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HARMONY PATH

HARMONYPATH ONLINE TRAINING SESSIONS

Presentation Overview & Documentation





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AIM OF THE PROJECT

- HarmonyPath is a youth-centered violence prevention and peacebuilding ecosystem that combines digital learning, guided dialogue, and practical action.
- It is designed to address everyday, often overlooked forms of violence — online harm, exclusion, silence, assumptions, bullying, polarization, and unresolved conflict — before they escalate into deeper personal or community harm.
- The aim of HarmonyPath is to:
 - Empower young people to prevent violence and promote peace by developing critical thinking, emotional awareness, communication skills, and collective responsibility in everyday situations.



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Never Give Up Förderverein e.V.

Hamburg, Germany
Coordinator



TIR Consulting Group j.d.o.o

Zagreb, Croatia



**European Center for Human
Rights**

Strasbourg, France





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CORE PROJECT OUTPUTS

1. Digital Adventures (Open-Source Educational Tool)

- A set of 8 immersive, scenario-based digital adventures where learners:
- Enter realistic conflict situations (online, community, group settings)
- Make choices with consequences
- Practice de-escalation, boundary-setting, repair, and dialogue
- Learn that silence, tone, and micro-actions matter
- These adventures focus on:
 - Online misunderstandings and cyber harm
 - Exclusion, identity, and belonging
 - Bullying as patterns
 - Bystander intervention
 - Polarization and high-stakes disagreement
 - Group conflict and leadership
 -



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CORE PROJECT OUTPUTS

2. Violence Prevention Coaching Cards (40-Card Deck)

- A structured coaching and reflection tool that:
- Builds understanding of violence and its roots
- Strengthens global and digital citizenship
- Develops healthy relationship and conflict skills
- Encourages advocacy and collective action
- Deepens awareness of power, identity, and equity
- Trains bystanders to act safely and effectively



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THE HARMONYPATH PROJECT MODEL

HarmonyPath follows a ***Blended, Scenario-Based Peacebuilding and Violence Prevention Model***, combining digital learning, facilitated dialogue, and real-world action.



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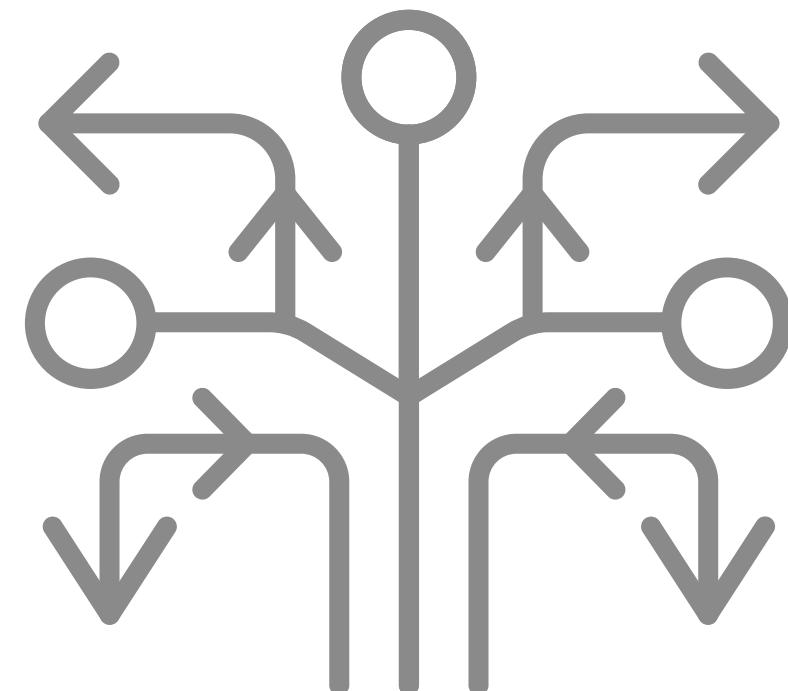
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HOW THE MODEL WORKS (STEP-BY-STEP)

Step 1: Experience (Digital Adventure)

Learners enter a realistic scenario and make choices.



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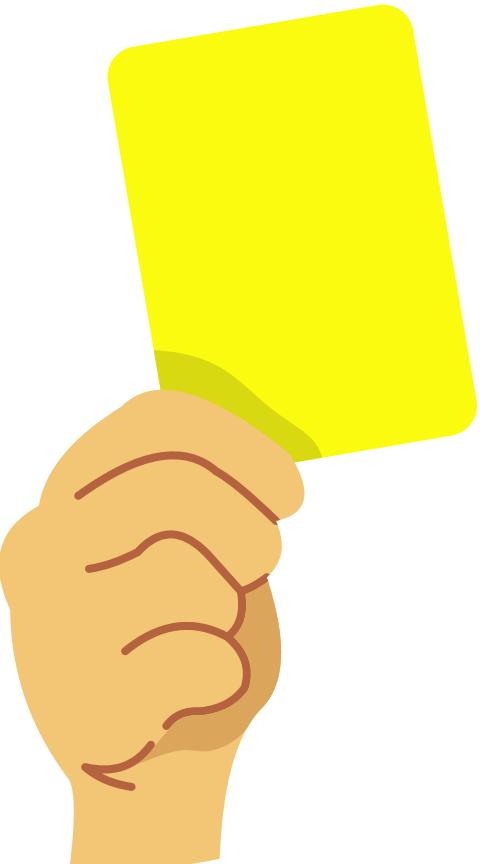


HOW THE MODEL WORKS (STEP-BY-STEP)

Step 2: Reflection (Coaching Cards)

They reflect on:

- Impact vs intent
- Emotions
- Power and silence
- Alternatives



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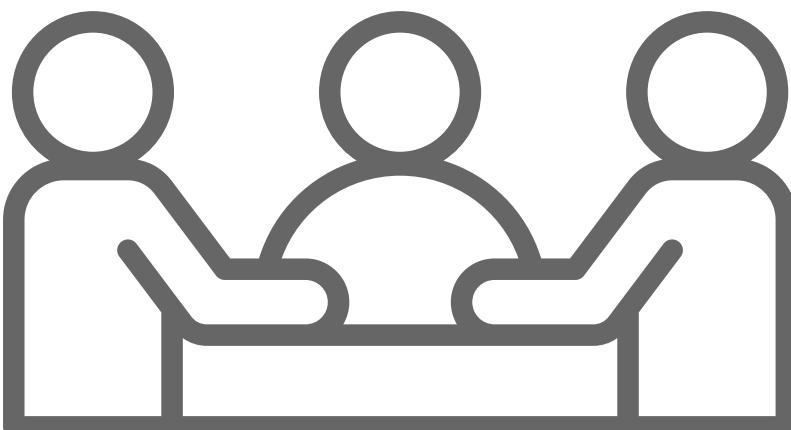
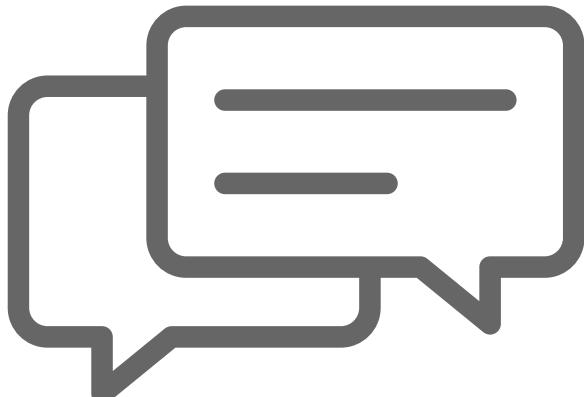


HOW THE MODEL WORKS (STEP-BY-STEP)

Step 3: Dialogue (Facilitated Discussion)

Youth discuss:

- Different perspectives
- Risks and responsibilities
- Real-life parallels





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HOW THE MODEL WORKS (STEP-BY-STEP)

Step 4: Skill Practice (Micro-Actions)

They practice:

- Language
- Boundaries
- De-escalation
- Bystander responses



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HOW THE MODEL WORKS (STEP-BY-STEP)

Step 5: Transfer to Real Life

Learners apply skills:

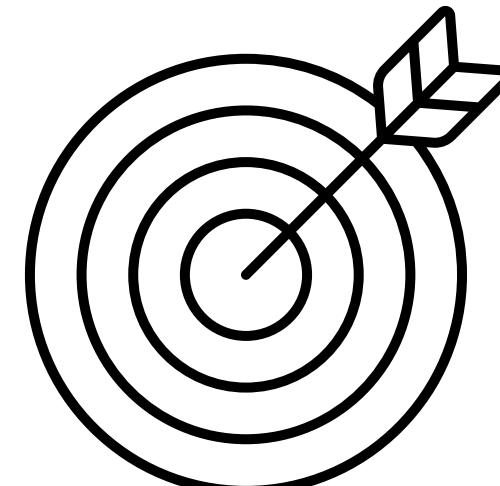
- Online
- In school
- In community spaces



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TARGET GROUPS WITHIN THE MODEL

- Young people → learners & peacebuilders
- Youth workers & educators → facilitators & multipliers
- Communities & schools → living practice environments





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WHY THIS MODEL IS EFFECTIVE

- ✓ Youth-relevant and realistic
- ✓ Preventive rather than reactive
- ✓ Trauma-aware and non-judgmental
- ✓ Scalable and adaptable
- ✓ Strong alignment with SDG 16



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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Each Digital Adventure follows a five-phase learning cycle.

The screenshot shows a website page with a blue header and a white main content area. The title 'Output-1 Digital Adventures' is at the top. To the right is a blue icon of a dove. Below the title are three white rectangular boxes with dark blue borders and text: 'What Are Digital Adventures?', 'How Can Youth Workers Use Digital Adventures In Their Programs?', and 'How Do Digital Adventures Encourage Behavior Change?'. To the right of these boxes is a column of text: 'What are Digital Adventures? Digital Adventures are interactive, gamified experiences that guide young people through real-world scenarios like workplace challenges, online conflicts, and social interactions. Designed to promote violence prevention and peacebuilding, they use branching storylines and decision-making to teach conflict resolution, empathy, and communication skills in a fun, engaging way.'



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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Phase 1: Scenario Introduction

Learners are introduced to a realistic conflict scenario drawn from everyday life (online, group, or community contexts).

Facilitator Role

- Explain that the goal is reflection, not performance
- Set basic group agreements (respect, confidentiality, opt-out)



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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Phase 2: Individual Decision-Making

Learners encounter decision points and choose how to respond to the situation.

Possible responses may include:

- Speaking up publicly
- Supporting someone privately
- Setting boundaries
- Pausing or delaying response
- Choosing not to act

Facilitator Role

- Avoid framing any option as “correct”
- Encourage learners to trust their first reaction



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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Phase 3: Consequences & Insight

The platform shows how each decision affects:

- Emotional safety
- Escalation or de-escalation
- Group norms and power dynamics
- Sense of belonging

Facilitator Role

- Prompt reflection:
 - What changed?
 - Who was affected?
 - What remained unresolved?



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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Phase 4: Group Reflection & Dialogue

Learners discuss their choices and experiences in small groups or plenary.

Suggested reflection prompts:

- What made this choice feel safe or risky?
- How did silence affect the situation?
- What would you try differently next time?

Facilitator Role

- Encourage multiple perspectives
- Normalize uncertainty and discomfort
- Protect participants from judgment or pressure



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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Phase 5: Skill Transfer to Real Life

Learners identify one small, realistic action they could take in a similar real-life situation.

Examples:

- A sentence they could say
- A boundary they could set
- A pause strategy
- A supportive message to someone affected

Facilitator Role

- Emphasize micro-actions
- Avoid demanding public commitments



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HOW TO USE THE COACHING CARDS (STEP-BY-STEP)

Step 1: Set the Space

Before starting:

- Agree on respect and confidentiality
- Normalize different experiences and opinions
- Remind participants they can pass or opt out

Step 2: Choose the Cards

Select cards based on:

- Group age and maturity
- Session goals (reflection, skill-building, action)
- Time available

Options:

- One card for short sessions
- 3–5 cards for deeper workshops



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HOW TO USE THE COACHING CARDS (STEP-BY-STEP)

Step 3: Read & Reflect

- Read the card aloud (or silently)
- Give participants quiet time to think

Facilitator Tip:

Allow silence. Reflection often needs space.

Step 4: Dialogue & Sharing

Invite participants to share:

- Thoughts, not confessions
- Reflections, not conclusions

Suggested prompts:

- “What stood out to you?”
- “Did anything feel challenging or new?”

Facilitator Role

- Use “maybe language”
- Avoid correcting or debating
- Protect participants from judgment



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HOW TO USE THE COACHING CARDS (STEP-BY-STEP)

Step 5: Action Step

Guide participants through the card's action step:

- Individually (writing, drawing)
- In pairs or small groups
- Through role-play or creative expression

Key Principle:

Actions should feel possible, not overwhelming.

Step 6: Closing & Integration

End with:

- A short reflection round
- One takeaway or insight
- Optional grounding exercise

Avoid ending sessions on unresolved emotional tension.



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EUROPEAN PARTICIPATION

- **Countries involved: 5+ EU countries, 3 sessions**
- Total participants: 45+ youth workers, educators, and trainers
- Profiles represented:
 - Youth workers and facilitators
 - Educators and trainers
 - NGO and community organisation staff

The diversity of backgrounds enriched discussions and learning outcomes.



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GALLERY

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STRUCTURE OF A DIGITAL ADVENTURE SESSION

Each Digital Adventure follows a five-phase learning cycle.

Output-1 Digital Adventures

What Are Digital Adventures?
How Do Youth Workers Use Digital Adventures in Their Programs?
How Do Digital Adventures Encourage Behavior Change?

NEVER GIVE UP FÖRDERVEREIN e.V.
Eine Chance für die Zukunft

CONSULTING GROUP

ECHR European Center for Human Rights

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GALLERY

Martina Jukić, Loek Michiels, info- ELN & TIR, VIBE Nederland - Jes..., Jolanta P, Ewelina M.

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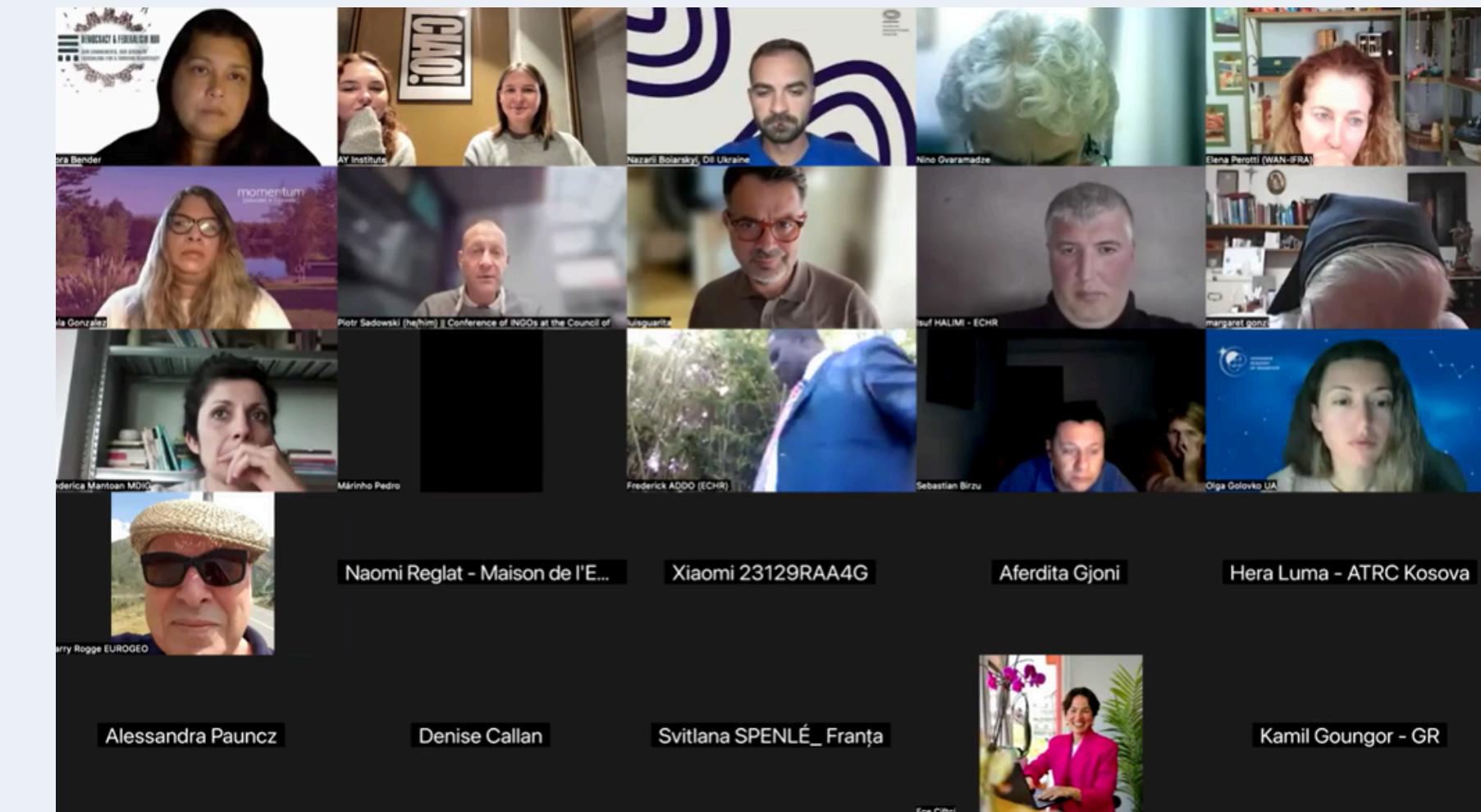
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TESTIMONIALS

- Manuela:

“I found the workshop incredibly eye-opening. It’s so important to understand how identity struggles and even subtle forms of violence can really impact youngsters navigating cross-cultural relationships. I left feeling more equipped to support them.”

- Beryl:

“It was a really intense and necessary conversation. What stood out to me is how vital it is to give teenagers a safe space to express what they’re going through. Harmony Path did a fantastic job creating that environment.”



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TESTIMONIALS

- Mitchel:

“This session really highlighted the layers of identity that youth juggle with, especially when they’re caught between cultures. I think we all walked away with a deeper sense of empathy and some practical ways to help them feel seen and understood.”

- Mary:

“I really appreciated the focus on how subtle conflicts can shape a youth’s sense of self. The session underscored the need for us as mentors and parents to really listen and validate their experiences.”



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TESTIMONIALS

- Lilian:

“What a powerful discussion! It’s clear that when we talk about integration and identity in youth, we’re also talking about creating a community of care. I’m grateful for the insights and the heartfelt conversations Harmony Path brought into the room.”