



Youth Engagement Activities Catalogue



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RESPONSIVE PUBLIC SERVICES

SchoolChanger

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This document provides a practical guide for youth engagement activities that can be implemented by partner schools, children's hospitals, and social and healthcare organisations to complement the youth engagement activities of the SchoolChanger project. These activities are participatory engagement tools, not formal research instruments. While they are grounded in established principles, their primary purpose is to facilitate youth expression and local environmental change, rather than to generate clinical data or academic research findings. They provide flexible, low-cost ways to engage youth, practitioners, and communities in exploring how educational and care environments influence well-being, identity, and development.

Within the SchoolChanger project, these activities are primarily intended to support the early and intermediate stages of engagement. They help institutions map how youth experience their environments, generate shared insights, and initiate dialogue that can inform co-design discussions and later pilot interventions. While the activities themselves focus on reflection and expression, their outputs are intended to inform the co-design of learning and care environments, support the development of pilot interventions and guide practical improvements within participating institutions.

The activities outlined in this catalogue are grounded in a rigorous methodological framework drawn from participatory design, environmental psychology, and educational research. We approach this guide not as a collection of novel experiments, but as a compilation of validated tools, ensuring that these participatory methods are ethically sound and effective for fostering communication between youth and practitioners.

This framework is supported by established principles from specialised academic fields:

- **Participatory and Co-Research Traditions:** Our approach builds on the premise that participants, particularly youth, offer valuable perspectives and can engage as process designers, influencing the way inquiry is conducted. This encourages authenticity and empowerment by valuing participants' perspectives and minimising facilitator influence.

Sources: Clark et al. (2022); Schepers et al. (2019); De Rosa et al. (2021).

- **Visual and Arts-Based Educational Practices:** We utilise visual, tactile, and narrative methods because they empower youth by allowing expression beyond verbal or textual limitations. These techniques, such as drawing and model-making, effectively reveal youth's spatial, affective, and imaginative connections to their daily environments.

Sources: Eckhoff (2025); Kervin & Mantei (2017).

- **Spatial Methods and Environmental Studies:** The methods are specifically designed to capture spatial perceptions and experiences within the physical setting, aligning with the focus of research into schools and other everyday

environments. This includes enabling youth voice in assessing environmental design.

Sources: *El-Husseiny et al. (2025)*; *Yantzi & Loebach (2023)*; *Woolner et al. (2010)*.

- **Use of Creative Tools:** The inclusion of low-cost tools is validated in academic contexts as an experiential method (e.g., kinesthetic learning, visual storytelling, and promoting equality of voice) for problem-solving and engagement.

Sources: *Medupin et al. (2025)*; *Souza et al. (2018)*.

- **Ethical Compliance:** Every activity maintains Ethical Sensitivity, recommending voluntary participation where feasible, ensuring anonymity of outputs, and protection of participants' rights and well-being, consistent with international ethical guidance. The ethical guidelines provided here are intended to ensure the safety and comfort of participants within a participatory framework, and should not be confused with formal institutional or clinical trial protocols.

Sources: *Graham et al. (2013)*.

In essence, this guide provides a structured, yet flexible, pathway for locally implemented creative inquiry, using methodologies whose effectiveness and ethical parameters are already validated in the scientific literature. The goal is to maximise the learning and reflection benefit for the participating institutions, providing rich insights that can inform practical improvements.

1. Principles for Method Selection

Principle	Description	Application in SchoolChanger
Inclusivity and Accessibility	Methods must allow all participants—regardless of language, ability, or background—to participate meaningfully. Activities should not rely on advanced literacy or technical skills.	Use visual, tactile, and play-based methods to ensure equal participation across educational and clinical settings for youth (ages 13+).
Ethical Sensitivity	Activities must respect participants' comfort, agency, and privacy. Avoid methods that require disclosure of sensitive personal information.	Recommend voluntary participation where feasible, use non-identifiable outputs (drawings, models, etc.), and adhere to institutional safeguarding and care protocols (<i>Graham et al., 2013</i>).
Authenticity and Empowerment	Methods should enable genuine self-expression, minimising adult influence and valuing participants' own perspectives.	Let participants interpret prompts freely, express emotions in their own terms, and decide what to share (<i>Clark et al., 2022</i>).
Contextual Relevance	Methods must fit the institution's physical, cultural, and social context.	Adapt prompts and materials to local languages, customs, and environmental layouts (e.g., classrooms, hospital wards, or communal lounges) (<i>El-Husseiny et al., 2025; Woolner et al., 2010</i>).

1. Principles for Method Selection

Principle	Description	Application in SchoolChanger
Feasibility and Resources	Activities should be easy to conduct with available time, staff, and materials.	Use simple, low-cost tools (e.g. paper, photos, tablets) (Medupin et al., 2025; Souza et al., 2018) and brief sessions (15 to 60 minutes).

2. Linking Method Types to Youth Experience Dimensions

Method Type	What it Reveals	When to Use	Example Methods
Visual	Participants' perception of spatial features, sense of place, and environmental awareness.	When exploring how participants perceive and interpret their surroundings.	Drawing, mapping, photography.
Narrative	Reflections, emotions, and identity formation within the daily environment.	When exploring meaning-making, belonging, or emotional narratives.	Story circle, prompt-based writing.
Tactile	Collaboration, creativity, and imaginative problem-solving.	When fostering co-design and teamwork.	Scene-building, model-making.
Affective	Emotional reactions, comfort levels, and perceived safety.	When assessing atmosphere, stress, or relaxation in spaces.	Emoji mood surveys, pictorial response cards.

3. Outputs and Use of Findings

The activities proposed in this guide are intended as participatory reflection exercises. Their outputs – drawings, photographs, models, stories – can be used to:

- Encourage discussion between youth and staff about the physical environment;
- Inspire small design or behavioural improvements;
- Support the well-being and sustainability initiatives of schools, hospitals, or care centers; and,
- Share good practices and creative results with other SchoolChanger partners.

Each subsequent section will provide step-by-step instructions, required materials, and facilitation tips to support facilitators in implementing these activities effectively and ethically.



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How to Use This Guide



How to Use This Guide

This catalogue presents a selection of creative and participatory activities that organisations can use to explore how youth experience and feel about their learning or care environments.

Each activity is simple to implement, adaptable to local contexts, and designed to support youth in expressing their thoughts and emotions through visual, tactile, affective, or narrative means. The goal is to create a safe and engaging space where youth can share ideas about their environment, both individually and collectively, while fostering reflection, empathy, and collaboration.

These activities are practical workshops, not research experiments. They are designed to be low-threshold participatory tools that gather qualitative insights to inform the redesign of physical spaces. They can complement daily programming, environmental development projects, or well-being initiatives. They are intended for use by teachers, healthcare professionals, youth workers, or other facilitators without requiring prior training in research methods.

Facilitators may use these activities individually to gain a quick 'snapshot' of the current environment or in a specific order to build a path from thinking to action. For example, as an individual session, a group might use Participatory Photography to quickly capture and discuss which specific areas feel safe or inviting right now. Alternatively, as a step-by-step sequence, a group could start with Emoji-Based Mood Mapping to identify key focus areas where people feel the strongest emotions. They can then move on to Tactile Scene-Building, using those initial thoughts as a guiding plan to build models of physical solutions for those spaces. This approach ensures the process moves beyond conversations, empowering youth to actively help shape the environmental changes they want to see.

Each activity description includes the following sections:

- **Purpose:** What the activity aims to explore or achieve.
- **Materials Needed:** Basic supplies or digital tools required.
- **Preparation:** Tasks to complete before the activity begins.
- **Step-by-Step Process:** Clear guidance on how to facilitate the session.
- **Reflection and Output:** How to discuss, record, or interpret the results.
- **Adaptations and Tips:** Suggestions for adjusting the activity to age, time, or space constraints.

Participants may choose whether and how to participate, and their privacy and comfort should be respected at every stage. Facilitators are encouraged to adapt the activities with sensitivity to participants' diverse needs, abilities, and cultural backgrounds, ensuring that participation remains safe, meaningful, and enjoyable for all.

Activity 1

Emoji-Based Mood Mapping



Purpose

To help youth express how they feel in different areas of their daily environment using simple visual symbols. This activity creates an “emotional map” of the environment that highlights spaces where youth feel comfortable, energised, anxious, or disconnected. It supports awareness of the affective dimensions of place and helps identify areas that may benefit from environmental or social improvements.

Materials Needed

- Printed floor plan or simplified map of the daily environment (classrooms, corridors, outdoor areas, gardens, etc.).
- Emoji stickers or printed emoji sheets (happy, neutral, sad, anxious, excited, calm, etc.) – you can also include blank emoji outlines or templates to allow youth the creative freedom to design their own emojis.
- Coloured pens or markers.
- Clipboards or hard surfaces for writing/drawing.
- Optional: tablets or digital whiteboards for virtual mapping.

Preparation

- Obtain a floor plan of the daily environment or draw a simplified version showing key spaces.
- Print or prepare emoji stickers representing different emotions.
- Decide whether the mapping will be done individually or in small groups.
- Briefly explain to participants that the goal is not to judge or evaluate anyone’s feelings but to understand how different spaces make them feel.

Step-by-Step Process

Activity time (1 hour maximum)

1. Introduction (5–10 min): Explain the purpose of the exercise and show examples of emojis that represent various emotions.
2. Individual Mapping (15–20 min): Ask the participants to walk around the space (or reflect from memory) and place emoji stickers on the map to show how each space makes them feel.
3. Group Discussion (10–15 min): Invite the participants to share patterns they notice – where do most happy or calm emojis appear? Which spaces feel stressful or isolating?
4. Collective Map (Optional): Combine all individual maps into one collective emotional map, showing overall patterns of comfort and discomfort.
5. Reflection (10 min): Encourage an open discussion about why certain spaces evoke particular feelings and what changes might improve those areas.

Reflection and Output

- Individual or collective emotional maps.
- Notes from group discussions highlighting positive and negative spatial experiences.
- Insights that can inform future design changes, improvement plans, or well-being promotion activities.

Adaptations and Tips

- For participants in the upper age range, use descriptive emotion labels (e.g. “focused”, “stressed”, “energised”) instead of emojis.
- For large groups, assign one space or building section per group.
- Combine with storytelling: ask participants to explain one emoji they placed and what makes that place (un)meaningful.
- If participants appear inhibited from sharing honest emotional input during the mapping phase, ensure the anonymity of their feedback if results are to be displayed publicly, or suggest simplifying the activity by focusing only on binary emotions (like/dislike) using colour-coded stickers.

Based on approaches in Yantzi & Loebach (2023) and El-Husseiny et al. (2025), who demonstrated the effectiveness of emoji-based tools in capturing children’s affective and spatial experiences.



GROUP DISCUSSION



Notes for Facilitators

Notice how emotions cluster across spaces and how participants interpret these differences together. You may ask:

- Which spaces show mixed or contrasting emotions among participants?
- Are there emotional hotspots that appear across several maps?
- What spatial or social factors might explain these emotional patterns?

Activity 2

Drawing Your Daily Environment



Purpose

To explore how youth perceive their daily learning or care environment by encouraging them to draw spaces that are meaningful, pleasant, or challenging to them. This activity helps visualise youth's emotional and sensory relationships with their surroundings, highlighting how spatial design, atmosphere, and social interactions shape their everyday experiences.

Materials Needed

- A4 or A3 paper (plain or pre-divided into panels).
- Coloured pencils, crayons, or markers.
- Optional: sticky notes for captions or reflections.
- Optional: digital tablets for those who prefer drawing digitally.
- Optional: old magazines for image collaging as an alternative for participants who do not prefer drawing.

Preparation

- Prepare a calm and comfortable space for drawing (classroom or art room).
- Clarify that artistic skill is not important; the drawings are tools for communication.
- Choose one or more prompts to guide the drawing activity (examples below).
- Ensure participants know that their drawings will not be graded or evaluated

Step-by-Step Process

Activity time (1,5 hour maximum)

1. Introduction (5 min): Explain that the aim is to draw how they experience their environment, focusing on places, feelings, and moments that stand out.
2. Prompt Selection (5 min): Offer one or two prompts such as:
 - *“Draw a place in the school/hospital that you like or where you feel good.”*
 - *“Draw a place that you do not like or where you feel uncomfortable.”*
 - *“Draw a place in the school/hospital that helps you think, rest, or connect with others.”*
3. Drawing Time (30–45 min): Give participants time to draw freely and add brief notes or symbols if they wish.
4. Sharing and Discussion (10–15 min): Invite participants to share their drawings and explain their meanings. Encourage open, respectful listening. To mitigate potential hesitation among participants during sharing, facilitators may utilise an alternative procedure: randomly selecting an anonymised drawing for collective interpretation and discussion, with the author invited to self-identify and validate the interpretations following the group reflection.
5. Group Reflection (10 min): Ask the group:
 - *What makes certain spaces feel more welcoming or inspiring?*
 - *What could be changed to make the spaces more comfortable or inclusive for everyone?*

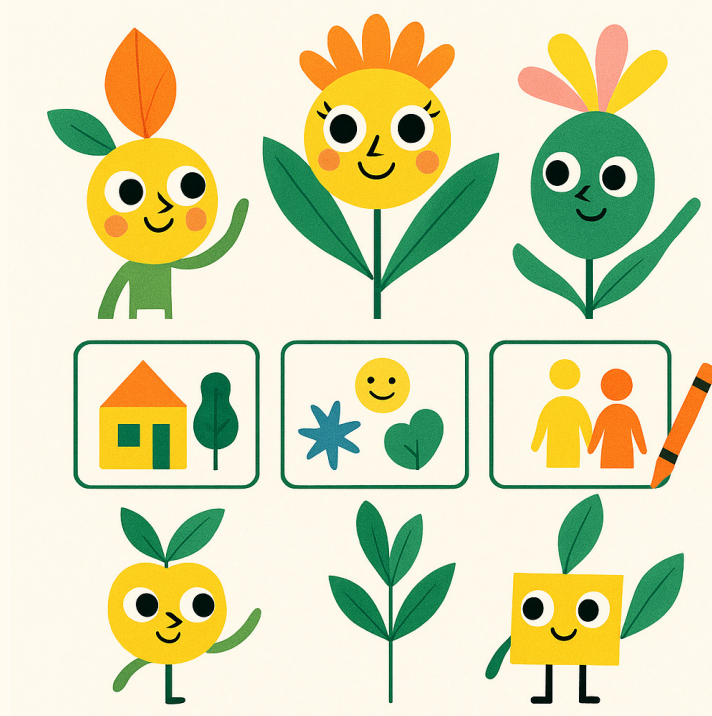
Reflection and Output

- Collection of participants drawings representing their emotional and spatial experiences.
- Emerging themes about comfort, identity, inclusion, or stress within the daily environments.
- Possible visual display (with consent) to inspire dialogue or improvement projects.

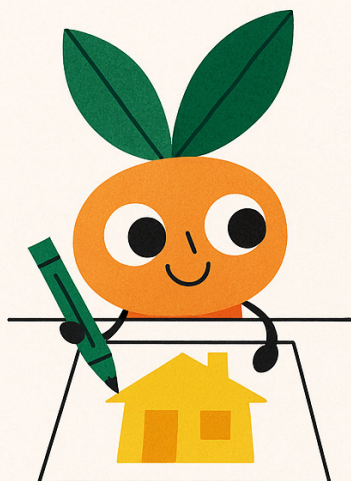
Adaptations and Tips

- For younger or less verbal participants, facilitators can write down short quotes or labels based on what participants say about their drawings.
- For participants in the upper age range, combine with a short written reflection: “Why did you choose this place?” or “What would you change about it?”
- Group variation: create a shared mural combining different drawings into one “ideal place” collage.
- Respect privacy – participants should only share what they feel comfortable showing.
- If participants focus too much on artistic skill, emphasise that the goal is communication and expression rather than visual perfection, or simplify the documentation task by encouraging them to add short, descriptive quotes or labels related to their feelings about the space.

Based on methods used in Kervin & Mantei (2017), Woolner et al. (2010), Yantzi & Loebach (2023) and Eckhoff (2025), which demonstrate that drawing activities effectively reveal students' affective, spatial, and imaginative connections to their school environments.



PROMPTS:



**A place
you like**



**A place
you dislike**



**A place to
think or
play**

SHARING & DISCUSSION



Notes for Facilitators

Focus on the meaning participants give to places as they explain their drawings.

You may ask:

- *What kinds of experiences are emphasised in the drawings (social interaction, solitude, movement, safety, or rest)?*
- *How do participants visually represent comfort or discomfort in space?*
- *What underlying needs or values seem to emerge through the drawings?*

Activity 3

Tactile

Scene-Building

(Building Block

Modeling)



Purpose

To enable youth to express how they perceive and experience their daily learning or care environment through hands-on, creative model-building. Using compatible construction bricks or similar tactile materials, youth construct three-dimensional scenes that represent places, feelings, or improvements they would like to see in their daily environment. The activity supports reflection, communication, and imagination, encouraging participants to externalise abstract ideas about belonging, comfort, and change in a playful and meaningful way.

Materials Needed

- Building blocks or any compatible construction blocks (variety of colours and shapes – ideally 100+ pieces per participant); however, the activity can be adapted to use smaller kits or recycled materials if resources are limited
- Flat base plates or cardboard sheets for building
- Labels or sticky notes for participants to add captions or keywords
- Optional: camera or smartphone to document the models
- Optional: poster board for displaying photos or summaries

Preparation

- Arrange a comfortable workspace with enough space for small group building.
- Prepare short instructions about the purpose and flow of the activity.
- Ensure participants know that there is no “right” or “wrong” way to build – creativity and expression are the goal.
- Divide participants into small groups (3–6 participant each) or allow individual work depending on group size and objectives.

Step-by-Step Process

Activity time (1,5 hours maximum)

1. Introduction (5 min): Explain that participants will use building blocks to represent their thoughts and feelings about their daily environment. Emphasise imagination and personal meaning.
2. Prompt Selection (2 min): Offer one or two open-ended prompts, such as:
 - “Build a place in your school/hospital where you feel most comfortable.”
 - “Build something that represents what makes your school/hospital unique.”
 - “Build how you wish your school/hospital could feel or look in the future.”
3. Building Phase (25–30 min): Allow participants to construct freely. Facilitators may walk around to listen, observe, and encourage storytelling about what is being built.
4. Presentation (10–15 min): Invite each participant or group to explain their model and describe what it represents. Encourage peers to ask questions or share reflections.

5. Collective Reflection (10 min): Discuss common themes emerging from the models, such as shared values, challenges, or aspirations related to the daily environment.

Reflection and Output

- Photographs of the models and brief summaries of their meanings.
- Notes capturing themes such as belonging, creativity, stress points, or future visions.
- Collective insights that can inform design thinking, well-being programmes, or co-creation initiatives within the school.

Adaptations and Tips

- The tactile building blocks can be made of various materials (e.g. blocks, clay, recycled items).
- For time-limited sessions, reduce building time and focus on one prompt.
- For participants in the upper age range, link the activity to design-thinking principles – identify challenges and propose creative solutions.
- Maintain a light and supportive atmosphere; avoid interpreting models too literally. Focus instead on participants' own stories and meanings.
- If participants struggle to translate their abstract thoughts into physical models, allocate additional time for unstructured play or exploration of the bricks, emphasising that the process and the meaning of the model is personal expression rather than literal interpretation.

Based on approaches discussed by Schepers et al. (2019), Lin et al. (2024), El-Husseiny et al. (2025), Souza et al. (2018), Medupin et al. (2025), who demonstrated how building block modeling and tactile participatory methods foster creativity, reflection, and equality of voice in educational settings.



PROMPTS:



Build a place where you feel comfortable

Build what makes your school unique

Build a wish for the future



Notes for Facilitators

Pay attention to how participants explain and assign meaning to their models.

You may ask:

- How do participants describe the meaning behind their models rather than just their function?
- Do the models represent current experiences or imagined improvements?
- What shared themes or aspirations appear across different models?

Activity 4

Story Circle/ Prompt-Based Storytelling



Purpose

To encourage youth to express their experiences, memories, and ideas about their daily learning or care environment through storytelling. In small group discussions (story circles), youth share short stories or reflections based on prompts provided by the facilitator. The activity helps uncover how youth perceive belonging, inclusion, and agency within their daily environment. Storytelling supports empathy, collective reflection, and the development of shared narratives about their daily life.

Materials Needed

- Prompt cards or printed questions.
- A comfortable, quiet space arranged in a circle or small groups.
- Optional: audio recorder or notes (for capturing stories and ideas).
- Optional: story stones, photos, or images to inspire storytelling.
- Optional: flipchart/whiteboard to note key themes emerging from the stories.

Preparation

- Select 2–3 prompts suited to the age group and session focus (examples below).
- Ensure the space feels safe and informal, so that participants are comfortable sharing.
- Remind participants that stories can be real or imagined—there are no correct answers.
- Emphasise that listening is as important as speaking; everyone’s story is valuable.

Step-by-Step Process

Activity time (1 hour maximum)

1. Introduction (5 min): Explain that storytelling helps people share experiences and learn from one another. Describe how the story circle will work—one person speaks at a time, and everyone listens respectfully.
2. Prompt Presentation (2 min): Choose or read aloud 1–2 prompts, such as:
 - “Tell a story about a place in the school/hospital where you feel most like yourself.”
 - “Describe a moment when something made your day better.”
 - “Imagine the school/hospital one year from now—what has changed, and how do you feel?”
 - “Tell about a time when you wished something in the school/hospital was different.”
3. Individual Reflection (5–10 min): Give participants a few minutes to think or write down notes.
4. Story Sharing (20–25 min): Each participant shares their story with the group. The facilitator ensures balanced participation, supporting quieter voices.

5. Group Reflection (10–15 min): Discuss together:

- *What feelings or ideas were common in the stories?*
- *What do these stories tell us about how participant experience their daily spaces?*
- *What could be done to make the daily environment more supportive or inspiring?*

Reflection and Output

- Collective notes of recurring ideas, values, and challenges mentioned in stories.
- Optional creative follow-up (participants may turn their story into a short illustrated page or digital post).
- Insights into emotional well-being, inclusion, and belonging that can inform school/hospital improvement or co-design sessions.

Adaptations and Tips

- For younger participants, use pictures or storytelling props (toys, cards, or objects).
- For participants in the upper age range, frame storytelling as an active and powerful process to explore their personal identity and enhance their agency, encouraging them to use narratives to discuss ways to create change.
- Encourage mutual respect—stories shared in the circle remain confidential unless agreed otherwise.
- If dominant voices overwhelm the conversation or quieter participants hold back, actively ensure balanced participation by emphasising that listening is as vital as speaking, or introduce storytelling props (like photos or objects) to provide a non-verbal expressive option.
- To address participant hesitation, invite them to externalise narratives using fictional characters. This allows them to establish psychological distance, making it easier to explore complex topics and potential change.

Based on participatory storytelling approaches by Matuk et al. (2021) and Yantzi & Loebach (2023), which demonstrate that story-based methods foster student voice, empathy, and collective reflection in educational environments.



Notes for Facilitators

Notice recurring themes and how participants position themselves within their narratives. You may ask:

- How do participants position themselves in their stories (active participants, observers, outsiders)?
- What recurring themes or relationships with place emerge across stories?
- What do the narratives suggest about belonging, agency, or change in the school or hospital environment?



Activity 5

Participatory Photography or Mapping



Purpose

To empower youth to visually document and interpret their daily learning or care environment through photography or map-making. The aim is to understand how they perceive, navigate, and emotionally connect to different places in their daily environment. This method encourages observation, reflection, and dialogue, helping youth communicate ideas that may be difficult to express verbally. It also fosters a sense of ownership and participation in shaping their environment.

Materials Needed

- Digital cameras, tablets, or smartphones (one per participant or group).
- Printed school/hospital map or large paper sheets for drawing maps.
- Sticky notes, coloured pens, or markers.
- Optional: projector or screen for sharing photos.
- Optional: consent forms if photographs include identifiable individuals.

Preparation

- Obtain consent from participant and school/hospital administration for photography.
- Define whether the focus will be on photography, mapping, or a combination of both.
- Prepare short instructions for using devices responsibly and respecting privacy.
- Identify clear goals, such as exploring feelings of safety, belonging, or beauty in school/hospital spaces.
- Decide whether participants will work individually or in small groups.

Step-by-Step Process

Activity time (1 hour maximum)

1. Introduction (5–10 min): Explain that the purpose is to explore the school/hospital environment through participants' eyes. Clarify ethical rules: avoid photographing faces without consent, and focus on spaces, objects, or scenes that express feelings or stories.
2. Prompt Presentation (5 min): Offer guiding questions such as:
 - “Take photos of places that make you feel happy or calm.”
 - “Show a space you like to spend time in—and one you avoid.”
 - “Capture something that represents how your school/hospital supports learning, care or creativity.”
3. Exploration and Documentation (20–25 min): Participants move around the school/hospital, taking photos or marking locations on maps. Encourage them to reflect on why they chose each space.
4. Discussion and Reflection (20 min):
 - Participants select 2–3 photos or map sections to share with the group.

- Facilitate discussion around the meanings and emotions behind each image.
- Identify recurring patterns or contrasts between participants' perceptions.

5. Synthesis (Optional):

- Compile the photos or annotated maps into a shared exhibition, digital collage, or communal lounge display.
- Encourage participants to title or caption their works to express the story behind them.

Reflection and Output

- A visual record of participants' emotional and spatial relationships with their daily environment.
- Thematic clusters (e.g. "calm spaces," "stressful places," "areas for connection").
- A participatory map overlaying emotional insights on the physical layout of the school/hospital.
- Documentation that can inform school/hospital design discussions, youth well-being initiatives, or collaborative planning.

Adaptations and Tips

- Combine photography and mapping for richer outcomes—participants can place printed photos on a map to connect emotion and location.
- For younger participants, simplify the task by using colour-coded stickers (e.g. green = like, red = dislike).
- Reinforce confidentiality and respect for others' privacy at every stage.
- This activity can complement Emoji-Based Mood Mapping or Play-Based Spatial Exploration by adding a visual storytelling layer.
- If visual documentation risks reducing complex spatial experiences to mere locations, prioritise follow-up reflection through verbal narration to contextualise the work, allowing participants to express the multi-dimensional and subjective meaning behind their photographs or map markings.

Based on participatory visual and mapping approaches from Woolner et al. (2010), El-Husseiny et al. (2025), Kervin and Mantei (2017) and Eckhoff (2025) which demonstrate how visual and spatial documentation methods enhance children's agency, promote reflective learning, and inform inclusive school design.



A place
that makes
you feel
happy or calm

A space
you like to
spend time
in.

How your
environment
supports you



Notes for Facilitators

Use the images or maps to invite an explanation of why these places matter to participants. You may ask:

- What is included in the images or maps, and what is notably absent?
- Do participants focus more on atmosphere, function, or social activity in spaces?
- What meanings do participants attach to the places they document?

Using and Interpreting the Outputs



The activities described in this catalogue are creative exercises and structured tools to understand and improve schools, hospitals, or care centers through youth's lived experiences. Their purpose is to make emotional, sensory, and social dimensions of the environment visible. Facilitators can use the results in several complementary ways.

1. Identify Key Themes and Patterns

After completing the activities, facilitators can review all materials together—drawings, photos, mood maps, or stories—and look for recurring ideas:

- What spaces are consistently described as calm, inspiring, safe, or stressful?
- Are there shared emotions across participants, or strong contrasts between groups (age, gender, etc.)?

These themes can reveal how the current space design or routines influence youth's well-being and engagement.

2. Visualise the Findings

Translate participants' feedback into a simple visual synthesis. For example:

- Create an emotional map showing where youth feel positive or negative emotions.
- Make a gallery wall of photos or drawings grouped by theme (“Our Favourite Spaces,” “Places We Wish Were Different”).

Visualising helps both facilitators and participants see patterns at a glance.

3. Discuss and Reflect Collectively

Organise a short feedback session with youth and staff. Use guiding questions such as:

- *What do these materials tell us about how youth experience their learning or care environments?*
- *What surprised you?*
- *Are there simple actions we could take to make our spaces more supportive?*

This discussion phase transforms creative outputs into collective learning and awareness.

4. Share and Inspire

Participating institutions can exhibit the results locally (e.g. in a hallway display or online newsletter) to celebrate youth's voices and promote a culture of inclusion. The focus should remain on ideas and feelings, not on evaluating individuals. Beyond the tangible outcomes, the process itself holds great value. By engaging youth as co-creators and inviting them to reflect on and redesign their environment, the institutions communicate that their voices matter.

This participatory experience helps youth recognise their influence in shaping the spaces they use every day, fostering a stronger sense of belonging, ownership, and agency in their life.

Future Directions

This catalogue is conceived as a dynamic framework, intended to evolve alongside the progressive implementation and pilot phases of the SchoolChanger project. Future iterations will systematically incorporate real-world case studies, comprehensive photographic documentation, and qualitative testimonials from youth participants and practitioners.

This integration of real-life evidence is designed to transition the current guide into a second stage of development, substantiated by the tangible effects of the participatory methods on environmental redesign and institutional well-being. By documenting these longitudinal outcomes across diverse contexts, the publication will serve as a validated repository for sustainable, youth-led spatial transformation.

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