

**CAPACITY BUILDING
IN THE FIELD OF YOUTH**

**WORKING TO APPROACH YOUTH
WORKERS AS AGENTS OF A
RESPONSE TO DISABILITY**

WAYWARD

TRAINING FORMAT



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Working to Approach Youth Workers as Agents of a Response to Disability

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Training Format

Project Code:

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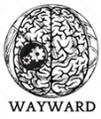
TRAINING FORMAT

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Working to Approach Youth Workers as Agents of a Response to Disability is a project of the Erasmus+ programme, or WAYWARD, is a Capacity Building Youth project involving 7 partner organizations from Greece, Ireland, Italy, Bulgaria, Philippines, Vietnam, and Mexico with the overarching aim of empowering personal development, overcoming stereotypes, and social inclusion of young people (age 18-25) with mental disability in partner countries through the empowerment of youth workers and NGOs in terms of understanding and methodological toolset based on the ETS (Education Through Sport) methodology.



Target Group of the Project:

- Direct Target group: 18-25 years old persons with mental disability; youth workers of NGOs interested in the ETS methodology;
- Indirect target group: general public of youth and youth workers, youngsters with mental disability not involved in the activity, NGOs and stakeholders.

2. The aim of the Training Format

The aim of producing this training format based on ETS is to allow youth workers to fill the gap between existing needs and the existing offer through delivering an ETS program targeted at an audience of mentally disabled young people.

This training format enables operators active in the field of youth to foster motivation, skills, and social inclusion potential at the level of mentally disabled young people through ETS.

2.1. What is Non-Formal Education (NFE)

Non-formal Education (NFE) can be defined as the comprehensive approach of all educational practices which are not included in the formal system of education. NFE can address diverse specific target groups, from youth to elderly people, with and without disabilities, taking place in different environments and contexts.

Learning activities within a non-formal framework are created to meet young people's needs, aspirations and interests on a voluntary basis and learner-centred. Learning methodologies used in NFE are varied and are mainly focused on establishing environments based on trust and sharing experiences.

“Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility. What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the



ongoing process, one of its crucial features is learning by doing. “Non-formal” does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.” (Non Formal Education Book)

To summarise the main differences between Formal education, Informal education and Non-Formal education are:

- **Formal education:** the hierarchically structured, chronologically graded 'education system', from primary school to the university and including specialised programmes for academic studies, vocational and professional training.
- **Informal education:** the lifelong process whereby every person acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or hers living environment – family, work, school, mass media etc.
- **Non-Formal Education:** any educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives.

A few of the advantages of non-formal education:

- It facilitates the inclusion of disadvantaged groups.
- It allows flexibility in organization and methods.
- It provides added value in terms of capacity-building of organizations, systems and institutions.

2.2. Education Through Sport

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation (Andonova, Acs, & Holmes, 2013). ETS, combining in a positive synergy the inclusive potential of ETS and Sport provides grassroots organizations with a powerful tool to enhance young disabled people’s motivation to participate in society, at the same time countering phenomena of social stigma through positive awareness and providing young people facing mental disability with the transversal backpack of skills for successful integration in all spheres of education, society and, prospectively, labour market.

3. Training Format Modules



In this part of this training format, you will find the modules, which are divided into 4 main groups. Within each module are listed the activity sessions that can be used by active operators, youth workers, trainers, etc. who work with an audience of young people with mental disabilities.

The methodology used in these sessions is Non-formal Education and Education through sport. Each session provides detailed information on activities that are tailored to the needs of the target group.

The training Format is divided into the following thematic modules:

Module 1- Non-Formal Education

Module 2- Education Through Sport

Module 3- Leadership Skills

Module 4 – Social Inclusion

Module 1

Introduction to Non-Formal Education

Module 1 contains activities that will help participants to get to know each other in a non-formal environment and introduce themselves. In this module the participants will build trust between each other as well as develop teamwork skills.

Preparation:

The trainer will prepare:

- The field for the workshops
- The activities.

Session 1

Title of the activity:	Treasure hunt
Step-by-step description:	<p>The trainer/facilitator will give a little task to everyone, such as "go get something green" (or something like "go open your kitchen window" for an online version), so that participants will have to move around or run to achieve a purpose. Then the participants will start counting "1,2,3, freeze!" and the participants will freeze on their way to completing the task. The winner is the person who manages to complete the task first.</p> <p>The trainer/facilitator will then explain that they are going to play again, but with different sets of rules. The rules will be "dropped in" while they play, so they need to pay attention.</p> <p>Each round should start with a free run (meaning that the first time they freeze, they have no rules, they run all together), then the trainer adds one rule after every time the participants "freeze" the runners.</p> <p>Example of rules:</p> <p><i>Round 1:</i></p> <ol style="list-style-type: none"> 1. Free

	<ol style="list-style-type: none"> 2. Only dark-haired people can run 3. Only men/women can run 4. Only men/women who live in cities can run <p>Round 2:</p> <ol style="list-style-type: none"> 1. Free 2. Only tall people run 3. Only people with a degree-level education run 4. Only people with a full-time job run. <p>(These are only examples; the trainer can adapt the rules according to the situation of the group).</p>
Materials:	None
Duration:	90 min
Learning Outcomes:	Participants will get to know each other in a non-formal environment and introduce themselves. They start to reflect on discrimination.
Evaluation/ Learn Check:	<p>The trainer asks participants how they felt the second time they played the treasure hunt.</p> <ul style="list-style-type: none"> • Did they had the chance to win? How did they feel when they weren't allowed to run anymore? • Were the new rules fair? Do they reflect real life situations? • Have they ever had the feeling that they “couldn't run” for some unfair reason, in their lives? • When they were allowed to run, did they feel like stopping when they saw that someone couldn't run anymore? • Why or why not? (If someone actually did stop, ask them why).
Photos	Photos taken during the activity

Session 2

<p>Title of the activity:</p>	<p align="center">Building Fellowship Through Sport</p>
<p>Step-by-step description:</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • 5 – 10 minutes of running • 5 minutes of stretching • One energizer or group game (<i>see Annex1</i>) <p>Step 1: The Trainer will divide the participants in two teams. Each team will receive bibs to wear.</p> <p>Step 2: The Trainer will explain that they will play football (soccer) using a ball, introducing the first round where participants will just pass the ball to each other.</p> <p>Suggested time sessions:</p> <ul style="list-style-type: none"> • 5 minutes playing • 5 minutes rest • 5 minutes playing • 6 minutes rest • 5 minutes playing • 8 minutes rest <p>Step 3: The Trainer will split the members of each team in couples <i>Partner 1 – Youth person with ID</i> <i>Partner 2 – Youth person without ID.</i></p> <p>The couples will have to move around the space and play football, in the beginning by just running side by side and then by touching shoulder-to-shoulder or holding hands or holding stripes (piece of rope/ribbon).</p> <p>Step 4: Now, the participants are still in couples, running side by side, and the aim is to score in the opponent's goal.</p>

	<p>Variations:</p> <ul style="list-style-type: none"> • Only one player can score • One player of the pair can only use their hands and the other player only their legs to score. • One player of the pair can use only one hand and the other player only one leg to score. • One pair is playing for both teams. • Secret role (can be somebody who will play for both teams, /someone who will give advice/someone who will make confusion etc.)
<p>Materials:</p>	<p>Bibs, footballs, small balls.</p>
<p>Duration:</p>	<p>60 – 65 min</p>
<p>Learning Outcomes:</p>	<p>The session aims at developing trust between young people with and without intellectual disability.</p>
<p>Evaluation/ Learn Check:</p>	<p>At the end of the session the Trainer will have a debriefing with all the participants to receive their feedback regarding the workshops.</p> <p>Debriefing: The Trainer will engage the participants in a debriefing session, using visual material with pictures, emojis etc. (10-15 min).</p> <p>Questions:</p> <ul style="list-style-type: none"> • How did you feel in this workshop? • Which round did you like the most? Why? • What was the difference between each round of the workshop? • Do you think that you can use this experience in your daily life?
<p>Tips for the trainer:</p>	<p>The trainer should always introduce the easiest version of the activity first and then can move on to the different variations according to the level of the participants.</p> <p>During the workshops, the trainer always needs to be supportive and ready for intervention in case of an emergency.</p>

	Specific attention should be given to the debriefing/evaluation at the end of each workshop.
Photos	Photos taken during the activity

Session 3

Title of the activity:	Reaching the Goal Together
Step-by-step description:	<p>The Trainer will divide the participants in two or four teams. Each team has its own “base” in one of the two sides or four corners of the square field. In the middle of the field, the Trainer will spread coloured small balls inside a hoop.</p> <p>The Trainer will explain the purpose of the game and the rules:</p> <p><i>For each round, each group should choose one member to take the challenge set by the Trainer. The rest of the team is supporting and cheering their teammate in order to complete the challenge.</i></p> <p>Challenge one: One representative per team will walk/run to the middle of the field and pick only one ball at the time from the hoop trying to gather as many as balls as possible.</p> <p>Challenge two: One representative per team will go side walking to the middle of the field and pick only one ball at the time from the hoop trying to try to gather as many as balls as possible.</p> <p>Challenge three: One representative per team will start from a sitting position and walk/run to the middle of the field, sit down and pick only one ball at the time from the hoop trying to try to gather as many as balls as possible.</p> <p>Strategy moment: the Trainer will give 5 minutes to the teams in order to develop a strategy before the third round (5 min).</p> <p>Third round: participants will play with the rules of challenge two, putting into practice the strategy they decided in step 6 (15 min).</p> <p style="text-align: center;">Variation:</p> <p>The Trainer can adapt variations according to the level of the group.</p> <ul style="list-style-type: none"> • All members of the team take turns in the challenges

	<ul style="list-style-type: none"> • Each team can have a colour assigned. In this case, team representatives will have to pick only the balls of the colour of the team. If they pick up a ball of the wrong colour, they will have to go back to their team area and then try again. • Team members can be blindfolded for one round. • Instead of the colour, the Trainer can use balls of different materials/textures.
Materials:	Bibs, footballs, small balls.
Duration:	60 – 70 min
Learning Outcomes:	The session aims at developing trust between young people with and without intellectual disability.
Evaluation/ Learn Check:	<p>At the end of the session the Trainer will have a debriefing with all the participants to receive their feedback regarding the workshops.</p> <p>Debriefing: The Trainer will engage the participants in a debriefing session, using visual material with pictures, emojis etc. (10-15 min).</p> <p>Questions:</p> <ul style="list-style-type: none"> • How did you feel in this workshop? • For the members doing the challenges: did you feel supported by your team? • For the teams: did you feel frustrated during the challenges? Do you think that you were capable of supporting your team member? • How did you choose the member that should do the challenge? • How did you come up with a strategy?
Tips for the trainer:	<p>The trainer should always introduce the easiest version of the activity first and then can move on to the different variations according to the level of the participants.</p> <p>During the workshops, the trainer always needs to be supportive and ready for intervention in case of an emergency.</p> <p>Specific attention should be given to the debriefing/evaluation at the end of each workshop.</p>
Photos	Photos taken during the activity

Module 2

Introduction to Education Through Sport

Sport and physical activity provide opportunities for addressing discrimination faced by particular groups of the society. Persons with disabilities or different minorities groups for example, are frequently subject to multiple forms of discrimination. The participation in sport and physical activities challenges prejudices and therefore positively contributes to their empowerment. Sport and physical activity can help to enhance empowerment and social connection of young people, especially the ones living in underprivileged environment.

Preparation:

The trainer will prepare:

- The field
- The role cards
- Quiz associated with different aspects of formal, informal or non-formal learning

Session 1

Title of the activity	Describing the Project, NFE methods and ETS methodology
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	PPT presentation + open discussion
Materials:	PPT presentation

Duration:	30 min
Preparation:	Study the project and prepare the ppt
Learning Outcomes:	The activity will describe in detail the project Wayward, the mission, the activities, what partners have done and what they are supposed to do. A particular focus will be left for ETS and NFE methodologies.
Evaluation/ Learn Check:	Open discussion
Tools and how to use them	At the PPT presentation will follow an open discussion. This will be the basis of the connection among participants and organizers.
Background/references/ Sources:	None
Tips for the trainer:	<p>PPT PRESENTATION ABOUT THE PROJECT</p> <p>PPT presentation should include:</p> <ul style="list-style-type: none"> - A presentation slide with the logos; - A slide with the aim and mission of the project; - A slide with the objectives the project wants to reach; - A slide to describe what is ETS methodology; - A slide to describe what is NFE method; - A slide about the activities done and the foreseen ones; - A slide about project results; - A slide describing briefly the partners; - A slide describing the training format and the training activities; <p>Slides have to contain the photos done so far.</p>
Photos	Photos taken during the activity

Session 2

Title of the activity	Expectations & First self-assessment on the topic and methodology
Category of the activity	Educational workshops for transfer of knowledge



Step-by-step description:	<p>Using Mirò board, the participants will be pushed to break the ice and to get to know better the others. The trainer, after having asked everyone to introduce themselves, will ask these questions:</p> <ul style="list-style-type: none"> - What do you prefer about the project? - Are you afraid of something? - What do you expect from it? - Have you ever taken part in a similar project? - Which challenges have you faced in your countries related to the topics of the project?
Materials:	Mirò board account, internet connection
Duration:	20-30 min
Preparation:	Having a mirò board understanding, be ready to stimulate conversation and break the ice
Learning Outcomes:	Participants will share their expectations as well as their current experience with the concerned topics.
Evaluation/ Learn Check:	She/he will then engage participants in an open discussion about the topic. How they can apply this method in working with disabled people? Is there something to keep in mind while using this method?
Tools and how to use them	Mirò will be used to gather expectations.
Background/references/ Sources:	Further readings on the activity/session and/or references to other activities/sessions that inspired the present one.
Photos	Photos taken during the activity.

Session 3

Title of the activity	Developing ETS activities
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>1- The trainer asks the participants to write down some challenges they have faced about project topics, and they will read aloud their lists.</p> <p>2- Secondly, the trainer will ask the participants to write a list with the NFE activities they are more experienced to do.</p> <p>3 – The Trainer will divide the group into 4 group, giving each group a trouble from the ones they underline and to create a NFE path to overcome it. The troubles will be different.</p> <p>The group will have 20 minutes to create a NFE training using the NFE methods they are more experienced and learning someone else.</p> <p>4- Every group will describe the NFE training created and everyone will add some suggestions and improvements</p> <p>5- Every NFE training with the improvements of the group will be written down and will be given to participants that will be able now to use them in their own institutions.</p>
Materials:	Rooms where different groups could work in
Duration:	100-120 min
Preparation:	None
Learning Outcomes:	Participants will work in groups to develop an ETS/NFE activity for young people.
Evaluation/ Learn Check:	The trainer will engage participants in a discussion about the activities created, she/he will encourage exchange of feedback and will provide feedback her/himself, as well as tips, on how to improve the activities.
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 4

Title of the activity	Running in circles
Category of the activity	Energizer
Step-by-step description:	<ol style="list-style-type: none"> 1. The trainer divides the group into 4 queues (Group A-B-C-D). 2. The trainer puts the queues in 4 different places, forming a circle. 3. Every group has a little ball. 4. The first ones of the queue has to run in circle to achieve her/his group and pass the ball to his/her companion. 5. After every circle the trainer will ask participants to run as animals to achieve their companions. 6. The team that finishes first (meaning that all the participants have finished to run), wins.
Materials:	4 balls
Duration:	15 min
Preparation:	The trainer has to think about different walking animals to propose to participants (see <i>ANNEX 2</i>).
Learning Outcomes:	Participants will break the ice through this activity, starting to laugh about themselves.
Evaluation/ Learn Check:	<p>Debriefing moment to collect feedbacks and feelings about the activity</p> <p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem.</p>
Tools and how to use them	None
Background/references/ Sources:	None

Photos

Photos taken during the activity.

Session 5

Title of the activity	Freezing ball
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Step 1: The trainer divides participants into two main teams. Each team must stay behind the chair line. Each time choses a Knight .</p> <p>Step 2: The trainer put a ball on the dividing line.</p> <p>Step 3: When the trainer says “GO” the Knight of every team runs to fetch the ball first. When the first knight fetches the ball, the other one freezes. Then, all the participants run into the field. When everybody is inside the field (no one can stay out of it), the knight with the ball passes the ball to his/her companions.</p> <p>Step 4: Participants can run across the field but when they fetch the ball, they freeze. Nobody can touch them or stay close to them until they pass the ball.</p> <p>Step 5: Through passages, the team wins when a participant can put the ball beyond his/her team line. (It is not possible to cast the ball beyond the line. The last one must accompany the ball while falling).</p> <p>Step 6: When a team realizes a point, the teams come back behind the line and the game starts from the beginning with another knight.</p>
Materials:	A ball, 10 chairs, an outdoor or indoor field to work on.
Duration:	15 minutes per match
Preparation:	Prepare a field with 5 chairs per line placed after each end line. Prepare a line to divide the field into two parts when necessary.

Learning Outcomes:	How to respect others' space. To build a spirit of collaboration and equality among the participants.
Evaluation/ Learn Check:	Debriefing moment to collect feedbacks and feelings about the activity The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem.
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 6

Title of the activity	Write a smile
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Step 1: The trainer divides the group into 4 little teams, each placed at the corner of the field/gym.</p> <p>Step 2: The trainer will give a hoola-hop each to be placed nearby the group.</p> <p>Step 3: At the centre of the field/gym ping-pong, golf and tennis balls are placed.</p> <p>Step 4: When the trainer says "GO", one participant each team runs towards the centre, fetch a little ball and puts it in their hoola-hop starting to draw a smile (see ANNEX 3).</p> <p>Step 5: When the first finishes his/her task, he/she comes back to the team, clap the hand of the second one and so on until the smile is ended (2 balls for the eyes, one for the nose, 8 for the mouth). If a ball slides or fall over the circle because it was bad-placed the responsibility to fix it is up to the next participant. One participant cannot touch the ball twice.</p>

	<p>Step 6: When the smiles are finished, participants have to go to their hoola-hop and surround it.</p> <p>Step 7: The objective now is to steal as many balls as possible from one another's hoola-hops.</p> <p>Step 8: When someone tries to fetch the ball but is touched, he/she has to come back and start from the beginning.</p> <p>Step 9: When someone touches the ball, he/she brings the ball to his/her team. The others cannot do anything.</p> <p>Step 10: When time is up the trainer says "STOP". Wins the team with more balls.</p>
Materials:	32 little balls (tennis, ping-pong, golf balls), 4 hoola-hops
Duration:	60 min
Preparation:	The trainer will create the field as in the template (ANNEX 2), when he/she will put the balls at the centre.
Learning Outcomes:	Participants will understand the consequences of their actions on the team and how to collaborate as a team to reach a common target.
Evaluation/ Learn Check:	<p>Debriefing moment to collect feedbacks and feelings about the activity</p> <p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. The Trainer will push the participants to reflect about how some actions (as bad-placing the balls inside the hoola-hops) undermined the effort of the group.</p>
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 7

Title of the activity	Seated handball
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Step 1: The trainer divides the participants into two teams. The participants take their own place in the field and seat down. One participant has to be the goalkeeper.</p> <p>Step 2: When the trainer says “GO”, he casts the ball in the field and participants has to fetch it moving on all fours. When they fetch the ball, they have to seat down and pass to their companions. The others can't move once one has fetched the ball. Thought passages, the object is to goal other's team gate. The goalkeeper has to stay seated.</p> <p>Step 3: The participants can move on their feet to grab a better place only when the ball goes accidentally out of the field and the trainer fetch it. When the ball returns, everybody has to seat down.</p> <p>Step4: Wind the team with more goals at the end of the activity.</p>
Materials:	<ul style="list-style-type: none"> - Two little football gates to be place at the end-lines of the field - A soft ball
Duration:	45 min
Preparation:	The trainer has to prepare a little football field with two little gates. The field has to be smaller.
Learning Outcomes:	The participants will learn how to overcome some difficulties thinking about different strategies, and how to rely among one another.
Evaluation/ Learn Check:	<p>Debriefing moment to collect feedbacks and feelings about the activity</p> <p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. The Trainer will push the participants to reflect about how they felt not to be able to move to reach a personal target.</p>
Tools and how to use them	None

Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 8

Title of the activity	Hit and sunk
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Step 1: The trainer divides the group into 2 teams.</p> <p>Step 2: The team creates a queue and the first one has a tennis ball.</p> <p>Step 3: The first participant casts the ball targeting a set of cartons that the trainer had placed at the end of the field before starting the activity. The cartons have to be similar to a castle.</p> <p>Step 4: Once one casts the ball, he/she is in charge to fetch it and to come back to the queue and pass it to his/her companion).</p> <p>Step 5: The team can collaborate to suggest the first in the queue which carton hit to easier the process.</p> <p>Step 6: The team that destroys the castle before, wins.</p>
Materials:	A set of cartons, 2 tennis balls
Duration:	30 minutes

Preparation:	The trainer has to prepare the field. At the end of it, he/she has to create two little “castles” with the cartons quite far from each other. The cartons must be closed and empty.
Learning Outcomes:	The participants will learn how to control their strength, to improve their aim, and how to collaborate for a common strategy to reach a common target
Evaluation/ Learn Check:	Debriefing moment to collect feedbacks and feelings about the activity The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. The Trainer will push the participants to reflect about the importance of a team and how collaboration ease the work of everyone.
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 9

Title of the activity	The fisher and the sea
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Steps:</p> <ol style="list-style-type: none"> 1. The trainer prepares some hoola-hops in the field in different places (the fishes). 2. Then, he/she divides the group into two teams set in a queue (a team of fishers). 3. He/she gives a basketball to every team. 4. Participants have to make the ball dribble on the ground until it pushes the circles. If the ball pushes the circle with one dribble = 3 points. If the ball pushes the circle with two dribbles = 2 points. If the ball pushes the circle with three dribbles = 1 point. 0 points for more than 3 dribbles.

	<p>5. Once one casts the ball he/she has to run and fetch it ant to fetch the hoola-hop he/she might have hit</p> <p>6. If someone fails and the companions discourage him/her, the all team loses a point.</p> <p>7. The team with more points at the end of the time wins.</p>
Materials:	10 hoola-hops, two basket balls
Duration:	30 minutes
Preparation:	The trainer has to prepare in advance the field putting the hoola-hops randomly in the field. Some of them might be closer to the queues, some others really far from them
Learning Outcomes:	The participants will learn how to focus on a target, how to think before making an action, how to support a companion.
Evaluation/ Learn Check:	<p>Debriefing moment to collect feedbacks and feelings about the activity</p> <p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem.</p>
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 10

Title of the activity	It's raining balls
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<ol style="list-style-type: none"> 1. The Trainer divides the participants into two groups. 2. A net divides the teams. 3. Every team has three balls. 4. The teams have to cast the balls simultaneously beyond the net and the others has to fetch them before falling. 6. When a ball falls on the ground the point goes to the team who casted the ball. 7. The maximum score is three. When all the three balls fall, the game start again and the teams change the field. 8. A team has to win at least 3 matches to finish the activity.
Materials:	6 volleyball balls, a net (not too high)
Duration:	Up to 30 minutes
Preparation:	The trainer has to prepare the net in advance and the fields when they are not marked.
Learning Outcomes:	The participants will learn how to work as a team, to overcome different threats and to divide responsibilities among them.
Evaluation/ Learn Check:	<p>Debriefing moment to collect feedbacks and feelings about the activity</p> <p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. The trainer should make the teams reflect about the question: How did you manage to follow three different balls at time?</p>
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Module 3

Introduction to Leadership Skills

Leadership skills are skills you use when organising other people to reach a shared goal. Whether you're in a management position or leading a project, leadership skills require you to motivate others to complete a series of tasks, often according to a schedule. Leadership is not just one skill but rather a combination of several different skills working together. Leadership skills are an essential component in positioning executives to make thoughtful decisions about their organization's mission and goals, and properly allocate resources to achieve those directives. Valuable leadership skills include the ability to delegate, inspire and communicate effectively.

Preparation:

The trainer will prepare:

- The field for the workshops
- The activities.

Session 1

Title of the activity	The role of trainer: skills, challenges and tips
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<ol style="list-style-type: none"> 1. The trainer will give a face-to-face/ppt presentation on the role of the trainer. 2. After the presentation, the trainer will ask participants to describe what it means to be a leader according to them. 3. The Trainer will ask them to say 5 skills a trainer should have each (though online visual boards such as Padlet or Mirò). 4. The trainer will ask participants to share their personal experience and what they find more challenging in working with kids and teenagers. One challenge each national context/country involved in the project will be identified. 5. After having identified the challenges, using breakout rooms, the trainer will divide participants into smaller groups (as many as the identified challenges) and assign a challenge to each group. 6. The trainer will then ask each group to find one or more possible solutions to tackle the challenge they were assigned to. 7. After 15 min, participants will reconvene in plenary and share the possible solutions each group found. They will discuss and confront the solutions saying what they would have done instead.
Materials:	<ul style="list-style-type: none"> - (ppt) presentation on the role of the trainer. - online visual boards such as Padlet or Mirò account (+ internet connection) - breakout rooms/ spaces to divide participants in
Duration:	60 min
Preparation:	<ul style="list-style-type: none"> - contents and understanding on the role of the trainer (skills, challenges and tips) - conversational techniques or list of questions/examples, etc... to improve conversation and engage the participants in

Learning Outcomes:	Participants will explore what being a trainer means, what are the skills required, which challenges they might face during training and how to tackle them. They will know more about how is to be a trainer abroad, learning from others' experiences.
Evaluation/ Learn Check:	They will discuss and confront the solutions. Are they similar? Can a solution be applied to more than one challenge? Which are the skills required to put the solution in practice?
Tools and how to use them	<ul style="list-style-type: none"> - (ppt) presentation on the role of the trainer and online visual boards such as Padlet or Mirò will be used to help participants to focus on the topics, understand them and brainstorming. - breakout rooms/ spaces to divide participants in will be used to permit private discussion/focus group between participants
Background/references/ Sources:	None
Tips for the trainer:	<p>The PPT should include these slides:</p> <ol style="list-style-type: none"> 1- Who is a trainer? 2- How to become a trainer 3- Responsibilities of a trainer 4- Challenges a trainer faces every day 5 – How to learn from your mistakes 6 – Adult and youth trainer 7- The trainer and the youngsters
Photos	Photos taken during the activity.

Session 2

Title of the activity	Active listening, leadership and conflict resolution skills
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Category of the activity	Energiser
Step-by-step description:	<p>The trainer will prepare in advance a set of 10 different slides/sheets with a task to complete for each sheet (e.g. put the ball in the basket, put all similar objects in the same corner of the sheet, place object according to size, etc) and a set of "obstacles" to keep into consideration (objects have to be moved according to a specific path, every two instructions one has to be wrong, etc). (See Annex 4)</p> <p>The facilitator explains participants the task ahead.</p> <p>Each group will have to complete as many sheets as possible. One group member will be blindfolded. The others have to read the sheets and accompany the blindfolded one in the task to do. They cannot touch her/him. The participant has to trust them and complete the task being careful of the obstacles. The blindfolded can open her/his eyes only to change sheet <i>after</i> the task is completed. The group that finishes all the tasks before, wins.</p> <p>Groups have 15 min (max) to complete the game.</p> <p>You can consider also having all blindfolded participants working on the same copy of the sheet to make the game a bit trickier.</p>
Materials:	<ul style="list-style-type: none"> - 10 different slides/sheets with a task to complete for each sheet - something to blindfold participants
Duration:	30 min
Preparation:	<ul style="list-style-type: none"> - The trainer will prepare in advance a set of 10 different slides/sheets with a task to complete for each sheet. - A set of "obstacles".
Learning Outcomes:	Activity to develop and reflect on active listening, leadership, and conflict resolution skills.
Evaluation/ Learn Check:	<p>The trainer will start a debriefing moment by asking questions such as:</p> <ol style="list-style-type: none"> a. How did you feel during the activity?

	<ul style="list-style-type: none"> b. Did you work as a team? c. Was there any major problem or conflict? d. What did you learn? e. Can you apply what you learned to something else in your personal or working life?
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity.

Session 3

Title of the activity	“Mr The Leader”
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<ol style="list-style-type: none"> 1. Split participants into small groups and ask them to create the character of “Mr. The Leader” with all the features that a leader is supposed to have (See ANNEX 5) 2. Every group describes the character to the others and the participants make a list of the common features rising. 3. Ask participants to create a unique character combining all the common features found. 4. Ask participants if they know somebody who have all these features. Ask them to think about their own features and to compare it to the features of “Mr. The Leader”. Is someone like him/her?
Materials:	paper and pencils
Duration:	90 minutes

Preparation:	Prepare the material above
Learning Outcomes:	Reflecting about what is to be a leader. Reflecting about the impossibility to be a perfect person/leader.
Evaluation/ Learn Check:	Debriefing activity collecting feedbacks and feelings about the activity Questions like: - Do you think “Mr. The Leader” exist? - Can you imagine the pressure that a leader has to face because of others’ expectations? - Which are the features you have in common with Mr. The Leader? Which are the opposite ones?
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 4

Title of the activity	Guess the leader
Category of the activity	Ice Breaker
Step-by-step description:	<ol style="list-style-type: none"> 1. Split participants into 3 groups <ol style="list-style-type: none"> 1.1 Group A – Has to think about a famous leader (politician, team leader, king...) 1.2 Group B – Has to think about a hosting organization leader 1.3 Group C – Has to think about a sending organization leader 2. Ask One of the group to mime the leader. The others have to guess how she/he is.

	<p>3. Then all together, let's create a list of responsibilities that every quoted leader has to face.</p> <p>4. Try to match the list of responsibilities with another leader.</p> <p>5. Ask the participants if the responsibilities of a leader are the same of another one.</p> <p>6. Ask participants to think about the responsibilities of a youth leader and create another list.</p>
Materials:	paper and pencils
Duration:	60 minutes
Preparation:	Prepare the material above
Learning Outcomes:	Reflecting about the responsibilities of a leader and how every leader has different responsibilities. Reflection about youth leader ones.
Evaluation/ Learn Check:	<p>Debriefing activity collecting feedbacks and feelings about the activity</p> <p>The trainer should ask some questions like:</p> <ul style="list-style-type: none"> - Have you ever thought about leaders' responsibilities? - Can you imagine the pressure that a leader has to face because of others' expectations? - Which are your everyday responsibilities? - Which are the responsibilities of the people that surrounds you?
Tools and how to use them	None
Background/references/ Sources:	None

Photos

Photos taken during the activity

Session 5

Title of the activity	Leaders on scene!
Category of the activity	Team Building
Step-by-step description:	<p>1. The trainer will describe to participants the 5 (3,8,10 depending to the number of participants) style of leadership (Authoritarian Leadership, Participative Leadership, Delegative Leadership, Transactional Leadership, Transformational Leadership) and he/she will match all the styles with a character</p> <p>2. The participants will be split into different groups, one for style, and they will have 10 minutes to create a little scene with the main “leader” character as protagonist. Everyone has to take part into the sketches. While the group are rehearsing, the trainer will prepare the place for the “stage”.</p> <p>3. Every group will perform their pieces and while they are acting, the trainer will give them an “unforeseen scenario” to see how, through improvisation, the group imagine a reaction of a leader with a particular style.</p> <p>4. At the end, the trainer ask to the groups how other leaders with different styles should have reacted to the unforeseen scenario and how they would have reacted.</p>
Materials:	paper strips with situations, flipchart, pen, optional: props for theater – old clothes, paper for re-use, colours.
Duration:	90 minutes
Preparation:	Prepare the material above Preparing the unforeseen scenarios (ANNEX 3)

Learning Outcomes:	Reflecting about how a leader can be different from others and about how many different approaches a leader can adopt to face problems.
Evaluation/ Learn Check:	<p>Debriefing moment to share feeling and feedbacks.</p> <p>The trainer will ask these questions:</p> <ul style="list-style-type: none"> - How would you act in different situation as youth leader? - Which leadership style is the closer to you? - Which leader would you trust more? - What are the positive and negative aspects of each one?
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity

MODULE 4

Introduction to Social Inclusion

Module 2 contains activities that will help participants to understand how important social inclusion. In this module the participants will understand each other better in terms of social inclusion. Module 2 promotes the social inclusion of young people suffering from intellectual disability, in the short to long term, by means of capitalizing on the potential of education and social aggregation inherent.

Preparation:

The trainer will prepare:

- The field for the workshops
- The activities.

Session 1

Title of the activity	Werewolves
Category of the activity	Team building
Step-by-step description:	<p>The session will see an adaptation of the game “Werewolves”.</p> <p>Participants are all part of a football/basketball club. There’s an upcoming match and they have a meeting to decide who is going to play.</p> <p>Discriminators are the ones who want to take part in the match at all costs, while team members try to get together the best team for the match.</p> <p>The Captain wants the best for her/his team and tries to prevent the discrimination of team members.</p> <p>The Coach know her/his team very well, and she/he can discover who is discriminating others.</p> <p>The President is trying to create an equal and inclusive team and when she/he leaves the meeting, she/he nominates an assistant that leaves with her/him.</p> <p>To play, the trainer can nominate one person as the narrator or keep the role for her/himself. She/he then randomly distribute the following roles to players:</p> <ul style="list-style-type: none"> ● Discriminator - a discriminator has two jobs: prevent team members from playing the match, and stay in the team meeting to keep more team members from playing the match. Team member - these are the common team member in the game who have no special powers. ● Captain - the captain can save up to one team member each round. ● Coach - a coach can peer into the depths of another players soul to reveal whether that player is a discriminator or not. ● President - when the president leaves the meeting (by vote of the discriminators or of the team), she/he can point a finger at any other player making her/him an assistant to the President and take that person out with her/him.

To play, first distribute the roles via private message or email the players in advance. For a game with five people, you should have 1 discriminator, 1 captain and 3 team members. For each additional five people add 1 discriminator, 1 special role, and 3 team member. The ratios are flexible, so can modify them to suit your needs.

To start the game, the narrator declares that “there is a match to prepare and a team to put together, so everyone was asked to attend a meeting.”

She/he explains the rules for the game (see below) and can add some context details (see above).

Then she/he declares “The meeting has been going on for hours and it’s time to vote” and all players must close their eyes (ask participants to turn on all the cameras to be sure that everyone closes her/his eyes).

After a few seconds the narrator says “discriminator(s) it’s your turn to vote”, and any players with the discriminator role must awake and choose a single victim via private chat, then write the name in private to the narrator.

The narrator then puts the discriminators back to “thinking mode” and has the Captain and the Coach wake up in sequence. During the Captain’s turn to “vote”, the captain can indicate one player to save her/him from being left out of the match. If the Captain selects the same player as the discriminators, then nobody is left out during the first round of votes. When the Coach indicates a player, the narrator can answer yes or no to whether that player is a discriminator.

After all special roles act, the narrator declares “the voting results are in, some discriminations occurred and Player AB will not take part in the match” (or “...but everyone is still in the run to be part of the match” if the Captain chose correctly and saved the player nominated by discriminators).

All players can open their eyes, and then debate on who the discriminator(s) might be. To end the round, all players vote on one player to eliminate from the game or can pass and wait until the next round. Any player that is eliminated either by the discriminators or by vote becomes a friendly supporter that is not allowed to speak for the rest of the game but may observe it in quiet frustration.

Repeat until the only remaining players are discriminators or team members (the Captain and other special roles count as team members).



	<p><u>Variations</u>: you could create role card for team members assigning each of them a specific intellectual/mental disability, so as to reflect on how these disabilities are perceived. In the debriefing, you could discuss with discriminators why they chose to "discriminate" some team members over others.</p> <p>After the game, the trainer will engage participants in a debriefing session on what happened during the game, how they felt, what they learned and if and which conflicts arose. Participants will also reflect on discriminations in sports and how to avoid them, what is their role as trainer in prevention of discrimination, etc</p>
Materials:	None
Duration:	50-60 min
Preparation:	The trainers need to know the rules of the game "Werewolf".
Learning Outcomes:	Team building game to reflect on disabilities and the feeling of exclusion
Evaluation/ Learn Check:	After the game, the trainer will engage participants in a debriefing session on what happened during the game, how they felt, what they learned and if and which conflicts arose. Participants will also reflect on discriminations in sports and how to avoid them, what is their role as trainer in prevention of discrimination, etc
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 2

Title of the activity	Sport as a tool of social inclusion for disabilities: introduction to Education Through Sport methodology and focus on its adaptation to the target group
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Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<ol style="list-style-type: none"> 1. The trainer will start a round table on “What is non-formal education”. 2. She/he will show pictures associated with different aspects of formal, informal or non-formal learning. She/he could quiz participants on each picture to help them reflect on the different learning situations. 3. The trainer will then form groups (via breakout rooms) and ask participants to share experiences they have had in their lives related to formal, informal and non-formal learning. 4. Participants will write the experiences on virtual boards (Popplet, Padlet, Mirò) and then, in plenary, groups will explain why they classified their experiences as formal, informal or non-formal learning. 5. As a group, with the help of the trainer, participants will then compare formal and non-formal education with its purposes, timing, content and delivery system. 6. The trainer will then introduce the Move & Learn methodology though PPT/face-to-face presentation. She/he will then engage participants in open discussion about the topic. How they can apply this method in working with disabled people? Is there something to keep in mind while using this method? <p>To gather ideas, she/he can prepare a Mirò or Popplet board.</p>
Materials:	<ul style="list-style-type: none"> - Pictures associated with different aspects of formal, informal or non-formal learning. - virtual boards (Popplet, Padlet, Mirò) accounts (+ internet connection) - The Move & Learn methodology PPT
Duration:	60-90 min
Preparation:	<ul style="list-style-type: none"> - Quiz associated with different aspects of formal, informal or non-formal learning - Understanding and knowledge on topics of the activity

Learning Outcomes:	Participants will be involved in one of activity of the Move & Learn Guidebook and will learn about the ETS methodology, differences and similarities with Sport and Non Formal Education, and discuss on its potential application with the target group.
Evaluation/ Learn Check:	She/he will then engage participants in an open discussion about the topic. How they can apply this method in working with disabled people? Is there something to keep in mind while using this method?
Tools and how to use them	Virtual boards (Popplet, Padlet, Mirò) will be used to gather ideas.
Background/references/ Sources:	Further readings on the activity/session and/or references to other activities/sessions that inspired the present one.
Photos	Photos taken during the activity

Session 2

Title of the activity	Presentation of successful ETS best practices with youngsters with disabilities and SWOT Analysis: Identification of gaps in existing offer and opportunities.
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>PPT on ETS Best Practices with youngsters with disabilities + open debate on the topic and actions to contribute/change the current situation.</p> <p>Discussion on existing barriers to participation of disabled people in sports. Each national group will present national barriers and the group will discuss together about similarities and differences in these barriers. They will then brainstorm (through Mirò, Padlet, Popplet) about the existing offers and opportunities, focusing on if and how they can be adapted in different national contexts. Together, or working in groups, participants will conduct a swot analysis on the topic.</p>
Materials:	PPT on ETS Best Practices with youngsters with disabilities

Duration:	60 min
Preparation:	Each national group will have an understanding of national barriers and the group will discuss together about similarities and differences in these barriers.
Learning Outcomes:	Participants will present a collection of best practices in the use of sport and ETS with youngsters with disabilities. They will then discuss and analyse the gaps in the context of opportunities in sport and education for youngsters with intellectual disabilities.
Evaluation/ Learn Check:	The participants will brainstorm about the existing offers and opportunities, focusing on if and how they can be adapted in different national contexts. Together, or working in groups, participants will conduct a swot analysis on the topic.
Tools and how to use them	Mirò, Padlet, Popplet will be used to gather ideas
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 3

Title of the activity	Preparation of workshops: how to implement ETS activities with young people with disabilities
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	The trainer will engage participant in an open discussion starting from finding of the previous session (through brainstorming, buzz groups or other preferred techniques).
Materials:	None
Duration:	30 min

Preparation:	Nothing
Learning Outcomes:	Participants will discuss on how to proceed with good implementation of ETS activities with the target group
Evaluation/ Learn Check:	Through open discussion
Tools and how to use them	Brainstorming, buzz groups or other preferred technique
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 4

Title of the activity	Creation of Workshop for each national team
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<ol style="list-style-type: none"> 1. The trainer will give an example of an existing workshop of NFE to include disabled people (from the Move & Learn manual or other preferred resource). 2. She/he will instruct participants to check the specifics of the session/activity: themes, learning outcomes, group size, time, materials, debriefing, etc. 3. After having analyzed together the given workshop, the trainer will divide participants into smaller groups (via breakout rooms). 4. She/he will give participants 10 min to discuss what kind of workshop they want to create and then present the idea to other groups.

	<p>5. After each group has set its goal, participants will start working on their workshops that should be based on ETS methodology and take into account the specific needs of mentally disabled people.</p> <p>6. Each group will have 30 min to work on the workshops.</p> <p>(The trainer can suggest participants to use collaborative digital tools such as the one used in previous sessions.)</p>
Materials:	- Digital collaborative tools (eventually)
Duration:	60 min
Preparation:	Choose an example of an existing workshop of NFE to include disabled people (from the Move & Learn manual or other preferred resources)
Learning Outcomes:	Participants will have to prepare a workshop and/or activities in the field of NFE and ETS education for disabled people
Evaluation/ Learn Check:	The evaluation will be done through “Presentation of the workshops and feedback” activity
Tools and how to use them	Digital collaborative tools (eventually). It will be used to gather ideas and create workshop
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 5

Title of the activity	Human Need Jigsaw
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	1. Give all participants a piece of paper and let them draw an outline of themselves. (If the paper is big enough, they might also lie down on the paper and let someone else draw them).

Cut out all drawings. Let the participants then divide their drawings with a marker into a jigsaw of six parts.

2. Make a list, with all participants, of the things that might be important to them, for instance, food, friends, shelter, love, education, a stable income, good health, a good environment, religion, a nice family, ideals, freedom of speech, the possibility of travel, peace, not being discriminated against, etc., until you have a list of at least 25 to 30 items.

3. Ask all participants to pick out six rights from this list that they consider important for themselves at this moment. They can write each one on the jigsaw pieces they have made from their drawing.

4. When everyone has written down a right on each of their jigsaw pieces, they can cut up the drawings.

5. Ask a volunteer to present his/her jigsaw to the group, explaining why they have chosen these six rights. Let the volunteer name the selected rights one by one. When a right is named that others in the group have selected as well, they should take out the corresponding piece from their drawing and place it in front of them.

6. After the volunteer is finished, ask the rest of the group if anyone had selected the same rights, or if anyone had any rights in common. Take care that you do not start a discussion about whether the choice of rights was sensible or not; the choice is purely individual and should not be discussed at this stage.

7. Ask some other volunteers to share their selection of important things with the group (preferably someone who had nothing or only one or two things in common with the first volunteer) and repeat step 6.

8. Discuss with the group how it is that people can perceive their needs differently. Ask them if they perceive that any needs/rights (newly offered or from the list already made) are absolutely fundamental for every human being. Make a list of these and compare them with the simplified version of the Universal Declaration of Human Rights.

- The trainer can also vary this workshop by giving to the participants role cards-photos; a 90-year-old grandmother, a refugee seeking asylum, a boy in a wheelchair, a businessman, a student on a low income, a homeless girl, a professional football player, a child growing up in an orphanage, etc. Then ask the participants to empathise with the person on their role card and guess which rights are important to them.

Materials:

One big sheet of paper for every participant, Markers, Scissors

Duration:

90 min

Preparation:	Nothing
Learning Outcomes:	This workshop will help the participants realise that what they see as important might be different for others, and also have them reflect on the fact that we all share the same fundamental human rights.
Evaluation/ Learn Check:	The evaluation will be done through open discussion
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 6

Title of the activity	Disabilities Race
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Step 1. Divide the group into smaller groups of about five to eight persons.</p> <p>Step 2: Explain to the group that they should accomplish several tasks in one hour. Some tasks are group tasks and should be done by the whole group, none excluded. Others are permanent tasks, like a balloon that may never touch the ground but should all the time be kept in motion, or a pendulum that should remain swinging. Examples of group tasks may be:</p> <ul style="list-style-type: none"> - paint a group portrait; - keep the pendulum swinging; - pass through an obstacle run (climbing through a hoop, over a chair, under a table, etc.); - make a song about the training;

	<ul style="list-style-type: none"> - pass a stick every 10 seconds; - by the end, everyone should have a clown's face (grease paint or masks); - fold paper boats; - keep a birthday candle burning (one has to be lit with the other); - keep a balloon afloat. <p>3. In addition, some people in the group are rendered "disabled". They are blindfolded, have to wear earplugs, are tied to another person, are only allowed to speak in a language other than the common language, are not allowed to say yes or no, are not allowed to speak at all, cannot use their right arm, etc. Explain again that all tasks should be performed in one hour, and that you are not allowed to obstruct other groups.</p> <p>4. Despite all these disabilities, the group should still perform all tasks. There should be an observer with every group to see if all rules are obeyed and all tasks are performed by the whole group.</p> <p>5. After one hour the groups present the results of their work and discuss how hard or easy it was to accomplish.</p>
Materials:	Paper, Pens, Rope, Balloons, Earplugs, Blindfold, Markers
Duration:	90 min
Preparation:	None
Learning Outcomes:	To make participants realise what it is like to have certain limitations.
Evaluation/ Learn Check:	After the activity, the trainer will engage participants in a debriefing session on what happened during the game, how they felt and what they learned.
Tools and how to use them	None
Background/references/ Sources:	None
Photos	Photos taken during the activity

Session 7

Title of the activity	Final Evaluation session & closing ceremony
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Final assessment of the training format and awarding of learning certificates.</p> <p>After or before the awarding of learning certificates the half of participants will create a circle and the other half will stay in front of them. Each one of the participants will have someone in front of him\her and then both will count to 3. When they finish counting they need to show with their fingers which number of 1,2,3 they choose. If they both choose 1 then they need to greet each other (give hands) and to say beautiful words to each other and how they feel for that person. The same if they choose 2, but in this case they need to touch each other in the shoulder, and if they choose 3 they need to hug each other. Every participant will have some seconds-minutes with each other and then they will move to the next until pretty much everyone has an interaction with everybody.</p>
Materials:	Learning certificates
Duration:	30-60 minutes
Preparation:	Trainer needs to reflect on what they hope participants have learned at the end of the courses. Before the activity, trainer needs to write each question on a paper and tape the posters up around activity room.
Learning Outcomes:	They will evaluate what they learnt and it provides the trainer with valuable insights about Participants' learning and if participants met with their expectations.
Evaluation/ Learn Check:	Trainer should read their statements and their further questions/feedback in front of all participants and start a discussion. All participants are asked to share their opinion.
Tools and how to use them	None
Background/references/ Sources:	Melody music



Photos

Photos taken during the activity

ANNEXES

Module 1- Session 1: *Annex 1*

Title:

Mingle-Mingle

Goal:	To increase the energy of participants, to create connection and break the ice between each other
Number of participants	6+
Description:	The trainer/facilitator leads the game by giving the command of the game by saying "mingle-mingle". Depending on the number that the trainer/facilitator adds after the command, the participants must find the closest person and catch them to form a group. For example, if the trainer/facilitator says "mingle-mingle 4", in this case, four people must be in a group. If he says "2", each group must have two people, etc. The people who are not in groups or have formed a group that is smaller than the number that the trainer gave the command are out.

Module 2- Session 4: Annex 2

After having prepared the activity ice-breaker "running in circles" the trainer should ask participants to run as:



Snakes



Frogs



Dogs



Cats



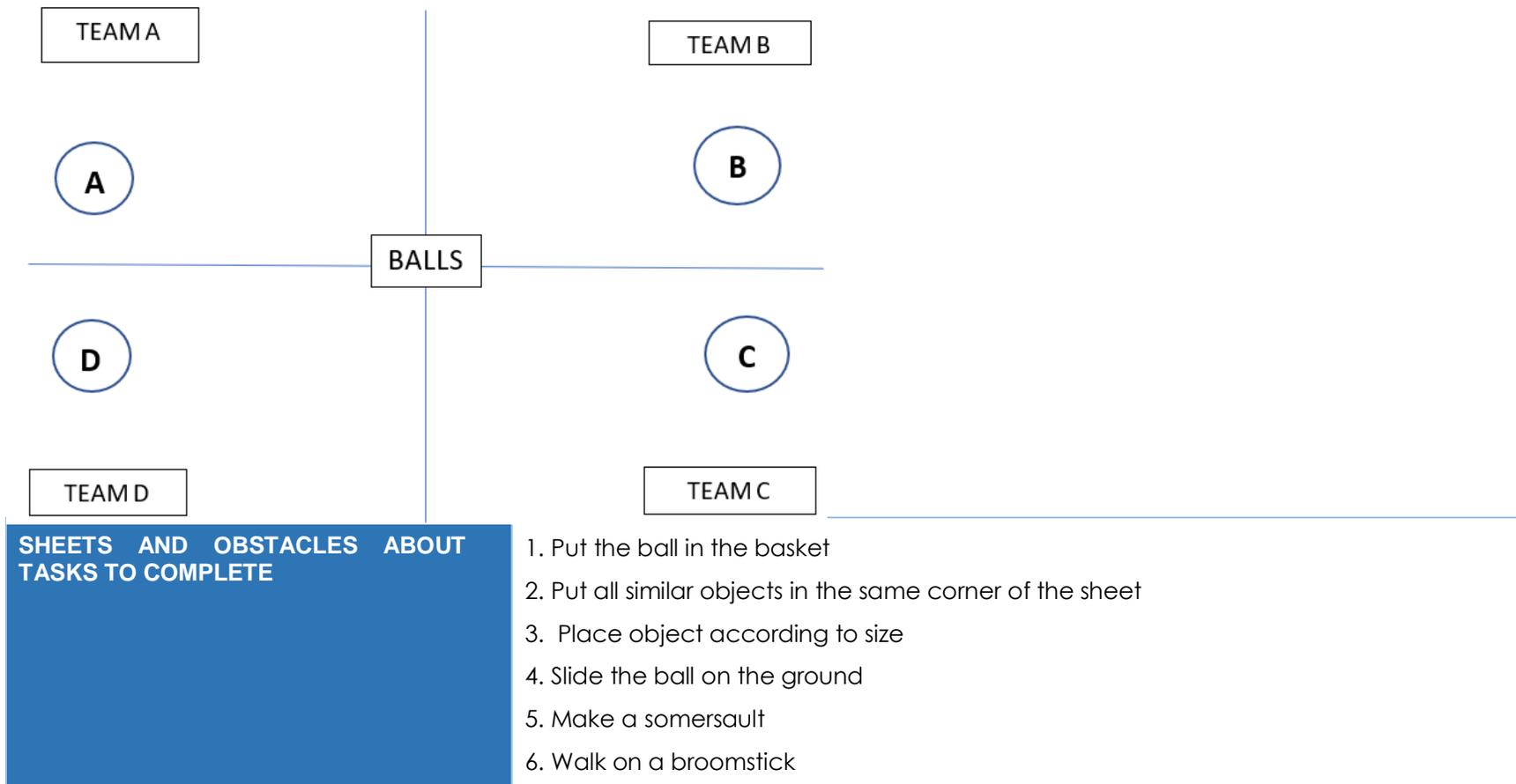
Elephants

Kangaroos

Turtles

Module 2- Session 6: *Annex 3*

The field has to be like:





7. Make three circles around a cone
 8. Make the ball dribble 6 times
 9. Find and kick the ball
 10. Find the coin close to you putting yourself all fours
- Obstacles:
1. Objects have to be moved according to a specific path
 2. Every two instructions, one has to be wrong
 3. There is a set of chairs to overcome
 4. The blindfolded one has to complete the task on one leg
 5. The blindfolded one has to turn around three times before completing the task
 6. The blindfolded one cannot speak or ask information
 7. Companions have to be far from the blindfolded one and to scream to indicate him/her how to complete the task
 8. Companions cannot repeat twice the instructions
 9. Companions cannot say the words "left" and "right"
 10. The blindfolded one has to jump into hoola-hops put in the path while completing the task

Module 3 - Session 3: *Annex 5*

LEADERS ON SCENE! UNFORSEEN SCENARIO

1. You have designed a project activity but the trainer gets sick and you don't know how to manage the situation
2. You have ordered a final dinner at a pricy restaurant specialized in meat but you discover one hour before that half of the participants are vegans. What would you do?
3. An employee didn't know how to complete a task and he/she didn't do it properly. How would you react?



4. You are in a deadline moment and you feel really stressed with your team. You have to schedule final tasks. How would you speak to your employees?

5. You have organized a walk in a wood close to your home and you lose the path. How would you manage your team in this case?

PROJECT PARTNERS



Mine Vaganti NGO – Mine Vaganti NGO is a no-profit organisation born in Sardinia in 2009. MVNGO has 4 offices in Sassari, Uri, Olbia and Tempio Pausania covering all the North of Sardinia with other branches in the rest of Italy. Mission: MVNGO promotes intercultural dialogue, social inclusion through Sport and environmental protection using Non-Formal Education. MVNGO is part of 3 international networks such as YEE, ISCA and MV International. Services: MVNGO is an educational training provider at local and European level and has a

consultant role for public and private bodies in order to promote and develop European and trans-continental projects.

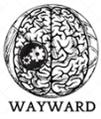
AETOI Thessalonikis – The main objectives of AETOI Thessalonikis (AETOI) is supporting people with disabilities. Our organization works directly with about 80 children and adults with disabilities, together for the common goal of social participation and inclusion. The main staff in our organization are physical trainers and we collaborate with psychologists, social workers, educators etc. Besides the managing board, a number of people are offering their voluntary work. Our goal for our staff is to learn further informal and non-formal educational techniques and to improve their techniques for promoting volunteering and supporting social inclusion



Bulgarian Sports Development Association – Bulgarian Sports Development Association was founded in 2010 and is a nonprofit public benefit organization devoted to the development of Bulgarian sport and improving sporting culture in Bulgaria! Our team is motivated, creative and full of innovative spirit that works for development of Bulgarian sport and enhance the sport culture in Bulgaria with a desire and motivation. BSDA membership is voluntary and the association involve both physical and legal persons who are willing to help sport development with time, ideas, effort or financial support. We also organize different events in the areas of: entrepreneurship, citizenship and active society. The team of the organization consists of professionals from different fields as: sport experts, media specialists, tourism and hospitality, education, marketing and others.

Love and Care for People – “LCP” is a non-profit registered charitable organisation based in Ireland. LCP is an integrated and holistic service which provides a safe and supportive environment where women and young people especially those living in hardship, socially excluded, victims of abuse and those with fewer opportunities can experience the joy, laughter and safety that should be a part of everyday life. LCP provides tools for self- sufficiency, opportunities to excel and resources to develop one’s full potential, rebuild lives, enhance economic conditions, and create one’s own future.





Center for Sustainable Development Studies – CSDS was established in 2009 as a legally registered local non-governmental, not-profit organisation. Average employment in organisation reaches 20 people. CSDS aims to promote education for sustainable development through building the capacity of people and organizations to address development challenges in Vietnam. We use education and training as the primary means of empowering individuals and organisations to pursue sustainable development. We also focus on volunteering, particularly youth volunteering, as this provides a context for learning and practice, and a resource for delivering our programs and projects .

The Mexican Association of International Volunteers A.C. was born on December 5, 2014, on the initiative of Mexican volunteers and professionals who wanted to participate in the transformation of the country through the integration of International Volunteering in projects organized in Mexico by civil associations, city councils, communities and organized groups, as well as with the sending of Mexicans to projects abroad with the idea that with this experience they can, upon returning to the country, become more actively involved in the community's work

