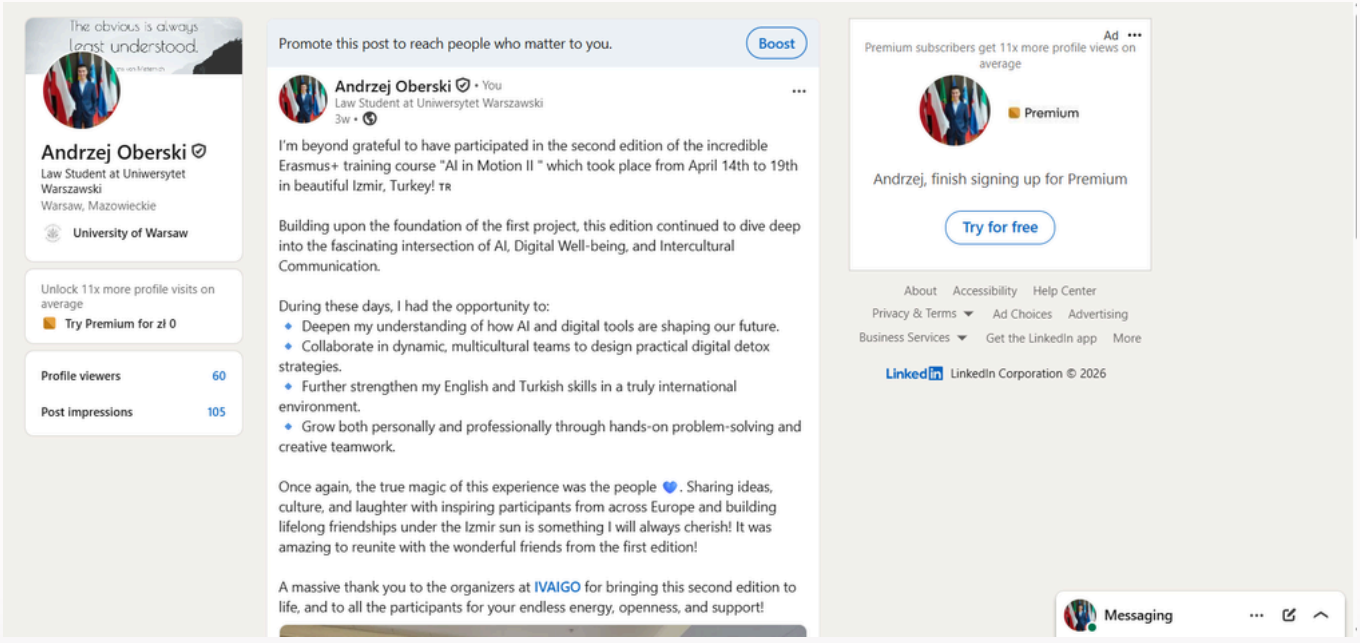
Debriefing and evaluation: The success of this dissemination activity is measured through built-in social media analytics. The post achieved significant visibility, generating over 700 impressions within the creator's network. Qualitative and quantitative engagement is demonstrated by over 21 reactions, multiple comments, and a repost, indicating that the content successfully resonated with the target group and stimulated interaction.

Materials and Space: Digital device (smartphone or laptop) with internet access. Digital photographs taken during the Erasmus+ mobility in Izmir.

Additional information/Notes: The inclusion of a multi-photo collage significantly boosted the visual appeal and likely contributed to the high number of impressions.

By explicitly mentioning the location, the specific dates, and the thematic intersection (AI + Digital Well-being), the post serves as an excellent, textbook example of digital dissemination for European youth projects.





FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Instagram posts

Developed by: Maria Bartuś, Poland

Summary of the activity: An Instagram post featuring multiple photos from the project was published, along with an Instagram Reel showcasing experiences and activities carried out during the project.

Aims/Objectives: The main aim of this was to show how much young people can learn and how much fun they can have during Erasmus+ projects and also promote Erasmus+ projects and non-formal education.

Learning outcomes: The audience learned more about Erasmus+ projects, learned how they look and how many new skills it is possible to gain during them. The audience can also see how important is non-formal education and learning about other cultures.

Target group: The target group consisted mainly of university students and other young people.

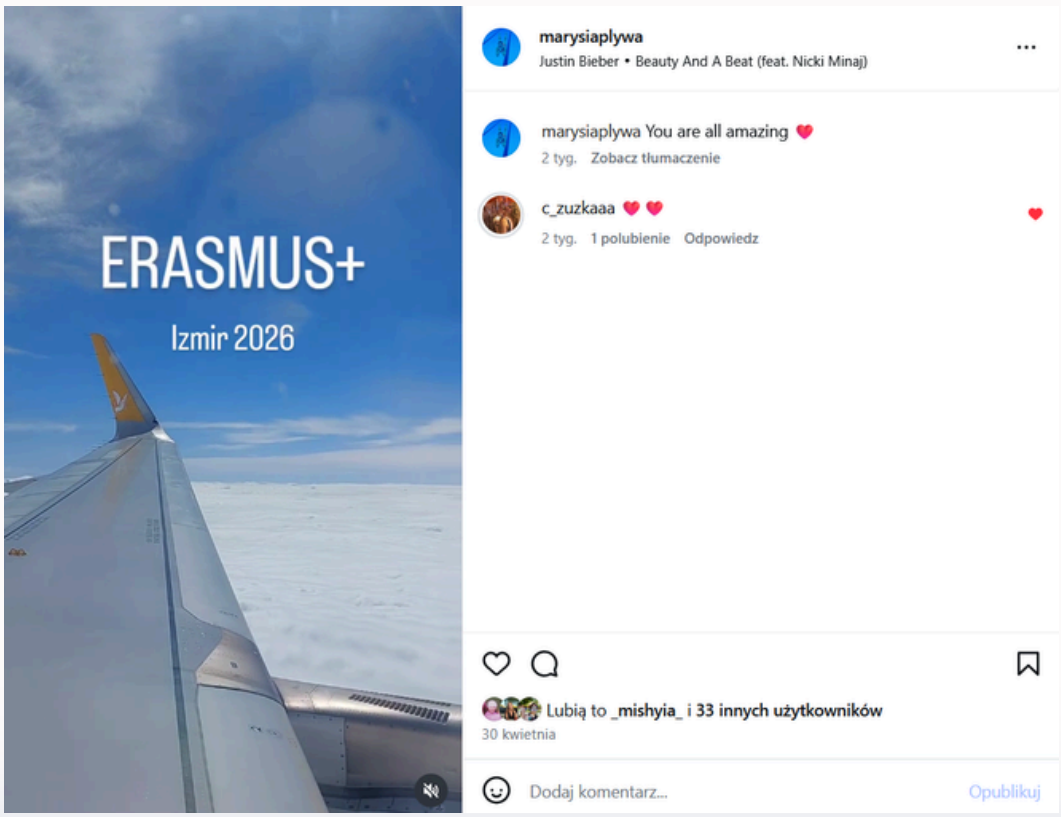
Timing: The posts were published in April, shortly after the project, and require approximately two minutes to view.

Instructions: During the project, a large number of photos and videos were collected. After the mobility, the most engaging materials were selected for dissemination purposes. The videos were edited and combined into an Instagram Reel, followed by the publication of selected photos. Both activity-related photos and images showcasing the host city were included in the posts. A “thank you” message was shared in all the languages encountered during the project, accompanied by a brief description highlighting the most appreciated aspects of the experience.

Debriefing and evaluation: The photos received more than 50 likes, while the Instagram Reel received more than 30 likes. This demonstrates that the content reached and engaged a considerable number of young people, increasing awareness of the activities carried out in Izmir and potentially encouraging interest in participating in future Erasmus+ projects.

Materials and Space: A mobile phone was used to capture photos and videos in Izmir and to share the content on Instagram.


IVAIGO
marysiaplywa
Izmir Turkiye
marysiaplywa 🇮🇹 Grazie
🇱🇹 Ačiū
🇹🇷 Teşekkür ederim
🇵🇱 Dziękuję
🇬🇧 Thank you all for that AMAZING experience!!
You can't even imagine how much I enjoyed both parts of AI in motion Erasmus+ project. I'm glad that I had that opportunity to visit Izmir and meet you all!! I had so much fun and I learned so much thanks to @ngoivaigo.
I miss you all ❤️
Edytowany · 2 tyg. Zobacz tłumaczenie
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2 tyg. Odpowiedz
Lubią to _mishyia_ i 53 innych użytkowników
30 kwietnia
Dodaj komentarz...
Opublikuj


ERASMUS+
Izmir 2026
marysiaplywa
Justin Bieber • Beauty And A Beat (feat. Nicki Minaj)
marysiaplywa You are all amazing ❤️
2 tyg. Zobacz tłumaczenie
c_zuzkaaa ❤️ ❤️
2 tyg. 1 polubienie Odpowiedz
Lubią to _mishyia_ i 33 innych użytkowników
30 kwietnia
Dodaj komentarz...
Opublikuj

FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Social media post

Developed by: Weronika Bukowska, Poland

Summary of the activity: Video on social media

Aims/Objectives:

- To promote the results and main theme of the project digitally.
- To capture the attention of young people using popular social media formats

Learning outcomes: The activity contributed to the development of digital competences, video editing skills, and a better understanding of social media algorithms and digital dissemination.

Target group: Youth people

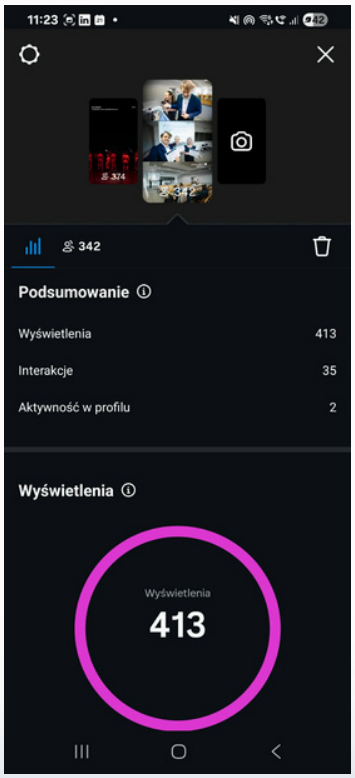
Timing: 20.05.2026

Instructions: First, all multimedia materials gathered during the mobility were reviewed, and the highest-quality and most engaging video clips and photos were selected. A trending audio track was chosen, and the visual transitions were synchronized with the rhythm of the music to make the content more attractive and engaging for social media audiences.

Debriefing and evaluation: The evaluation was based on digital metrics. Analytics such as views, likes, saves, and shares were monitored during the 24 hours following publication. The statistics showed that the photos reached more than 400 people, demonstrating a strong level of visibility and audience engagement.

Materials and Space: Instagram





FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Presentation

Developed by: Weronika Bukowska, Poland

Summary of the activity: Presentation for friends about the project

Aims/Objectives:

- To promote the results and main theme of the project digitally.
- To capture the attention of young people using popular social media formats

Learning outcomes: They learnt how to find and apply for international youth projects, and gain basic knowledge about the project's main topic

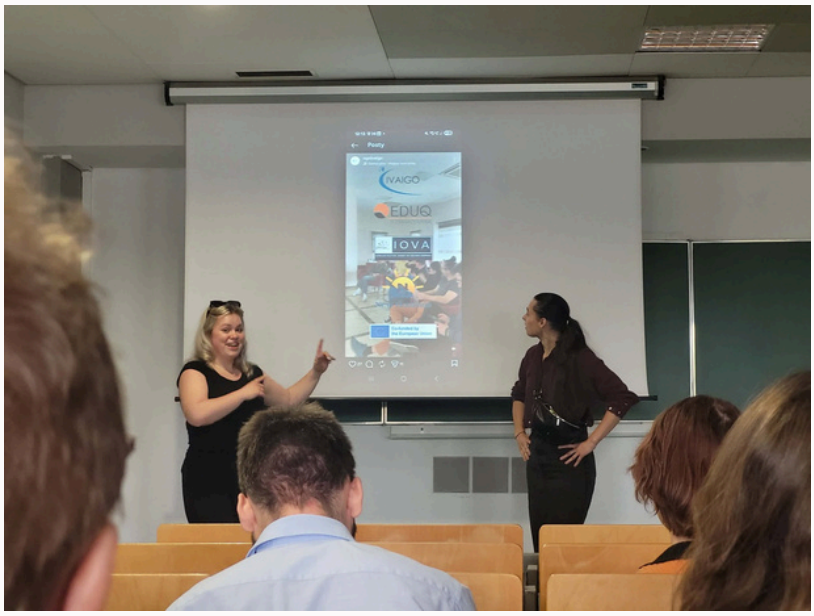
Target group: Youth people

Timing: 20.05.2026

Instructions: The activity began with a warm welcome, followed by an introduction to the core theme of the project, including information about where it took place, who organized it, and its main objectives. A visual presentation containing photos and short videos was then shown to illustrate the workshops, cultural exchanges, and daily life experienced during the mobility. Afterwards, practical information was provided about how Erasmus+ programmes operate and where participants can find open calls and participation opportunities. The session concluded with an open Q&A discussion, allowing attendees to ask specific questions related to travel, costs, language barriers, and the application process.

Debriefing and evaluation: An informal feedback circle was held at the end of the presentation. Participants were invited to share one new thing they had learned and indicate whether they would be interested in taking part in a similar project in the future. Notes were taken on the topics that generated the most questions in order to evaluate the overall effectiveness and impact of the presentation.

Materials and Space: The activity took place at a university and used a projector and a mobile phone.


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FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Presentation

Developed by: Aleksandra Gutkowska, Poland

Summary of the activity: Presentation for friends about the project

Aims/Objectives:

- To raise awareness among local youth about international mobility opportunities (e.g., Erasmus+).
- To inspire friends to step out of their comfort zones and participate in future projects.

Learning outcomes: They learnt how to find and apply for international youth projects, and gain basic knowledge about the project's main topic

Target group: Youth people, collage students and few professors

Timing: 20.05.2026

Instructions: The activity started with a short welcome and introduction. After that, the main idea of the project was presented, including the location, the organizers, and the objectives of the mobility. A multimedia presentation featuring photos and short videos was used to showcase the workshops, intercultural activities, and everyday experiences during the project. The basic principles of Erasmus+ programmes were also explained, with a focus on how they operate and where participants can search for available opportunities. In the final part, an open discussion was held, allowing participants to ask questions related to travelling, expenses, communication in foreign languages, and the recruitment process.

Debriefing and evaluation: At the end of the presentation, an informal feedback discussion was organized. Participants were encouraged to mention one interesting thing they had learned and indicate whether they would consider joining a similar project in the future. Additionally, notes were taken on the topics that generated the greatest interest and the highest number of questions in order to assess the overall effectiveness of the presentation.

Materials and Space: The activity took place at a university and used a projector and a mobile phone.

FOLLOW-UP ACTIVITY

POLAND

Name of the activity: Tik Tok video

Developed by: Piotr Brożek, Poland

Summary of the activity: This activity focuses on the collaborative creation of a short, engaging TikTok video to summarize and disseminate the results of our Erasmus+ project held in Izmir.

Aims/Objectives: The main objective is to promote the Erasmus+ program and highlight the educational and cultural milestones achieved during the mobility in Izmir, Turkey. Additionally, it aims to foster teamwork and boost participants' digital creativity by utilizing popular social media trends for project dissemination.

Learning outcomes: Digital literacy, specifically in mobile video editing and social media content strategy and also learn how to effectively condense complex, multi-day project experiences into concise, impactful visual storytelling that appeals to a modern audience.

Target group: The primary target group for the final product is the general youth demographic, specifically teenagers and young adults who are active on TikTok and might be interested in future European mobilities.

The secondary target group includes partner organizations and national agencies monitoring the project's impact.

Timing: May, 2026. Activity took approximately 3 hours. This includes 30 minutes for finalizing captions, hashtags, and publishing. Then discussion after screening.

Instructions: First, gather online the few participants who attended the mobility in Izmir and hold a brief brainstorming session to identify the key messages and most memorable moments of the project. Next, collect all the raw video footage and photos taken during workshops, cultural excursions, and group bonding activities in Turkey. Using a mobile editing app, carefully stitch the selected clips together to match the rhythm of the music. Add clear text overlays to the video to explain the project's theme and proudly highlight the location as Izmir.

Debriefing and evaluation: After screening the Izmir TikTok, host a short Q&A session with the audience to discuss their impressions and check what they learned about the Erasmus+ program. Ask the viewers how they perceive international youth mobilities after watching the summary, and if the video inspired them to apply for future projects themselves. This discussion will serve as a direct evaluation of whether the video successfully educated the target audience about the benefits of European opportunities.

Materials and Space: To effectively showcase the TikTok to an audience was used a multimedia projector and good quality speakers to ensure the audio and any voiceovers are heard clearly, and an internet-connected device. The youth center with seating arranged in a semi-circle or rows, allowing the audience to focus on the screen and comfortably participate in the follow-up discussion.

Additional information/Notes:
https://vm.tiktok.com/ZNRnR2RRm/



FOLLOW-UP ACTIVITY

TURKEY

Name of the activity: How to use AI in university projects

Developed by: Eren Yılmaz Selbi Klycheva Beril Yılmaz Ada Çakırlı Eren Naldöğen Derya Nur Türk Hazal Karahan, Turkiye

Summary of the activity: A workshop designed to show students how to use AI tools to supercharge their university research, writing, and presentations

Aims/Objectives: Teach students the prompting ways for better project results. Discuss the ethical boundaries

Learning outcomes: Participants will be able to integrate AI into their study workflow without losing their unique voice.

Target group: University students

Timing: 90 minutes

Instructions:

- Quick dive into what ai tools are and how to use them in balance
- A debate on how often students should use ai in their projects

- A group reflection circle asking: "What's one thing AI cannot do for your project?"
- Students are given a complex topic and must use AI to find 3 facts and 1 fake info
- Final debate on AI ethics and how to properly cite AI in academic work.

Debriefing and evaluation: A quick group reflection for feedback

Materials and Space: A room with high-speed Wi-Fi, projector and laptops in university







FOLLOW-UP ACTIVITY

TURKEY

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