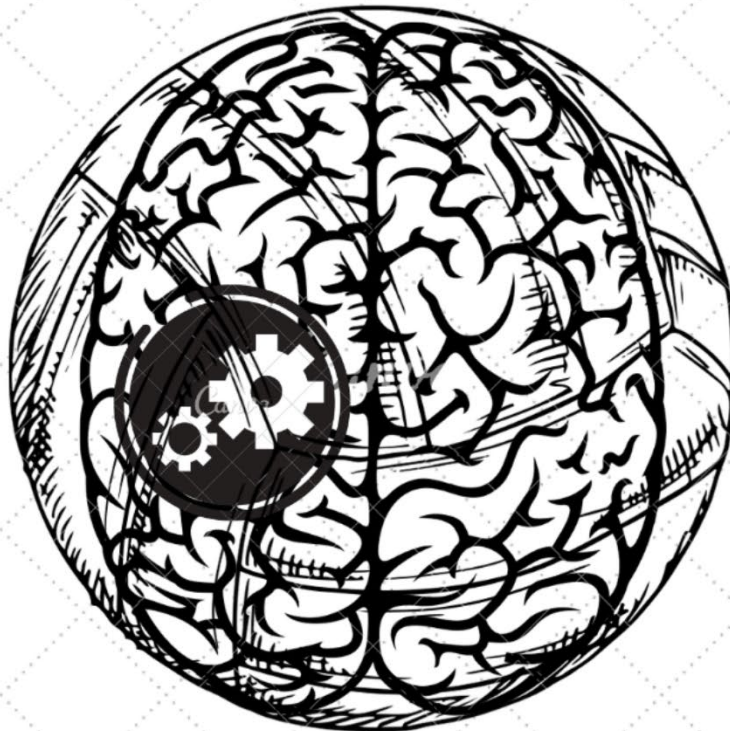




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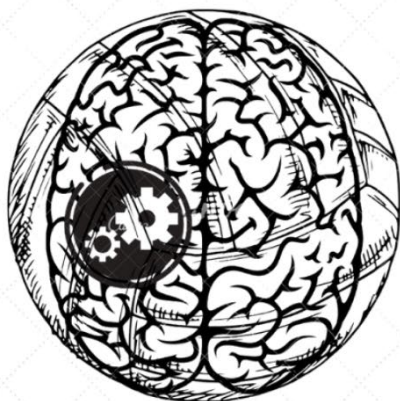
CAPACITY BUILDING IN THE FIELD OF YOUTH

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



WAYWARD

MANUAL

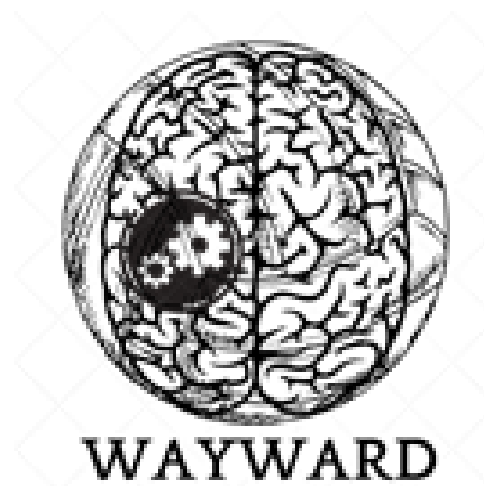


WAYWARD

MANUAL



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



Manual

Project Code:

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This Manual is designed by Mine Vaganti NGO.

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Introduction

The right to physical and mental health is closely related to the realization of other human rights. For instance, everyone should have the right to access a wide range of resources and services to achieve optimal health. Unfortunately, when people do not have access to the aforementioned options due to stigma or discrimination, their physical and mental health is affected. Furthermore, people with disabilities frequently encounter societal obstacles since, in many countries, disabilities are associated with prejudice and discrimination and as such, they face obstacles in all aspects of their lives. These obstacles may range from obstacles in an educational setting to a professional setting. In addition to the above, people with disabilities are frequently excluded from many activities in their communities and from programs that aim to develop their competencies, such as sports for development in various contexts (UN, 2019). Surprisingly, around 15% of the global population is thought to be disabled in one or more ways and as such, they are excluded from many activities in their communities. When compared to the general population, people with disabilities usually do not enjoy the same access to opportunities for health services, education, and employment, which increases their likelihood of living in poverty. Moreover, given that people with disabilities are frequently viewed as being powerless and incapable in many societies they are less likely than those without disabilities to engage in sports, recreational, and leisure activities (WHO, 2011, Mitra, Posarac, & Vick, 2013, Brittain & Wolff, 2015).

Additionally, studies involving people with physical impairments show that participation in worthwhile activities can be boosted by merely removing environmental impediments (Law et al., 2015). Lack of adaptable options (such as activities offered at suitable hours, across many levels of expertise, and accessible venues), a lack of social support, and support or companions, a lack of resources, and the perception of stigma and discrimination in recreational areas are a few examples of these environmental barriers (Smyth, Harries, & Dorer, 2011; DeHerdt et al., 2013; Iwasaki, Coyle, Shank, Messina, & Porter, 2013). The obstacles, however, for those with intellectual disabilities go far beyond the physical surroundings and can involve assistance with organizing, planning, and funding as well as support for participating in a sport (Lante et al. 2014). Other unique physical obstacles include being too far from friends, having trouble traveling, not having enough time or money, being afraid to go out, having health problems, and not receiving enough support (Emerson & Hatton 2014). Furthermore, the ignorance of people without disabilities pertaining to the appropriate inclusion of people with disabilities in teams, along with the lack of prospects, training, and competition programs, and the scarcity of accessible facilities with accessibility issues add to the existing barriers (DePauw & Gavron 2005). Similar findings have been found in studies by McConkey et al. (2007) and Abells et al. (2008) where people with disabilities face significant challenges due to their segregated living arrangements, their economic circumstances, their ability to adapt to existing circumstances, their access to appropriate transportation means, and their lack of additional support systems.

Apart from external and physical obstacles, people with disabilities experience internal barriers. These barriers include thoughts, sentiments, and perceptions that may prevent involvement in social activities as argued by Carter-Morris and Faulkner (2003). For example, people with mental disorders frequently experience exhaustion, depression, or anxiety brought on by crowds, which makes it challenging for them to engage in activities with other people (Craik & Pieris, 2006; Roberts & Bailey, 2011). In particular, it has been found that these individuals engage far less in sports, in comparison to other people (Jong, Vanreusel, & Driel, 2011). When access to sport is denied, hindered, or limited, people with disabilities are unable to benefit from participation that is available to other demographic groups (Driver & Bruns, 1999). Compared to people without intellectual disabilities, those with intellectual impairments have worse physical and mental health, tend to be less active, tend to have an unhealthy diet, and lead more sedentary lifestyles (Emerson & Hatton 2014; Lante et al., 2014).

This is supported in research by McGuire et al. (2007) who found that a substantial percentage of people with intellectual disabilities are overweight or obese and that they are more likely to be associated with diabetes, hypertension, and cardiovascular disease. There is no doubt about the link between sedentary habits, chronic disease, and disability. For people with intellectual impairments, many of the factors that contribute to chronic disease are completely changeable (Davis et al. 2014). Similarly, the aforementioned findings are supported by researchers in Greece, who argue that due to the fact that social exclusion is inextricably linked to poverty and unemployment, limited opportunities for access to health care, education or vocational training, accessible transportation, and assistive technologies, identify people with disabilities are among those most at risk of experiencing obesity and chronic diseases among other things (Asonitou, Koutsouki & Charitou, 2010; Kalyvas, Koutsouki, Skordilis, 2011; Magoulios & Trichopoulou, 2012). Unfortunately, many people with disabilities are raised in poverty, and as such their isolation from the social activities in their communities is exacerbated. Intellectual functioning and adaptive behavior are known to be significantly limited in people with intellectual impairments, and these restrictions often start before the age of 18 as found in research by Schalock et al. (2010). Furthermore, in research conducted by Verdonshot et al. (2009), it has been found that people with intellectual disabilities, even in more affluent countries with their welfare benefits and support systems, have low levels of social involvement and a lack of friends.

Other studies on sports and disabilities concentrate on aspects such as human performance and disabilities (Burkett, 2010), body technology and disabilities (Lutgendorf, Mason, van der Woude, & Goosey-Tolfrey, 2009), psychological motivations and disabilities (Lundberg, Groff, & Zabriskie, 2010), rehabilitation (van Langeveld et al., 2011), whereas Vanner et al. (2008) have focused on the quality of life with respect to peoples' participation in sports. It goes without saying that managing participation, support, and facilitating sports experiences requires an awareness of the barriers that individuals with disabilities face while participating in sports (Sotiriadou & Wicker, 2014). It is generally known that participation in sports may change societal perceptions of individuals with

disabilities by showcasing the strengths of the latter and by lessening the inclination to emphasize the impairment instead of focusing on the individual instead. Through sport activities in any appropriate setting, individuals without disabilities may connect in a positive way with people who have disabilities, which may challenge them to reevaluate their stereotypes about the talents of those with disabilities.

It is of utmost importance to highlight that people with disabilities are transformed by sport in an equally important way since they are given the opportunity to realize their full potential and advocate for societal change. Furthermore, it has been found that those who frequently participate in sports can develop positive life skills, autonomy, and the capacity to affect change. Sport teaches people the importance of collaboration, teamwork, and respect for others as well as how to speak coherently. Getting stronger physically and mentally via sport can help people with disabilities become more independent. Unfortunately, women with disabilities are most likely to face double prejudice based on both their gender and their handicap, making the transforming effect of sport particularly important for them. With that being said, participation in sports can aid in changing stereotypes pertaining to gender and reduce negative perceptions of disabled women by allowing them to take part and display their athletic skills.

Similarly, as shown in the research by Coalter (2010) regarding mainstream sports research for disadvantaged populations such as teenagers and immigrants, participating in sports for people with intellectual disabilities benefit their inclusion in society. Although it was mentioned in the White Paper on Sport as it was produced by the European Commission (2007), which also highlighted issues pertaining to one's access to sporting venues in the capacity of a spectator or an athlete, similar findings have been found in research conducted by Liu (2009). In particular, the researcher has argued that there is an existing inequality pertaining to the access to sports venues by people with disabilities.

Furthermore, and apart from the White Paper on Sport which addressed issues of accessibility in sports, the first international agreement that addressed the rights of people with disabilities and sport is the Convention on the Rights of Persons with Disabilities (CRPD), which is ratified by a large number of member states of the United Nations (UN, 2006). Thus, the United Nations has acknowledged that sport possesses unique traits that can support the process of community development, which is also supported by the findings by Milner & Kelly (2009) that politicians and intellectuals have talked at length about inclusion in the context of different spheres of existence, such as community at large.

Regarding the topics covered by Article 30 of the Convention on the Rights of Persons with Disabilities (UN, 2006), all the members that have signed the convention "...recognize the right of persons with disabilities to take part on an equal basis with others in cultural life," which is defined as participation in recreation as discussed by Gray, Zimmerman, & Rimmer (2012), leisure (Singleton & Darcy 2013), the arts, and sport (Thomas & Smith 2008). The CPWD is based on conceptualizations of disability based on social models that are now utilized in more than 160 countries.

Additionally, the CRPD contains the vision of social inclusion for people with disabilities in multiple articles, including articles 9 and 30, which is also included in many Governments' policy documents. As discussed by Emerson et al. (2008), the difficulty lies in translating the vision of social inclusion to actual policies and services that will cater to people with intellectual disabilities, who remain among those who are most excluded in numerous societies across the globe. It is also crucial to recognize that, according to CRPD, disability is a constantly changing concept that results from the interaction between people who have long-term disabilities and environmental obstacles that hinder individuals from engaging in society on an equal basis and in full capacity.

In research conducted by Menear (2007), despite the increasing evidence that supports the participation in recreation programs offered in communities for people with mental disabilities, these individuals continue to struggle in adopting a healthy lifestyle because they lack the motivation to exercise. Most of this evidence, which has only recently begun to be synthesized, argues that there are many different community recreational activities that foster physical activity, social interaction, and creative pursuits and which may enhance physical health and lessen the symptoms of mental illness as found in many studies by Penedo and Dahn (2005), Sylvia et al. (2013) and Conn (2010a, 2010b). Other benefits of the participation of people with intellectual disabilities in sports activities include gains in physical wellbeing and physical fitness, osteogenesis, improved cardiovascular and respiratory performance, and better control of weight management. Furthermore, in studies by Ogg-Groenendaal et. al (2014), Mastebroek et al. (2014) and McGarty et al. (2018) it has been found that participation in these activities also produces gains in self-worth, self-efficacy, and positive self-perception which all contribute to improved psychological well-being due to social inclusion and improved levels of independence.

Further to the above, studies conducted by McDevitt et al. (2006), Street et al. (2007), and Sylvia et al. (2013) have concentrated on identifying the psychological and physical health advantages of engaging in organized physical recreation and have produced similar findings. Physical activity has therefore been associated with a variety of benefits, such as enhanced cardiovascular health, higher energy, a stronger feeling of community and belonging, and a decrease in the signs and symptoms of mental illness. As it has been found in Bonsaksen & Lerdal (2012), programs that aim at improving the physical well-being of people with mental disabilities are very important given that they frequently experience sedentary life choices, and as such are at risk to become overweight and at higher risk in suffering from chronic conditions like hypertension, diabetes, and cardiovascular disease.

Furthermore, it has been argued by Cooper et al. (2015) and Emerson et al. (2016) that people with intellectual disabilities will encounter worse health outcomes in comparison to people with no intellectual disabilities. In particular, in research done by Matson & Matson (2015) and Kinnear et al. (2018), people with intellectual disabilities have higher chances of experiencing visual impairment which may restrict or prevent to some

extent, their physical activity. Similarly, in research done by Segal et al. (2016), it was argued that due to high levels of inactivity in combination with weight increase as an adverse effect of psychoactive drugs, these individuals with intellectual impairments are more prone than the overall population to be overweight or obese.

Additionally, individuals with intellectual disabilities in comparison to the general population are prone to endure persistent loneliness, mental illness, and social isolation as was found by Schützwohl et al. (2016) and Wilson et al. (2017). In addition, and according to research conducted by Buxbaum et al. (2016), individuals with intellectual disabilities are more likely to be diagnosed with disorders across the spectrum of autism in addition to displaying increased risky behavior, such as aggressive or self-destructive behavior toward others or others, or socially striking behavior that distresses, harms, or disadvantages the individual or others.

Collectively, these co-morbidities and many disorders will significantly change how people with intellectual disabilities engage in leisure activities, how they feel after engaging in them, and how researchers interpret that expression of well-being. In research supported by Scarpa (2011), it has been found that those with disabilities who participate in sports express feelings of accomplishment, improved self-concept and self-esteem, improved social competencies, and increased freedom and mobility. While these advantages apply to both those with disabilities and those without them, it is believed that the advantages for those with disabilities are more important given the lack of inclusion in activities that take place in community settings and in particular, in such settings with limited resources (Dudfield & Kaye, 2013).

More research is required to show how sport for development may advance their rights and encourage their involvement in communities and development initiatives (Brittain & Wolff, 2015; United Nations, 2006; Sanders, 2015) and all international development initiatives must allow for the inclusion and access of people with disabilities, according to Article 32 of CRPD. Furthermore, according to Article 30, states members must adopt appropriate steps to encourage and promote the involvement, to the maximum extent practicable, of individuals with disabilities in mainstream athletic activities at all levels. Similarly, the CRPD compels state members to aim in making sport and recreation facilities accessible to people with disabilities in their capacity as spectators and active participants. This mandates that special needs kids get the "fullest possible inclusion" in physical education in schools and have equal access to "play, relaxation, leisure, and athletic activities."

Implications

It becomes obvious that sports provide a unique platform for overcoming language, cultural, and social obstacles, making them a great choice for inclusion and adaptation methods. Furthermore, sport allows for the promotion of the inclusion and overall well-being of people with disabilities due to its popularity and the positive effects it has on physical, social, and economic development. Therefore, a revised sports agenda that shifts from emphasizing individual deficiencies to comprehending the sophistication of sports techniques using a social model approach to disability has been proposed as a way to foster more inclusive practices and resist historical pressures (Misener & Darcy, 2014), in addition to significantly reducing their loneliness (Stancliffe et al. 2014; Wilson et al. 2015).

Living a more physically active lifestyle has positive effects on one's quality of life, lifelong competencies, and community involvement. Therefore, continued physical activity has been found to contribute to cognitive enhancement while also promoting people's mental wellbeing. One potential external motivator in this demographic has been social support; nevertheless, complete acceptance of people with intellectual disabilities is not fully accomplished as it is found in a study by Siperstein et al. (2009). For the above reason, sport intervention programs (SIPs) aiming at obtaining positive effects for atypical populations, such as those with intellectual disabilities through adapted physical activity have been championed in a number of studies (Kahn, 2002; Bailey, 2005; Allender, Cowburn, G & Foster, 2005; Murphy & Carbone, 2008; Bodde & Seo, 2009; Heath et al., 2013; Dairo et al., 2016). It can be argued that these programs are a subtype of adapted physical activities as these concentrate on a variety of sports activities, including swimming, martial arts, cycling, dance, and promote skills requiring strength, agility, and balance. These are increasingly employed in conjunction with standard physiotherapy techniques or medicinal therapies in individuals with intellectual disabilities (Simplican et al., 2015; Rafferty et al., 2016; Tercedor et al., 2017) and different types of these are determined by the peculiarities of a particular impairment. Water sports, for instance, are regarded as a suitable form of exercise for kids with autism spectrum disorders (D'isanto & Di Tore, 2016; Spieth et al., 2016; Raudenbush, 2018), while the most popular sport intervention programs for people with Down syndrome include activities that promote movement, strength and agility, and balance training (Funk, 2017). In general, sport is a platform that naturally promotes social interactions and complex behaviors while also acting as an appropriate framework for cooperative behavior (Verschuren, 2007; Humphrey et al., 2013).

Furthermore, it is imperative though to understand the distinction between physical from adaptive physical activity. Thus, the former is based on the development of fundamental motor abilities and is described as any bodily movement produced by skeletal muscles that need energy expenditure which may range from leisure activities that involve walking, catching, running, or throwing as it has been found in studies by Andriolo et al. (2011) and Chow et al. (2016). In line with the European Association for

Research into Adapted Physical Activity, adapted physical activity is a cross-disciplinary accumulation of research that focuses on disabilities, and exercise and participation restrictions in physical activity. Furthermore, the WHO provides recommendations for moderate-intensity exercises for people without disabilities, however, their recommendations do not meet the ones for people with disabilities (Grondhuis & Aman, 2014).

A significant difference has been shown between Special Olympics programs and non-competitive sport programs, with the exception of well-known instances of physical activities that individuals with disabilities engage in (like those in the Special Olympics). To improve daily fitness levels and encourage persons with intellectual disabilities to exercise regularly at home and in school settings, intervention actions, and educational methods must be created and put into practice (Bota et al., 2011). It is also important to note that Special Olympics have created the Unified Sport program, which is a powerful tool for fostering social inclusion (McConkey et al. 2013) and which includes people with and without disabilities training and competing as groups.

Another policy area that member states of United Nations need to consider is to concentrate on settling and integrating foreigners. The capacity of a newcomer to connect with others on a sports team and develop friends can be significantly impacted by sport activities. These relationships can improve their sense of community attachment and aid immigrants in putting down roots there. Settlement organizations sometimes aren't aware of how sport and physical activity partnerships and programs might aid in integrating immigrants into their new communities. In the same notion, member states should consider offering after-school sports programs in high-need areas, in communities that accommodate a large number of immigrants, foreigners, children or people at risk. Such policies will assist marginalized populations in our cities and towns by promoting social inclusion for people living in underserved neighborhoods. They are all without a doubt important approaches for removing the institutional, psychological, and environmental barriers to inclusion that impact people with disabilities. Examples of institutional obstacles include inadequate legislation, regulations, procedures, or initiatives that are prejudicial against people with disabilities, such as restrictions on employment and social support (Chabot, 2013; Kiuppis, 2018; United Nations, 2019).

1. Manual Introduction

This manual will serve as support material for youth organizations and operators whose work is targeted at youngsters with mental disabilities. Developed training activities has adjusted as local workshops in each partner countries and implemented. In terms of supporting materials, consortium produced local workshops and all local workshops are implemented at local level. Local workshops implementations was done as following:

- 1) Educational workshops of ETS with young persons with intellectual disabilities
- 2) Meetings with local stakeholders to present the Training Format
- 3) Educational workshops to train operators of local NGOs and Sport associations
- 4) Meetings with local stakeholders to present WAYWARD and the local work phase
- 5) Educational workshops of ETS with young persons with intellectual disabilities
- 6) Educational workshops of ETS with young persons with intellectual disabilities

During the implementation phase both direct & indirect target groups were involved in order to gain knowledge & competences through ETS methodology. ETS, Education Through Sport , 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.

The practice of physical activity and sports provides multiple benefits for the physical and mental health, it also helps to build healthy lifestyles, contributing to the quality of life and reducing the risks to health.

Local workshops promote the social inclusion of young people with intellectual disabilities in the short and long term, taking advantage of the educational and social integration potential inherent in sports. The local workshops produced in this context appeal to the target group and the workshops implemented thanks to this focus are in line with the European Disability Strategy.

The need for cooperation in the European and international framework on the problem of disability is supported by visible statistical facts. Differences of local workshops were observed among the Consortium and it was concluded that it could be applied in other partner countries.

2. The Project

“Working to Approach Youth Workers as Agents of a Response to Disability” (WAYWARD) is a Capacity Building Youth project involving 6 partner organizations from Greece, Ireland, Italy, Bulgaria, Vietnam and Mexico with the overarching aim of empowering personal development, overcoming of 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.

The World Bank quantifies in a total one billion (15% of the World’s population) the individuals with some form of disability in the World. As a phenomenon, highlights the World Bank, disability is prevalent in developing countries and is generally accompanied by adverse socioeconomic outcomes as lower rates of education, poorer health outcomes, lower levels of employment and higher poverty rates.

As underscored by the World Report on Disability (WHO, 2011), mental health conditions are particularly stigmatized, with several aspects of commonality in this stigma existing across different geographical settings. Negative attitudes and behaviors, continues the Report, have an adverse effect on children and adults with disabilities, leading to negative consequences as low self-esteem and reduced participation.

The EHSIS Eurostat survey (2012) reports that of the 70 million disabled young people aged over 15 years old in Europe (17,6% of the total population), 25,6% reported a disability relating to education and training, 38,6% to employment and 60% to leisure activities.

The WHO (2013) notes that children with disabilities are less likely to attend school, thereby experiencing limited opportunities for human capital formation and facing reduced employment opportunities and decreased productivity in adulthood. As displayed by the Eurobarometer (2014), disability or illness is one of the main reasons for not participating in Sport among the general population.

At the same time, as illustrated by academic research, participation in Sport is positively linked with a set of positive outcomes (see Weiss, J., Diamond, T., Demark, J., & Lovald, B., 2003).

Project objectives /is supportive of the identified priorities as follows:

- a) **Identifying the existing barriers of mentally disabled youngsters** in partner countries for what concerns integration in Sport, education and society as well as comparing the latter with the existing targeted offer of ETS.
- b) Producing a **Training Format based on ETS** allowing youth workers to fill the gap between existing needs and extant offer through delivering ETS programme targeted at an audience of mentally disabled young people.
- c) Testing the educational outcomes achieved on operators in the context of a coordinated phase of **local activities** where youth workers will pursue direct educational impact on local youngsters with mental disability, while at the same time

carrying out awareness-raising and knowledge-transfer activities with stakeholders, thereby furthering diffusion and replication of knowledge.

d) Comparing and integrating the input of local activities in all partner countries for the purposes of developing materials of methodological guidance (Manual) and online education (Web Platform) for external operators, applicable across geographical barriers and based on locally achieved experience.

e) Laying the grounds for an extension of the cooperation through preparing further projects exploring the connection between ETS, personal development and social inclusion of mentally disabled youngsters

WAYWARD results:

- 1) **Training Format** enabling 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) **Manual**, which will serve as a supporting material for youth organizations and operators in their work with the niche target of mentally disabled youngsters.
- 3) **Multilingual Web Platform** whereby to provide visibility to project activities/materials, opportunities of e-learning to external operators by means of online educational modules as well as disclose future activities to be implemented by project partners at the international and local events.

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.

2.1. 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



2.2. 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.

2.3. Education Through Sport (ETS)



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. Local Activities

3.1. Educational workshops of ETS with young persons with intellectual disabilities





Title of the activity	Table Tennis for all
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	<p>Table tennis is a sport aimed at people with quite good skills. However, an advantage of table tennis is that the participants improve their reflexes and fine motor skills. For the implementation of this action the trainer brings together highly functional people with mental disabilities and people without disabilities to participate in some exercises and table tennis matches. Throughout the implementation of the action, all inclusion and training through sport techniques are taken into account.</p> <p>Activity</p> <p>The activity begins with stretching exercises for the arms and legs. Then, the trainer explains the basic rules of the game of table tennis and evaluates the abilities of each participant in this sport. Then, depending on the level of each participant, the coach adjusts the rules of the game to make the activity more competitive.</p>
Materials:	Table tennis tables, table tennis balls, table tennis rackets.
Duration:	2 hours
Preparation:	The instructor should have organized a safe and functional space for the participants.

<p>Learning Outcomes:</p>	<p>Both participants with mental disabilities and those without disabilities will benefit from this action. On the one hand, people with intellectual disabilities will experience the joy of inclusion, communication and recognition, while those without communication will experience the abilities and potential of people with intellectual disabilities.</p>
<p>Evaluation/ Learn Check:</p>	<p>The instructor can evaluate the action by observing the development of the participants.</p>
<p>Tools and how to use them</p>	<p>No particular tool is required.</p>
<p>Background/references/ Sources:</p>	<p>World Intellectual Impairment Sports https://www.virtus.sport</p>
<p>Photos</p>	 



Title of the activity	WAYWARD on Tracks
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	Athletics is a kind of sport in which all people with mental disabilities can participate, regardless of abilities and capabilities. People with more agility can join road sports while people with more strength can join throwing sports. The Instructor gathered people with mental disabilities in the presence of people involved in the training of people with mental disabilities and presented the WAYWARD project as well as training techniques in track and field sports.
Materials:	Athletics Equipment such as starting blocks, marker cones, flat markers etc.
Duration:	2 hours
Preparation:	The trainer needs to find the appropriate kind of sport for each participant.
Learning Outcomes:	Both participants with mental disabilities and those without disabilities will benefit from this action. On the one hand, people with intellectual disabilities will experience the joy of inclusion, communication and recognition, while those without

	communication will experience the abilities and potential of people with intellectual disabilities.
Evaluation/ Learn Check:	The trainer can evaluate the action by observing the development of the participants.
Tools and how to use them	No particular tool is required.
Background/references/ Sources:	World Intellectual Impairment Sports https://www.virtus.sport
Photos	 

Title of the activity	WAYWARD on Field
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <p>Athletics is a kind of sport in which all people with mental disabilities can participate, regardless of abilities and capabilities. People with more agility can join road sports while people with more strength can join throwing sports. The instructor gathered people with mental disabilities in the presence of people involved in the training of people with mental disabilities and presented the WAYWARD project as well as training techniques through sports in track and field sports.</p>
Materials:	Shots, discus, javelins
Duration:	2 hours
Preparation:	The trainer should find out the appropriate kind of sport for each participant.
Learning Outcomes:	Both participants with mental disabilities and those without disabilities will benefit from this action. On the one hand, people with intellectual disabilities will experience the joy of inclusion, communication and recognition, while those without communication will experience the abilities and potential of people with intellectual disabilities.
Evaluation/ Learn Check:	The trainer can evaluate the action by observing the development of the participants.
Tools and how to use them	No particular tool is required.
Background/references/ Sources:	World Intellectual Impairment Sports https://www.virtus.sport
Photos	



<p>Title of the activity</p>	<p>Catch the little bird</p>
<p>Category of the activity</p>	<p>Educational workshops of ETS with young people with mental disability</p>
<p>Step-by-step description:</p>	<p>Start the session with an energizer to warm up the muscles and body and get ready for the upcoming activities.</p>


	<p>Step 1: The trainer/facilitator creates a circle with the participants and gives instructions. Start with the right hand by shaking and moving in all directions while counting to 10, then continue with the left hand, doing the same action up to 10, with the right foot, and then with the left, and finally with the whole body.</p> <p>Step 2: Repeat step 1 but now faster and count to 9, then to 8, and so on until you reach number 1.</p> <p>Activity</p> <p>Step 1: Separate the participants into two groups and arrange them in a row in front of each other.</p> <p>Step 2: Both groups have two fabrics in different colors for each team, and each participant must possess one.</p> <p>Both teams are positioned in front of each other, leaving about 2 meters between them, and after the trainer's signal, two of the members who are in line in their teams should throw the fabric in the air as high as possible over their heads and run to catch the fabric of the opposing team without letting it fall to the ground.</p> <p>Repeat this process with all team members.</p> <p>Step 3: The team that has caught the most fabrics without letting them fall to the ground is declared the winning team.</p>
Materials:	Activity space and two-tone fabrics
Duration:	30 min
Preparation:	No need for preparations
Learning Outcomes:	This activity enables the activation of the body and the mind. Participants, in addition to entertainment, will have the opportunity to create more coordination.
Evaluation/ Learn Check:	Evaluation will be done through the figures (emoji), where each participant will underline if he likes the activity and how he felt during the activity.
Tools and how to use them	The trainer should be attentive and see the skills of the people in the team and adjust the flow of activities based on their needs. If they need time, give them more time.
Background/references/ Sources:	N/A
Photos	



Title of the activity	Curling
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	<p>Step 1: Divide the participants into two groups and give the game instructions.</p> <p>Participants have a small ball and, from a distance, they must throw the ball, and the ball must stop close to the targets. The player who manages to throw the ball closest to the target wins. This game is adapted from the game known as "Curling".</p> <p>Step 2: After the coach signals, start the game where two players will compete with each other to see who has managed to shoot the ball closest to the target.</p> <p>The team that manages to get the closest to the target is announced as the winning team.</p>
Materials:	Small balls, activity space and a cone to put as an objective
Duration:	45 min
Preparation:	No need for preparations
Learning Outcomes:	This activity is very good for participants with disabilities because it helps them with their physical activity and pushes them to try to achieve the goal; after each time they repeat it, they try harder by stimulating themselves to improve themselves.


<p>Evaluation/ Learn Check:</p>	<p>Evaluation will be done through the figures (emoji), where each participant will underline if he likes the activity and how he felt during the activity.</p>
<p>Tools and how to use them</p>	<p>The trainer should be attentive and see the skills of the people in the team and adjust the flow of activities based on their needs. If they need time, give them more time.</p>
<p>Background/references/ Sources:</p>	<p>N/A</p>
<p>Photos</p>	

<p>Title of the activity</p>	<p>Fast and cooperative!</p>
<p>Category of the activity</p>	<p>Educational workshops of ETS for young people with mental disability</p>
<p>Step-by-step description:</p>	<p>As start participant will do some warm up activities (10 min running etc.) In the session trainer will divide participants into two groups. Each group will have the same colour of ball. (ie. Team 1: Yellow Team 2: Green). Participants divided into two groups will be asked to line up. The aim of each team will be to deliver the balls to the other side in</p>


	<p>the fastest and cooperative way. When one participant reaches the opposite side, the other participant will bring the ball from the opposite side. Thus, each team will carry the balls to the opposite side. After all the balls have been moved, the balls will be exchanged with the opposing team and the balls will be returned to the point where they started in the same way. The first team to return the balls will be the winner of the game.</p>
<p>Materials:</p>	<p>Balls</p>
<p>Duration:</p>	<p>90 min</p>
<p>Preparation:</p>	<p>The trainer will ensure that the area is organized before the activity begins. During the activity, the trainer should always be supportive and ready to respond in an emergency.</p>
<p>Learning Outcomes:</p>	<p>The aim of the activity is that the physical activities of the participants will share the excitement of working as a team. It will be ensured that they understand that they can work as a team and be successful despite their awareness.</p>
<p>Evaluation/ Learn Check:</p>	<p>The trainer will use the following questions to get information:</p> <ul style="list-style-type: none"> - How was the game? - Were you able to work comfortably in cooperation? - How did it make you feel to have a responsibility in the activity? - What are the differences you see between individual and team work? - Was it easy to communicate with the team? <p>Trainer will write all feedback in a flipchart.</p>
<p>Tools and how to use them</p>	<p>Balls, marker cones, bibs, Flipcharts</p>
<p>Background/references/ Sources:</p>	<p>N/A</p>
<p>Photos</p>	





Title of the activity	Who are you!
Category of the activity	Educational workshops of ETS for young people with mental disability
Step-by-step description:	<p>In this season, where sports are used as an educational tool, the participants will be asked to fulfil some tasks through football. As start participant will do some warm up activities (10 min running etc.)</p> <p>Step 1. The trainer will assign a role to each participant and write it on the card. These roles will show how the participant will behave in the football match or what rights he will do.</p> <p>Step 2. The trainer will first divide the group into two and the game will begin with the whistle blowing.</p> <p>Step 3. When the participants start playing, the trainer will say a role and the participant will act according to the necessity of the role. Meanwhile, other participants will try to guess the role.</p> <p>Rules: Each participant will touch the ball once and there will be some cones during the match. And participants will be prohibited from touching these cones.</p>
Materials:	Balls, cones, activity space, role cards, flipchart
Duration:	2h
Preparation:	The trainer will prepare the role cards before the activity and will randomly assign them during the activity.
Learning Outcomes:	Sport and physical activity can help empower young people, especially those living in a constrained environment, and strengthen their social ties. In this sense, it will also be beneficial to strengthen thinking skills during physical activity.


Evaluation/ Learn Check:	Evaluation phase will be carried out under the leadership of the trainer with representative figures on the flipchart. They will be asked to draw a picture of how they felt during the game.
Tools and how to use them	During the game the trainer will explain how to use the tools. It will guide and guide the participants.
Background/references/ Sources:	N/A
Photos	

Title of the activity	Team spirit!
Category of the activity	Educational workshops of ETS for young people with mental disability
Step-by-step description:	<p>Step 1- Warm-up</p> <p>Step 2- Participants will be divided into 2 groups. The groups will form a mixed circle. Each participant will be asked to keep in mind the participant who is on their team.</p> <p>Step 3- At least 5 words will be assigned to each group by the trainer. Participants will be asked to explain these words with gestures without speaking. And they will be asked to know these words from their team members. The participant who knows the word will take a ball in the middle of the circle and leave an area reserved for his group outside the circle. In this way, each team will continue to explain until the words given are finished. In the end, the team that collects the most balls in its corner will win.</p>
Materials:	Balls, flipchart, activity space
Duration:	2h
Preparation:	No preparation is needed.
Learning Outcomes:	In this activity, teamwork and understanding each other and creating team spirit are important.
Evaluation/ Learn Check:	The trainer will pose the following questions to the participants: - Did you have fun in the game?

	<p>Did you have difficulty understanding each other without speaking?</p> <ul style="list-style-type: none"> - Is being fast an important factor? - Did you catch the team spirit? - Is it more comfortable to act individually or as a team?
Tools and how to use them	n/a
Background/references/ Sources:	n/a
Photos	

Title of the activity	Run catch!
Category of the activity	Educational workshops of ETS for young people with mental disability
Step-by-step description:	<p>Participants will form a circle and the trainer will stand in the middle of the circle.</p> <p>Step 1- The trainer will give theoretical information to the participants about the benefits of sports and physical activities.</p> <p>Step 2- Colored cards will be pasted on certain parts of the activity area. Participants will be given a ball, and a leash will hold the ball and say a color. (Trainer will constantly change the location of the colors.) Other participants will run in the activity area to find this color and they will find that color. Meanwhile, the participant holding the ball will run to the participant trying to find the color with the ball and touch the ball to him. In this way, the next participant will say a color again and the activity will continue in this way.</p>
Materials:	Balls, cards, flipchart
Duration:	2h
Preparation:	No preparation is needed.
Learning Outcomes:	Participants will be informed about the benefits of sports and physical activities, and they will be taught that fun activities and sports activities will be carried out.
Evaluation/ Learn Check:	<p>Participants will form a circle and the trainer will lead the debriefing and evaluation session.</p> <ul style="list-style-type: none"> • Did you like the session?

	<ul style="list-style-type: none"> • Was it helpful? • Do you find your lifestyle active or sedentary? • How can you turn your sedentary lifestyle into active in your daily life?
Tools and how to use them	n/a
Background/references/ Sources:	n/a
Photos	 

Title of the activity	"Tour in a natural space"
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	The activity consists of knowing a space that is accessible to all people, where you can learn about the flora and fauna that exist in environment where it develops. And at the end of it, make a reflection on what you have learned.
Materials:	No material is needed, only having the knowledge of the space where it will be developed.
Duration:	1 hour a half
Preparation:	Find a space that is accessible to all people, where the different senses can be used to appreciate the flora and fauna of the environment where they are. A warm- up prior to the start of the tour.
Learning Outcomes:	The participant will learn about the importance of knowing the environment in which we live or the place we will visit, through the flora and fauna that surrounds us, making us aware of how much caring for our environment matters and how good it makes our body feel to go out, see other places and move.
Evaluation/ Learn Check:	At the end of the activity, it closes with a circle where the participants reflect on what they have learned.
Tools and how to use them	No tools are required, just take care that the space is accessible to everyone, and if it is not, find a way to facilitate access to those who need it.
Background/references/ Sources:	Move And Learn
Photos	



Title of the activity	“Hand ball”
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	<p>The activity consists of making 2 teams, giving time for each team to organize how they are going to play.</p> <p>A goalkeeper is needed and the maximum number of players will depend on the space available. In this activity we were 10 players.</p> <p>The game consists of trying to insert the ball into the bucket/goal of the opposing team after having made at least 3 passes to their team.</p>
Materials:	<p>1 ball or balloon</p> <p>2 goals or buckets</p>
Duration:	1 hour and a half
Preparation:	<p>Make a circle to talk about your emotions at that moment.</p> <p>Warm-up prior to the start of the game. Have the materials on hand to place them after the warm-up.</p>

<p>Learning Outcomes:</p>	<p>Participants will learn to work as a team, develop communication skills and have fun.</p>
<p>Evaluation/ Learn Check:</p>	<p>Before starting the game, it is important to make the instructions clear and make sure that there are no doubts during the game, and if there are any, say so.</p> <p>And at the end of the activity, it closes with a circle where the participants reflect on what they have learned.</p>
<p>Tools and how to use them</p>	<p>No tools are required.</p>
<p>Background/references/ Sources:</p>	<p>Move And Learn</p>
<p>Photos</p>	

Title of the activity	"Tochito"
Category of the activity	Educational workshops of ETS with mentally disabled young people
Step-by-step description:	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <p>Each of the teams will choose the color of ribbons that they want to wear attached to their pants, there are 2 ribbons for each participant.</p> <p>When the coach starts the game, each participant must try to remove the ribbons from the opposing team.</p> <p>Whoever runs out of ribbons leaves the game.</p> <p>The team whose ribbons were removed proposes another game or one more round is done.</p> <p>*It can be played with or without a ball.</p>
Materials:	<p>2 strips for each participant, each approximately 40 cms.</p> <p>2 colors of ribbons to differentiate the teams</p> <p>*It can be played with or without ball</p>
Duration:	1 hour and a half
Preparation:	You need to have the ribbons cut and separated by color
Learning Outcomes:	Participants will differentiate their team by the color they choose and learn about the topic spoken by the team that took less ribbons.
Evaluation/ Learn Check:	<p>Before starting the game, it is important to make the instructions clear and make sure that there are no doubts during the game, and if there are any, say so.</p> <p>And at the end of the activity, it closes with a circle where the participants reflect on what they have learned.</p>
Tools and how to use them	No tools are required
Background/references/ Sources:	Move And Learn
Photos	



Title of the activity	Baseball-kicked adapted
Category of the activity	Educational workshops of ETS with mentally disabled young people.
Step-by-step description:	It's an adapted baseball game. Disabled children can even play in a wheelchair. Those who can stand kick the ball, those in wheelchairs throw it with their hands. Young people without disabilities also participate to help with the rules and wheelchairs. While one team throws/kicks the ball the other covers the three bases, if the ball reaches the base first than the pitcher/kicker, he/she is out. Whoever reaches home the most times wins.
Materials:	Stand for hydration and collation. First aid kit. A balloon with a bell inside, not very inflated. Pads for the bases.
Duration:	Duration 1 hour and 30 minutes. 15 minute welcome, introduction to the activity and explanation of the game. 1 hour of play. 15 minutes of hydration and collation.
Preparation:	Preparation of the team of support volunteers on the objective of the activity, which is participation and physical activation. Find a suitable and accessible place for the participants.
Learning Outcomes:	That inclusion is possible and fun. The benefits of doing sports. Open accessible public spaces for people with disabilities to play sports.
Evaluation/ Learn Check:	At the end, during hydration, give feedback to find out what everyone involved experienced.
Tools and how to use them	Integration games at the beginning of the activity to get to know and become familiar with the names of the participants.
Background/references/ Sources:	As a resource, you can search for schools and associations for young people with disabilities interested in participating in sports activities as well as seek support from the local government.
Photos	

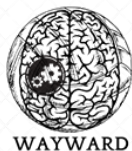




Title of the activity	Cycling
Category of the activity	Educational workshops of ETS with mentally disabled young people.
Step-by-step description:	The call is for inclusion, so any young person with or without disabilities should be invited to participate in a ride on wheels, it can be a bicycle, tricycle or wheelchair. A certified mountain biking guide is needed to give all the safety instructions to the participants. Also a physical therapist who works with people with disabilities for support.
Materials:	A stand, roof and table with water and fruit are required for the participants. A first aid kit. Necessary equipment to repair tires, air pump, patches, etc. A support vehicle to pick up those who cannot continue cycling.
Duration:	The time for the activity will be 1 hour and 30 minutes. 15 minutes of explanation of the ride, 1 hour of riding and 15 minutes of hydration and snack.

<p>Preparation:</p>	<p>Activity guide sheet with the roles of support volunteers, contacts of local government road personnel for support on the streets. Request a paramedic. A person with at least experience in working with people with disabilities in the area of sports or physiotherapy.</p>
<p>Learning Outcomes:</p>	<p>The young participants discover that the coexistence of inclusion in a sports activity is possible and fun. They will learn to break down the barriers of communication and prejudice between young people with and without disabilities.</p>
<p>Evaluation/ Learn Check:</p>	<p>At the end, feedback will be given during hydration. Feedback will also be given later with the staff involved in the event.</p>
<p>Tools and how to use them</p>	<p>Previously, with the support team, a session will be held on the objective of the activity where each person will contribute their point of view to nurture the activity with their experience.</p>
<p>Background/references/ Sources:</p>	<p>The support team must be familiar with the work that has been carried out within the association in order to provide continuity and move forward.</p>
<p>Photos</p>	






Title of the activity	Inclusion hiking
Category of the activity	Educational workshops of ETS with mentally disabled young people.
Step-by-step description:	The call will be for young people with or without disabilities, if possible with family and friends. An accessible place will be chosen for the walk. It should preferably be a forest or park with trees. A physical therapist or sports instructor with experience working with people with disabilities who teaches the group warm-up exercises before the activity. Ask participants to wear appropriate clothing and shoes for the walk. Make a reconnaissance of the place prior to the activity to comment on it during the walk.
Materials:	A stand for hydration and collation. First aid kit. A paramedic. Parental authorization signed for the activity. According to the number of people a support team of volunteers.
Duration:	The activity will last an hour and a half. 15 minute welcome and warm up. 1 hour of hiking. 15 minutes of hydration, snack and feedback.
Preparation:	Scouting of the trail for the activity. Research about the area, anything that can be said during the walk about the history of the place. hold a meeting with the support team to report on the objective of the activity and follow-up. Brief presentation of the benefits of doing sports.
Learning Outcomes:	That doing sports benefits the body, the mind and is an opportunity for coexistence. Depending on the place, you can raise awareness about the environment and its conservation to motivate young people to become active in their community.
Evaluation/ Learn Check:	At the end, during the hydration and snack, give feedback asking the participants their opinion about the activity and if it changed their point of view about hiking.
Tools and how to use them	Involve the participants to propose other places and investigate them for future walks.
Background/references/ Sources:	Provide information about the objectives of the activities with young people with disabilities to the support team so that they get involved in the development of future activities.
Photos	






Title of the activity	Balls and cones
Category of the activity	ETS with for young people with intellectual disabilities
Step-by-step description:	<p>Mark out the space of the activity, make sure the place is safe and secure. Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity.</p> <p>Step 1</p> <p>Start the session with the required warm-up of all important joints and muscle groups of the human body - neck, shoulders, elbows, hips, legs and ankles.</p> <p>Step 2</p> <p>Divide the participants into several teams of 5-6 participants per team. Place a practice cone 10 meters in front of each team. Each participant must reach the cone by dribbling a basketball and place it on the cone so that the ball is stable on the cone. Then, as quickly as possible, he/she must return to his team and give a hand to a teammate who must, as quickly as possible, reach the cone, pick up the ball, return by dribbling it and give touch a teammate's hand. This exercise ends when all participants have passed the course at least 2 times. The team that crossed the course in the shortest time wins a point. The session continues until one of the teams does not score 10 points.</p> <p>Step 3</p>

	Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.
Materials:	Basketballs /at least 5/, basketball court, colour cones /at least 5/, a safe space for running the training activity according to the size of the group.
Duration:	90-120 mins
Preparation:	Mark out the space of the activity, make sure the place is safe and secure.
Learning Outcomes:	To develop skills of communication and cooperation.
Evaluation/ Learn Check:	Discussion among the group, debriefing, and evaluation.
Tools and how to use them	The facilitator must be aware of the skills, experience, and physical capability of the participants in the training session and, if necessary, to adapt it to the participants.
Background/references/ Sources:	N/A
Photos	



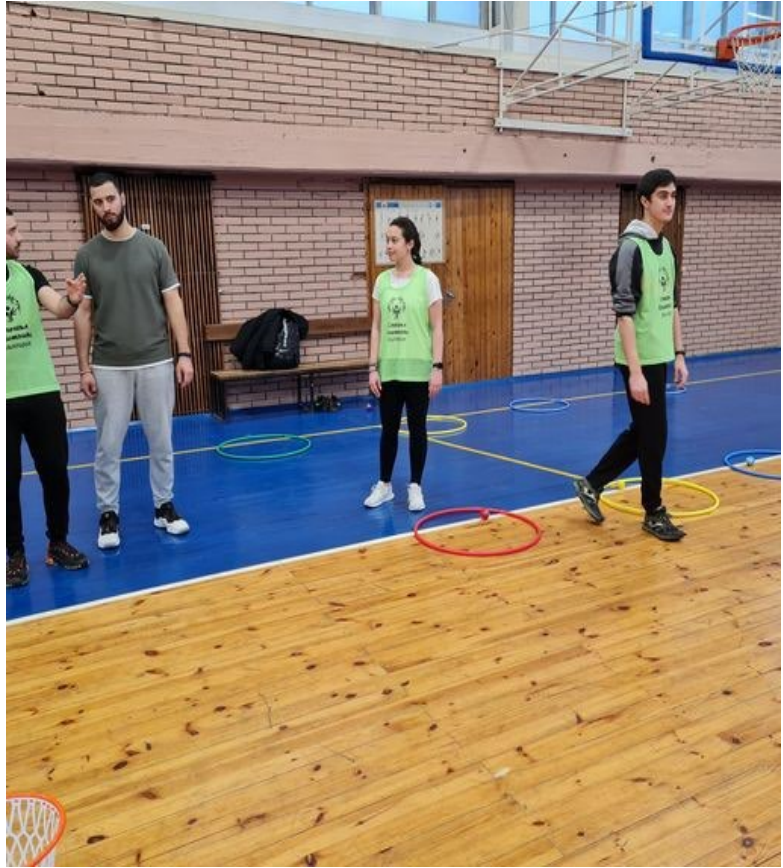
Title of the activity	TEAM RELAY
Category of the activity	ETS with young people with intellectual disabilities
Step-by-step description:	<p>Mark out the space of the activity, make sure the place is safe and secure. Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity.</p> <p>Step 1</p> <p>Start the session with the required warm-up of all important joints and muscle groups of the human body - neck, shoulders, elbows, hips, legs and ankles.</p> <p>Step 2</p> <p>Divide the participants into 2 teams of 8-10 participants per team. Place different obstacles, cones, hoops, track and field hurdles, etc., according to the participants in the session /their experience, physical, emotional, mental and psychic qualities and capabilities. Participants in the session have to go through various obstacles, score a point scoring the ball into a basketball hoop, hit a target, put a basketball in a hoop. After scoring a point, the same ball is picked up by another participant who goes through the obstacles and tries to score a point. Each participant of the team must pass the obstacle course at least 2 times and score at least 2 points.</p>

	<p>The first team to score 20 points is the winner. Getting through the obstacles can be done by dribbling, walking or running depending on the group's skills.</p> <p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
<p>Materials:</p>	<p>Basketballs at least 2, basketball court, colour cones, hoops, track and field hurdles, a safe space for running the training activity according to the size of the group.</p>
<p>Duration:</p>	<p>90-120 mins</p>
<p>Preparation:</p>	<p>Mark out the space of the activity, make sure the place is safe and secure. Be sure that you:</p> <ul style="list-style-type: none"> • Repeat instructions clearly and slowly; • Give simple instructions; • Give motivation for small goals /dribbling, scoring. Etc.
<p>Learning Outcomes:</p>	<p>To develop motor skills and skills of communication and cooperation.</p>
<p>Evaluation/ Learn Check:</p>	<p>Discussion among the group, debriefing, and evaluation.</p>
<p>Tools and how to use them</p>	<p>The facilitator must be aware of the skills, experience, and physical capability of the participants in the training session and, if necessary, to adapt it to the participants.</p>
<p>Background/references/ Sources:</p>	<p>Adaptive sports & mental health https://athletesconnected.umich.edu/adaptive-sports-mental-health/</p>
<p>Photos</p>	



Title of the activity	Match the colour
Category of the activity	ETS with young people with intellectual disabilities
Step-by-step description:	<p>Mark out the space of the activity, make sure the place is safe and secure. Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity.</p> <p>Step 1 Start the session with the required warm-up of all important joints and muscle groups of the human body - neck, shoulders, elbows, hips, legs and ankles.</p> <p>Step 2 Divide the participants into 4 teams of 5-6 participants per team. Place different coloured hoops /yellow, green, red, and blue/, perpendicularly in front of each of the teams - let the hoops be at least 10 meters from the starting position. Distribute coloured foam balls /yellow, green, red, and blue/, to each team - at least 2 balls to each participant.</p> <p>In this stage of the training session, the goal is to score a point as quickly as possible. For this purpose, each participant reaches the hoops and places a ball in them (regardless of the colour of the ball/hoop). Then, as quickly as possible, he/she must return to his</p>

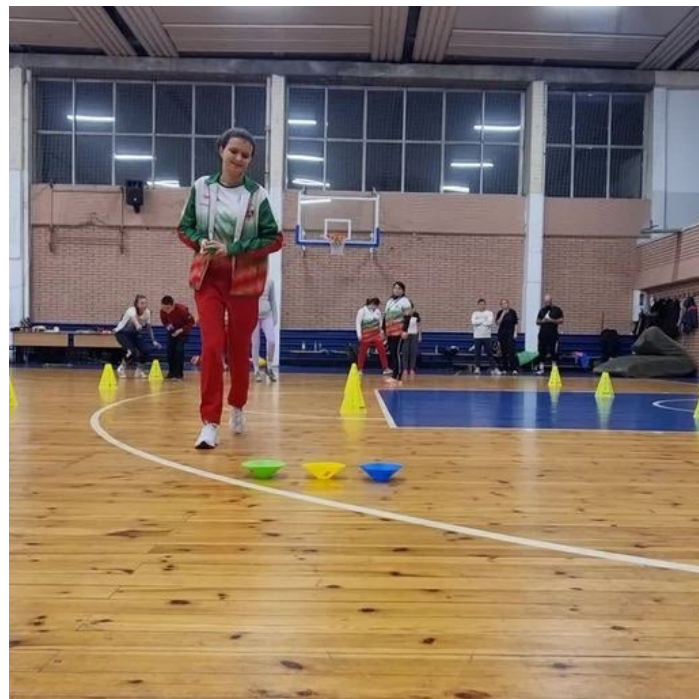
	<p>team and give a hand to a teammate who must, as quickly as possible reach the hoops and places a ball in them. This exercise ends when all participants have passed the course at least 2 times. The team that crossed the course in the shortest time wins a point. The session continues until one of the teams does not score 8 points.</p> <p>In this stage of the training session, the goal is to score a point. For this purpose, each participant reaches the hoops and places a ball in them, but now he/she must place the specific colour ball in the specific colour hoop. If the ball and the hoop do not match in colour, he/she must take the ball and to return to the starting position and make another attempt. On success he/she must as quickly as possible, return to his team and give a hand to a teammate who must, as quickly as possible reach the hoops and places a specific colour ball in the specific colour hoop. This exercise ends when all participants have passed the course at least 2 times. The team that crossed the course in the shortest time wins a point. The session continues until one of the teams does not score 8 points.</p> <p>If the level of experience in the group allows, you can put various obstacles along the track - between the starting positions and the coloured hoops.</p> <p>Step 3 Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
Materials:	Coloured hoops and foam balls (yellow, green, red, and blue), a safe space for running the training activity according to the size of the group.
Duration:	90-120 mins
Preparation:	Mark out the space of the activity, make sure the place is safe and secure.
Learning Outcomes:	To develop skills of communication and cooperation.
Evaluation/ Learn Check:	Discussion among the group, debriefing, and evaluation.
Tools and how to use them	The facilitator must be aware of the skills, experience, and physical capability of the participants in the training session and, if necessary, to adapt it to the participants.
Background/references/ Sources:	N/A
Photos	



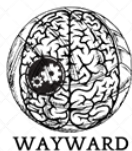
Title of the activity	Play with colours
Category of the activity	ETS with young people with intellectual disabilities
Step-by-step description:	<p>Mark out the space of the activity, make sure the place is safe and secure. Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity.</p> <p>Step 1 Start the session with the required warm-up of all important joints and muscle groups of the human body - neck, shoulders, elbows, hips, legs, and ankles.</p> <p>Step 2 Divide the participants into 3-4 teams of 5-6 participants per team. Give the participants different colours of foam balls, at least 2 different colours to each participant.</p> <p>PART 1 Participants in the session have to go through various obstacles, to score a point – put a foam ball into a coloured cone. After scoring a point, the participant takes a basketball and by dribbling passes through the obstacles back to his/her team, then a teammate tries to score a point in the same way. Each participant of the team must pass the obstacle course at least 2 times and score at least 2 points. The first team to score 20 points is the winner.</p> <p>PART 2 The goal is to score a point, for this purpose, each participant reaches the cones and places a ball in them, but now he/she must place the specific colour ball in the specific colour cone. If the ball and the cone do not match in colour, he/she must take the ball and to return to the starting position and make another attempt. On success he/she must take a basketball and by dribbling, passing the obstacles as quickly as possible, return to his team and give a hand to a teammate who must, as quickly as possible reach the cones and places a specific colour ball in the specific colour cone. This exercise ends when all participants have passed the course at least 2 times. The team that crossed the course in the shortest time wins a point. The session continues until one of the teams does not score 10 points.</p> <p>Step 3 Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
Materials:	Basketballs /at least 2/, basketball court, colour bibs, cones, track and field hurdles, a safe space for running the training activity according to the size of the group.
Duration:	90-120 mins

<p>Preparation:</p>	<p>Mark out the space of the activity, make sure the place is safe and secure. Be sure that you: Give simple instructions; Repeat instructions clearly and slowly; Make a demonstration of the exercise in front of the participants; Give motivation for small goals (dribbling, scoring, etc.).</p>
<p>Learning Outcomes:</p>	<p>To develop fine motor skills and to improve strategy development, communication, and cooperation among the participants.</p>
<p>Evaluation/ Learn Check:</p>	<p>Discussion among the group, debriefing, and evaluation.</p>
<p>Tools and how to use them</p>	<p>The facilitator must be aware of the skills, experience, and physical capability of the participants in the training session and, if necessary, to adapt it to the participants.</p>
<p>Background/references/ Sources:</p>	<p>N/A</p>

Photos








Title of the activity	ACTIVITY WITH BALLS – PART 1
Category of the activity	Educational workshop of ETS with mentally disabled young people
Step-by-step description:	<p>The activity is divided into 2 sessions with different level of difficulty. The first (easier) session is to play balls with hands. The second (more difficult) session is to play balls with feet.</p> <p>Session 1:</p> <p>One team leader stands at the center, the rest stand around, making a circle. The leader uses his/her hands to throw the ball at one another, trying not to let the ball fall on the ground. Start with one ball then with 2-3 balls in the game at a time. At first the circle can be 3 meters in diameter. Then make the circle a bit bigger and bigger.</p> <p>Session 2:</p> <p>The rule is similar to session 1 except that the kids will play the balls with feet, not hands, which makes it a bit more challenging. The organizer adjusts the diameter of the circle to make it suitable with the ability of the kids.</p>
Materials:	Balls of different colors
Duration:	15 minutes for the introductions of 2 sessions, 60 minutes for both sessions and 15 minutes to wrap up. Totally 105 minutes with 15 minutes break in between.
Preparation:	Prepare the balls and a safe surface for the kids to play safely and comfortably.
Learning Outcomes:	<p>Session 1: Eye-hand coordination, strength of the upper limb and concentration</p> <p>Session 2: Feet-eye coordination, strength of the lower limb and concentration</p>
Evaluation/ Learn Check:	The kids enjoyed the activities and the fact that they were challenged from easy to more difficult tasks. The activities did help them improve their concentration and their feet-eye/hand-eye coordination.
Tools and how to use them	Balls. Kids use balls in the games with their hands and their feet.
Background/references/ Sources:	Manual books for children with mental and physical disabilities developed and updated by CSDS and its volunteers/trainers over the years
Photos	



Title of the activity	CAT AND MOUSE
Category of the activity	Educational workshop of ETS with mentally disabled young people
Step-by-step description:	Everyone sits down in a circle. One person (the Mouse) will be walking around the circle at the back side of the circle. Everyone will be singing a song when so. The Mouse will be secretly tap on the shoulder of a person (the Cat) then the Mouse will quickly run away and sit down in the circle before he/she is caught by the Cat. If the Cat can, the Mouse will continue the game again, being the Mouse until he/she taps onto someone (the Cat) and that Cat fails to catch him/her.
Materials:	Nothing is needed
Duration:	10 minutes for the instructions. From 30 – 45 minutes for the game and 10 minutes wrap up.
Preparation:	Prepare a safe surface for the kids to play safely and comfortably.
Learning Outcomes:	Learning goal: working together (Mouses), paying attention (Cats) Therapeutic goal: endurance, coordination, explosive power
Evaluation/ Learn Check:	The kids developed their concentration and attentive skills
Tools and how to use them	No tool is needed
Background/references/ Sources:	Manual books for children with mental and physical disabilities developed and updated by CSDS and its volunteers/trainers over the years
Photos	



Title of the activity	BASKET BALL
Category of the activity	Educational workshop of ETS with mentally disabled young people
Step-by-step description:	<p>Divided the group into 2 teams and play 3 rounds.</p> <p>At each round, each team will need to line up and has 10 minutes to take turn to throw the ball into the basket which is hooked on the top of a pole. One ball to the basket gets 1 point.</p> <p>After each round, the team who has more balls into the basket wins.</p> <p>After 3 rounds, the team with more winning rounds will be the winner.</p> <p>After each round there is a 5 minutes break for the kids to recharge and to discuss about the strategy if any/needed.</p> <p>The judge will announce the winning team after each round and the Winner after 3 rounds.</p>
Materials:	Basket balls, basket pole, gifts for the winner.
Duration:	10 minutes for the instructions, 30 minutes for 3 rounds, 10 minutes for breaks and 10 minutes for wrap up. Totally about 60 minutes.
Preparation:	Prepare the basket balls, the basket pole, gifts for the winner/winning teams and a safe surface for the kids to play safely and comfortably.
Learning Outcomes:	<p>Learning goal: concentration, waiting for their turn</p> <p>Therapeutic goal: hand-feet coordination, eye-hand coordination</p>
Evaluation/ Learn Check:	The kids enjoyed the activities and the fact that they had chance to improve their performance during 3 rounds.
Tools and how to use them	Basket balls, basket pole.
Background/references/ Sources:	Manual books for children with mental and physical disabilities developed and updated by CSDS and its volunteers/trainers over the years .
Photos	



Title of the activity	ACTIVITY WITH BALLS - PART 2
Category of the activity	Educational workshop of ETS with mentally disabled young people
Step-by-step description:	<p>There are two teams. Every team is standing in a line at the beginning of a (similar) obstacle course. Every team has some attributes on their side (small balls, hoops).</p> <p>The children are bringing all their attributes to the other site one by one; the next child can start when the child before him/her is back. The first team with all the attributes to the other side is the winning team.</p> <p>Each team has 3 chances to play the game.</p> <p>Variations:</p> <p>Make it more difficult: make a course with more obstacles and more difficult obstacles, let them take attributes that are harder to hold.</p> <p>Make it easier: make a course with less obstacles and less difficult obstacles, let them take attributes that are easy to hold.</p>
Materials:	Obstacles, gifts for the winner.
Duration:	10 minutes for the instructions, 30 minutes for 3 rounds, 10 minutes for breaks and 10 minutes for wrap up. Totally about 60 minutes.
Preparation:	Prepare as many suitable obstacles as possible, gifts for the winning team and a safe surface for the kids to play safely and comfortably.
Learning Outcomes:	<p>Learning goal: waiting for their turn</p> <p>Therapeutic goal: coordination, fine hand coordination, stability, strength</p>
Evaluation/ Learn Check:	The kids enjoyed the activities and the fact that they had chance to improve their performance during 3 rounds.
Tools and how to use them	Obstacles of all kinds which are suitable and safe for the kids.
Background/references/ Sources:	Manual books for children with mental and physical disabilities developed and updated by CSDS and its volunteers/trainers over the years
Photos	





Title of the activity	BADMINTON
Category of the activity	Educational workshop of ETS with mentally disabled young people
Step-by-step description:	<p>At the beginning, kids are paired to play badminton in pairs. After 20 minutes of pair work, they are teamed in 2 groups, each at one side of the playground. Each team will try to pass the shuttlecock to the other side and hit it back when bounced back. The team who successfully passes and hit the shuttlecock with more scores will win.</p> <p>Organizer can increase the level of difficulty by making a frame on the playground that the teams need to keep the shuttlecock within that frame, failing to do so will be deducted on the total score. Both teams will play 3 rounds.</p>
Materials:	Shuttlecock, rackets, net, and gifts for the winning team.
Duration:	10 minutes for the instructions, 30 minutes for 3 rounds, 10 minutes for breaks and 10 minutes for wrap up. Totally about 60 minutes.
Preparation:	Prepare shuttlecock, rackets, net, and gifts for the winning team. and a safe surface for the kids to play safely and comfortably.
Learning Outcomes:	<p>Learning goal: concentration, team work.</p> <p>Therapeutic goal: eye-hand, physical health improvement</p>

Evaluation/ Learn Check:

The kids enjoyed the activities and the fact that they had chance to improve their performance during 3 rounds.

Tools and how to use them

Shuttlecock, rackets, net

Background/references/
Sources:

Manual books for children with mental and physical disabilities developed and updated by CSDS and its volunteers/trainers over the years

Photos





<p>Title of the activity</p>	<p>FREEZING GAME</p>
<p>Category of the activity</p>	<p>Educational workshop of ETS with mentally disabled young people</p>
<p>Step-by-step description:</p>	<p>Here goes a detailed description of the activity/session.</p> <p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <p>All the children are at one side of the room (Start line), one is at the other side (Destination line). The one at the Destination line faces the wall.</p>

	<p>The child with his/her face through the wall stamps 3 times on the ground. During this, the other children are walking or running to him/her. After the 3th stamp, the child looks behind him/her. Everyone has to stand still. When the child sees someone moving, he/she has to start over from the beginning. Repeat this until the first child reaches the other side. He/she is the winner.</p> <p>Variations: Make it more difficult: stamp only 2 times.</p> <p>Make it easier: stamp more than 3 times.</p>
Materials:	<p>Which materials will the trainer need to implement this activity/session?</p> <p>Rope or Chalk to mark the Destination and the Start lines.</p>
Duration:	<p>How long will be the activity/session?</p> <p>10 minutes for the introductions and rehearsal. 30-45 minutes to play. Totally around 40-60 minutes.</p>
Preparation:	<p>What will the trainer need to prepare to implement this activity/session?</p> <p>Prepare Start/Destination lines and a safe surface for the kids to play safely and comfortably.</p>
Learning Outcomes:	<p>What will participants learn from this activity/session?</p> <p>Learning goal: concentration, timing</p> <p>Therapeutic goal: stability, coordination</p>
Evaluation/ Learn Check:	<p>How will the trainer check the learning achievements of the participants?</p> <p>The kids enjoyed the activities. They learnt how to control their movement in good time manner. The kids also loved the fact that it is a bit competitive and they could try to be the winner.</p>
Tools and how to use them	<p>Does the activity/session require any particular tool?</p> <p>What is it? How is it used?</p> <p>Place or create Start/Destination lines at the right place.</p>
Background/references/ Sources:	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one.</p> <p>Manual books for children with mental and physical disabilities developed and updated by CSDS and its volunteers/trainers over the years</p>
Photos	



Title of the activity

PARACHUTE IN ST BRENDAN NATIONAL PRIMARY SCHOOL, co. KERRY, IRELAND

Category of the activity

Young people with intellectual disabilities aged 6-9 years

Step-by-step description:

We needed Public Liability Insurance and have all our ESC Volunteers Policed vetted to ensure the safety of the pupils. Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity. Taken Picture was an issues for us as parents didn't consent.

	<p>Step 1</p> <p>Start the session with Introduction of each other followed required warm-up of playing African Drums “DJEMBE” explanation of rules of Playing Parachute.</p> <p>Step 2</p> <p>Have pupils evenly spread out around the parachute and hold the edges.</p> <p>Have everyone gently tug on the parachute, holding it low between knee level and the ground.</p> <p>On the count of three, in unison, raise the chute upwards. It should fill with air, rising up like a giant “mushroom”.</p> <p>Work on getting the mushroom as high as possible, having each child take a step or two into the centre, eventually running to the centre while still holding the chute.</p> <p>If all pupils are synchronized and let go of the chute as it is in the air, it should maintain its mushroom shape and rise.</p> <p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing , and evaluation</p>	
<p>Materials:</p>	<p>Music in the background & Colourful Parachutes: (<a 375="" 678="" 712"="" 82="" href="https://www.amazon.co.uk/Sonyabecca-Parachute-Handles-Cooperation%02Group/dp/B01LWODV9W/ref=sr_1_1_sspa?crid=1ZNA4I6F2ONIM&keywords=large+parachute+for+kids+20ft&qid=1657127973&sprefix=large+parachutes%2Caps%2C125&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFMN0IES EFUNjVQVTQmZW5jcnlwdGVkSWQ9QTA1Mzg1NzFUVjZNSjQ0UzVBSUgmZW5jcnlwdGVkQWRJZD1BMDg3MDO4NjFOQUlwTUZlRzFaOFEmd2lkZ2V0TmFtZT1zcF9hdGYmYWN0aW9uPWNsaWNRUmVkaXJlY3QmZG9Ob3RMb2dDbGljaz10cnVl))</p> </td> </tr> <tr> <td data-bbox="> <p>Duration:</p> </p>	<p>15-45 mins</p>
<p>Preparation:</p>	<p>Ensure Safety of all pupils, ensure everyone understand instructions and colours. Make sure everyone is at same cognitive functioning .</p>	
<p>Learning Outcomes:</p>	<p>To develop skills of communication, fun, wellbeing, group coordination and cooperation.</p>	
<p>Evaluation/ Learn Check:</p>	<p>Discussion among the group, debriefing, and evaluation.</p>	

Tools and how to use them

The facilitator must be aware of the skills, experience, and physical capability of the participants in the training session and, if necessary, to adapt it to the participants cognitive abilities. Check parachute of YouTube for inspiration.


Background/references/ Sources:

N/A

Photos



<p>Title of the activity</p>	<p>GOALBALL AT ST BRENDAN NATIONAL PRIMARY SCHOOL, co. KERRY, IRELAND</p>
<p>Category of the activity</p>	<p>Young people with vision impairments aged 6-14 years</p>
<p>Step-by-step description:</p>	<p>We needed Public Liability Insurance and had all our ESC Volunteers Policed vetted to ensure the safety of the pupils. Some parents refused their children pictures being taken</p> <p>Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity. This activity took place at St Brendan Inclusive Sport Day organised by Love and Care for People as part of WAYWARD local activities on 16/06/2022 @ 11-1pm</p> <p>Step 1</p> <p>Start the session with Introduction of each other followed by required warm-up, explanation of rules of Playing Goalball.</p> <p>Step 2</p> <p>Step 2 is divided into four parts: Spatial Awareness, Goalkeepers-Attacking players, Competition, Ceremony.</p> <p>a) Spatial Awareness</p> <p>Each participant is given a blindfold and asked to explore the playing field. (Walking across the taped lines, feeling the taped lines with feet and hands, counting how many steps are between the football goal and their positions, etc.).</p> <p>b) Goalkeepers - Attacking players</p> <p>The training continues with exercises to improve Goalkeepers and Attacking players skills. (Defend the goal, throw the ball, etc.).</p> <p>c) Competition</p> <p>Groups of 3 participants are created to start the competition. The game consists of 2 matches of 10 minutes each. After receiving control of the ball, only 10 seconds are given for throwing the ball to the opposing team. Essential is the silence during the attacking phase.</p> <p>Winner's ceremony</p> <p>It ends with an award ceremony for the 3 best groups and a diploma certificate for all.</p> <p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>

Materials:	Goallballs (Similar to basketball size with noise bells), eyeshades, eye patches, goals, big space.
Duration:	60-75 mins.
Preparation:	Ensure safety of all participants, ensure everyone understands instructions. Make sure everyone is at the same cognitive functioning.
Learning Outcomes:	To develop tactile skills, physical coordination skills, spatial awareness, fun, understanding and empathy .
Evaluation/ Learn Check:	Discussion among the group, debriefing, and evaluation.
Tools and how to use them	The facilitator must be aware of the psychological aspects of being blind and visually impaired, he (she) must have experience, and must be able to adapt the activity to the participants with different cognitive abilities.
Background/references/ Sources:	Thomas C. Weiss. (2015, November 6). The Sport of Goalball: Information and Rules. Disabled World. Retrieved July 8, 2022 from www.disabled-world.com/sports/goalball.php
Photos	

Title of the activity	NON-CONTACT BOXING with AUTISTIC YOUTH AND DOWN SYNDROME WITH OBESITY AT MALLOW GAA, CORK COMPLEX
Category of the activity	NFE with young people with intellectual disabilities 14-19
Step-by-step description:	<p>Explain the rules of the training activity. Participants were encouraged to always wear a mouth guard, as well as protective hand bandages, 'cup' protectors and a shirt to absorb sweat. The floor was always dried.</p> <p>Step 1</p> <p>Start the session with the required warm-up and sparring Step 2</p> <p>Front toe & back heel on the centre line. Dominant hand in back (if they are right-handed, put the right hand in back).</p> <p>Weight evenly distributed across both legs; knees slightly bent.</p> <p>Feet diagonal, little wider than shoulder width apart, back heel raised.</p> <p>Elbows down, hands up.</p> <p>Head behind their gloves, chin slightly down, eyes see over the gloves.</p> <p>Relax and breathe!</p> <p>Take a break of 30 seconds, pretend to box hard, 5 times then stop</p> <p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
Materials:	Bunching bag, boxing gloves online, Bottle of water, & mouthguards
Duration:	30-75 minutes with a lot of shorts breaks
Preparation:	<p>Mark out the space of the activity, make sure the place is safe and secure. Be sure that you:</p> <p>Repeat instructions clearly and slowly.</p> <p>Give simple instructions.</p> <p>Give motivation for small goals bunching, moving left and right, uppercut, do not hit the head kind of</p>
Learning Outcomes:	To develop motor skills and skills of communication and cooperation.
Evaluation/ Learn Check:	Discussion among the group, debriefing, and evaluation.

Tools and how to use them

The facilitator must be aware of the Boxing skills, experience in working people young people with intellectual disabilities in the training session and, if necessary, to adapt it to the participants. Bear in mind every disabled person is unique.

Background/references/ Sources:


Adaptive Boxing Games to promote wellbeing & positivemental health

Photos






Title of the activity	Colour Fun Games @ St Brendan National School, co. Kerry
Category of the activity	ETS with young people with Challenging behaviour ADHD and Other form of Mental Disabilities with their parent for encouragement aged 6-11
Step-by-step description:	<p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
Materials:	<p>Coloured hoops and foam balls (white, green, red, and blue), a safe space for running the training activity according to the size of the group.</p> <p>Step one: When the facilitator say the colour participants run to the colour and from the colour they throwed the ball to kick the colour to match the circle to score put.</p> <p>Step to go back to the seat wait for your colour then throw the soft ball</p>
Duration:	15-45 mins

Preparation:	Mark out the space of the activity, make sure the place is safe and secure.
Learning Outcomes:	To develop skills of communication and eye- hand cooperation.
Evaluation/ Learn Check:	Discussion among the group, debriefing, and evaluation.
Tools and how to use them	The facilitator must be aware of Challenging and Aggressive behaviour some Asperger Syndrom children had. He did have fun made up games to get children to play with basic rules which was adapt it to the participants level of cognitive and physical abilities.
Background/references/Sources:	Our ESC volunteers from Turkey
Photos	



<p>Title of the activity</p>	<p>ADAPTED FOOTBALL IN ST BRENDAN NATIONAL PRIMARY SCHOOL, co. KERRY, IRELAND</p>
<p>Category of the activity</p>	<p>Young people with physical disabilities (hemiplegia) aged 6-14years</p>
<p>Step-by-step description:</p>	<p>We needed Public Liability Insurance and had all our ESC Volunteers Policed vetted to ensure the safety of the participants.</p> <p>Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity.</p> <p>Step 1</p> <p>Start the session with Introduction of each other followed by required warm-up, explanation of rules of playing Adapted Football.</p> <p>Step 2</p> <p>a) Wheelchair familiarisation</p> <p>The training started 16/06/2022 with the process of familiarisation with the wheelchair. Each participant practiced with the movement of the wheelchair. (Forward, backward, speed, braking).</p> <p>b) Wheelchair-ball coordination</p> <p>Then progressive exercises were performed to practise wheelchair-ball coordination. (Individual exercises, exercises between 2 participants, group exercises).</p> <p>c) Competition in teams</p> <p>Two groups of 7 people were formed. Matches consist of two thirty-minute halves, with 15 minutes for half-time break. The rules of the game were emphasised every 15 minutes to make sure everyone understand well, and a rotation of teams every 7 goals were established.</p> <p>d) Winner's Ceremony</p> <p>It ends with an award ceremony for the 3 best groups and a WAYWARD certificate of attendance for all</p>

	<p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
	<p>Football ball, wheelchairs, soccer goals, big space.</p>
<p>Duration:</p>	<p>60-75 mins.</p>
<p>Preparation:</p>	<p>Ensure safety of all participants, ensure everyone understands instructions. Make sure everyone was at same cognitive functioning</p>
<p>Learning Outcomes:</p>	<p>To develop tactile skills, physical coordination skills, body scheme, cooperation, social skills, fun, understanding and empathy.</p>
<p>Evaluation/ Learn Check:</p>	<p>Discussion among the group, debriefing, and evaluation.</p>
<p>Tools and how to use them</p>	<p>The facilitator must be aware of the psychological aspects of being physically disabled, he (she) must have experience, and must be able to adapt the activity to the participants with different cognitive abilities.</p>
<p>Background/references/ Sources:</p>	<p>Disabled World. (2022, April 10). Disability Football: 5 a Side, 7 a Side, Soccer. Disabled World. Retrieved July 8, 2022 from www.disabled-world.com/sports/football/</p>
<p>Photos</p>	



<p>Title of the activity</p>	<p>TENNIS IN ST BRENDAN NATIONAL PRIMARY SCHOOL, co.KERRY, IRELAND</p>
<p>Category of the activity</p>	<p>Young people with blindness aged 6-14 years</p>
<p>Step-by-step description:</p>	<p>We needed Public Liability Insurance and had all our Volunteers Policed vetted to ensure the safety of the pupils.</p> <p>Prepare all the necessary materials and equipment for the proper and effective conduct of the training activity. Explain the rules of the training activity.</p> <p>Step 1</p> <p>We started the session with Introduction of each other followed by required warm-up, explanation of rules of Playing Blind Tennis.</p> <p>Step 2</p> <p>Step 2 is divided into five parts: Spatial Awareness, Racket Skills, Ball Coordination, Swing and the Serve, Competition.</p> <p>a) Spatial Awareness</p> <p>Each participant was given a blindfold and asked to explore the playing field. (Walking on the line tape, feeling the tactile lines with feet and hands, counting how many steps are between the net and their positions, etc.).</p> <p>b) Racket skills</p> <p>The training continues with exercises to improve racket skills. (Grip the racket like shaking hands, hold the racket in front of the body, bounce the ball with the racket, etc.).</p> <p>c) Ball Coordination</p> <p>Then progressive exercises were performed to practice hand-racket-ball coordination. (Throw up and bounce the ball, drop a ball and catch it, throw a ball to a partner and catch it in return etc.).</p> <p>d) Swing and the Serve</p> <p>Continued with introduction to concepts of Preparation, Contact and Follow-up. With a ball on the floor, progressive exercises are conducted to learn the above concepts and prepare participants</p>

	<p>for the "Serve". (Roll a ball with the racket, put a cone on the floor as a target, etc.). Throwing with different kinds of balls would help to demonstrate the swing necessary for Tennis. Subsequently it is taught that serving is similar to throwing an object. Therefore with an object (length of a racket) participants are encouraged to throw them over the netting. Note: Teach to the participants with the right form, from the starting point (preparation) all the way to releasing the object (contact) and the finish (follow through).</p> <p>e) Competition</p> <p>It ends with a simulation of a tennis match where one of the participants will throw the tennis ball and the other will have to catch it by hitting it back.</p> <p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
Materials:	Rackets, Tennis ball (Sponge noisy ball), Net and a big space.
Duration:	45-60 mins
Preparation:	Ensure safety of all participants, ensure everyone understands instructions. Make sure everyone is at same cognitive functioning.
Learning Outcomes:	To develop tactile skills, physical coordination skills, spatial awareness, independence, social skills, understanding and empathy.
Evaluation/ Learn Check:	Discussion among the group, debriefing, and evaluation.
Tools and how to use them	The facilitator must be aware of the psychological aspects of being blind and visually impaired, he (she) must have experience, and must be able to adapt the activity to the participants with different cognitive abilities.
Background/references/ Sources:	<p>Ayako Matsui IBTA International Blind Tennis Association 26-27 Kuritsubo Hidaka Saitama, 350- 1245 Japan. E-mail:matsui-tennis@hanno.jp http://www.hanno.jp/matsui/</p> <p>Shuhei Sato (Research Associate Aoyama Gakuin University) 1117 Kitakaname, Hiratsuka-shi, Kanagawa, 259-1292 Japan E-mail:tsvkrv7q@jcom.home.ne.jp http://www.u-tokai.ac.jp/international/index.html</p> <p>Masayuki Sato (Professor Senshu University) 2-1-1, Higashimita, Tamaku, Kawasaki-shi, Kanagawa 214-8580, Japan. E-mail;qzu04642@nifty.com http://www.senshu-u.ac.jp/koho/Welcome.html</p>
Photos	



3.2. Educational workshops for transfer of knowledge



Title of the activity	Ramps for the Champs
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>This activity includes the training of teachers and educators in Education Through Sports (ETS) through the sport of boccia. More specifically, our trainer contacted both special and formal education schools to inform them about the WAYWARD program. He then visited the schools, talked to the interested teachers about ETS and applied techniques through the sport of boccia and more specifically of the category where the athletes use a ramp to throw the ball. The reason why the sport of boccia with the use of a ramp was chosen is because in this category people with and without disabilities participate equally. The students of the schools participated in the boccia competition under the supervision of the teachers together with the boccia athletes.</p> <p>Activity</p> <p>First, the trainer does some exercises with your hands, participants, to warm up. Then he explains the rules of boccia (www.worldboccia.com) and they start measuring the balls. That is, they measure the distance traveled by the ball according to the height of the ramp where it is placed. When the measurements are completed, matches are held between the participants at both individual and team levels. It would be better if the floor on which the activities are carried out is smooth. Throughout the activity the teachers and educators interact both with the students and with each other.</p>
Materials:	Boccia ramps, boccia balls, headpointers, mouthpointers wheelchairs.
Duration:	4 hours / session
Preparation:	Before the meeting, the trainer sends an information leaflet on ETS and the sport of boccia to those who will participate in the workshop.
Learning Outcomes:	Both the teachers and the students will get to know better the sport of boccia as well as inclusion techniques throughout the workshop.
Evaluation/ Learn Check:	The instructor after the presentation of the sport of boccia gives the opportunity to the other participating teachers to become instructors themselves.
Tools and how to use them	To implement this action a boccia ramp and special boccia balls are needed. This special equipment has high costs.
Background/references/ Sources:	Boccia International Sports Federation

<https://www.worldboccia.com/>

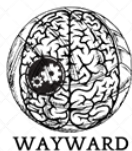
Photos



Title of the activity	Workshop for PE Teachers
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Physical education teachers are usually the ones who are most interested in education through sports. Thus, a workshop was held with the participation of physical education teachers only in order to transfer knowledge. Participants were informed about both the WAYWARD project and sports training techniques. Points of view were exchanged and new ideas were presented on issues of inclusion and sports for people with disabilities. The participating physical education teachers then acted as multipliers in the structures and schools in which they work.</p> <p>More precisely the workshop took place in 5 sessions.</p> <p>Session 1: Presentation of the WAYWARD project (research report, training format)</p> <p>Session 2: Review of the local activities implemented so far</p> <p>Session 3: Self presentation and presentation of the experiences of the participants</p> <p>Session 4: Brainstorming and proposals for new ETS activities</p> <p>Session 5: Evaluation of the activities and report on selected ETS activities.</p>
Materials:	Flyers, poster
Duration:	2 hours
Preparation:	The trainer has to prepare a presentation on the project and on sports education.
Learning Outcomes:	Participants will learn about the project and about training through sports.
Evaluation/ Learn Check:	The participants were given an evaluation form to fill out after the end of the meeting.
Tools and how to use them	No particular tool is required.
Background/references/ Sources:	<p>Main webpage of WAYWARD</p> <p>https://wayward.myerasmus.net/</p>
Photos	



Title of the activity	Reaching the Top!
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>The goal of our workshops is to empower participants through the use of sport and train operators on the use of ETS, enhancing the target group participation in sport and in society in general. Trainer of Wayward and teacher and educators who works with young people with mental disability will have a chance to discuss about the Wayward project and its outputs.</p> <p>Therefore, this local workshop will consist 2 sessions:</p> <ol style="list-style-type: none"> 1. Introduction of Wayward 2. Knowledge sharing <p>Session 1 will be theoretical part of the project, teacher/educators will be informed about outputs of the project and they will be asked to share their testimonials and give feedback about outputs processes.</p> <p>In the session 2, trainer will invite educator//teachers to join an open discussion in order to share their knowledge and experiences working with young people with mental disability. In order to feel young people with mental disability comfortable, they will create a tree to list all important points of working with them.</p>
Materials:	PPTs, Flipchart
Duration:	5h



Preparation:	Trainer will prepare PPT of the Wayward and questions for the session 2.
Learning Outcomes:	<p>Teacher and educator will gain a knowledge of Wayward Project and its outputs which will be useful for them to be used during their activities with young people with mental disability.</p> <p>Secondly, they will have a chance to exchange knowledge and they will give their testimonials.</p>
Evaluation/ Learn Check:	<p>Trainer will be leading debriefing and evaluation session. And trainer will ask educator/teacher following questions:</p> <p>Did you like the project ?</p> <p>Was it useful for young people with mental disability ? Is the training Format is applicable for educator/teacher who works with young people with mental disability ?</p> <p>How did you feel ? How would you contribute Wayward activities ?</p> <p>Are you able to follow up Wayward ?</p> <p>Are you going to implement Wayward outputs ?</p> <p>And teacher and educator are asked to fill out evaluation form.</p>
Tools and how to use them	Session materials will be prepared by the trainer.
Background/references/ Sources:	Wayward draft Training Format / https://wayward.myerasmus.net/
Photos	



Title of the activity	ADAPTED BASKETBALL CELEBRATED THE INTERNATIONAL DAY OF PEOPLE WITH DOWN SYNDROME
Category of the activity	Educational workshops for transfer of knowledge
Step-by-step description:	<p>Prepare the venue for the "Open training" for persons with people with down syndrome, their parents, volunteers, adapted basketball coaches, parents and media. Make sure the place is safe and secure.</p> <p>Step 1 Start the "Open training" with an energizer.</p> <p>Olympic game "Olympic game" is a very intensive example of an energizer. The facilitator calls out different sports or sports discipline. The participants have to mimic/jester them for at least 15 seconds.</p>


	<p>After a while the facilitator speeds up the tempo. A few sports skills the facilitator can call out:</p> <ul style="list-style-type: none"> Shooting a jump shot; Juggling a soccer ball; Dancing like a ballerina; Batting a baseball; Swinging a golf club; Downhill skiing; Serving a tennis ball; Shooting an arrow. <p>Step 2</p> <p>Distribute the volunteers (coaches and parents can be involved) and each volunteer should be responsible for one person with Down syndrome. Then show the basic rules and movements in basketball, starting with the easiest - dribble in place with right hand, dribble in place with left hand, dribble with movement/walking, dribble with movement, slow running, shooting from standing, shooting with movement, etc.</p> <p>Step 3</p> <p>Discussion among the group about the session with the required time for questions and answers, debriefing, and evaluation.</p>
Materials:	Basketballs for each participant, basketball court, a safe space for running the training activity according to the size of the group.
Duration:	90-120 mins
Preparation:	Mark out the space of the activity, make sure the place is safe and secure. Be sure that there are enough basketballs for all participants in the session.
Learning Outcomes:	To know more about what Down Syndrome is and to use sport and physical activity as a tool of socialization.
Evaluation/ Learn Check:	Debriefing and evaluation
Tools and how to use them	The facilitator must be aware of the skills, experience, and physical capability of the participants in the Open training session.
Background/references/ Sources:	Sunny children with syndrome. Alternative view https://salcura.ru/en/solnechnye-deti-s-sindromom-alternativnyi-vzglyad-kak-diagnostiruetsya-geneticheskoe-zabolevanie.html
Photos	



3.3. Meeting with Stakeholders




Title of the activity	Spreading the news
Category of the activity	Meeting with stakeholders
Step-by-step description:	Our organization sent an open invitation to anyone interested to participate in a meeting where the WAYWARD project would be presented and there would be an open discussion on issues related to education through sports, inclusion and sports of people with disabilities. 20 participants were selected based on how much they would spread the information on the project.

	<p>More precisely, there were 4 sessions of the meeting</p> <p>Session 1: Presentation of the WAYWARD project (research report, training format)</p> <p>Session 2: Presentation on ETS methodology</p> <p>Session 3: Open discussion and brainstorming on ETS activities</p> <p>Session 4: Evaluation of ETS activities.</p>
Materials:	Leaflets, posters, banners, covid masks etc.
Duration:	3 hours
Preparation:	An appropriate space should be selected for gathering people and presenting the project. .
Learning Outcomes:	The participants will be informed about the project and they will learn about education through sports.
Evaluation/ Learn Check:	All participants will fill an evaluation form after the meeting.
Tools and how to use them	A meeting room and a projector are needed for the implementation of the session.
Background/references/ Sources:	Main webpage of WAYWARD https://wayward.myerasmus.net/
Photos	




Title of the activity	Wayward Info Day n.1
Category of the activity	Meeting with stakeholders/ March 2022
Step-by-step description:	<p>The aim of the activity is to present WAYWARD and its activities to the interested parties, as well as train operators on the use of WAYWARD Training Format in their work with young persons with intellectual disabilities.</p> <p>There were 3 sessions:</p>

	<p>1.Presentation of the Wayward and Training Format 2.Exchange Knowledge 3.Testimonials</p> <p>Session 1- First session is mainly focusing on introduction of Wayward project and its output presentation to local stakeholders.</p> <p>Session 2- As part of the session to present the project, the project team and participants will focus on discussing the challenges they face in their daily work with young persons with intellectual disabilities and also the solutions that can be taken into consideration.</p> <p>Session 3- The participants invited to join local workshop to give their testimonial about how to make the best out of the resources produced by WAYWARD Project. The discussion will be done among local stakeholders and participants.</p>
Materials:	PPT of Wayward, Research Report and Training Format and Flipchart (for Testimonials)
Duration:	5h
Preparation:	The trainer/facilitator/ project manager should prepare activity room with projector and other supporting materials. And other materials mentioned above such as PPTs should be prepared.
Learning Outcomes:	<p>Local stakeholders and participants will get a chance to know project and its activities.</p> <p>Local stakeholder who are working with young persons with intellectual disabilities will exchange their knowledge with other local stakeholders.</p> <p>Participants will get a chance to give their ideas to the project outputs.</p>
Evaluation/ Learn Check:	<p>Local stakeholders are asked to fill out evaluation form. In additionally;</p> <p>For debriefing the Trainer is using the following questions for debriefing:</p> <ul style="list-style-type: none"> •What is your thoughts about project topic ? •What do you think of methodology we are using for Training Format - ETS ? •How could you contribute Wayward outputs? •Do you think that you can use this experience (exchanged knowledge) in your daily life? •What did you learn?


Tools and how to use them	Flipchart, Projector, PC Those tools will be guided by the trainer.
Background/references/ Sources:	https://wayward.myerasmus.net/
Photos	

Title of the activity	Wayward Info Day n.2
Category of the activity	Meeting with stakeholders
Step-by-step description:	<p>The goal of the event is to present WAYWARD and its activities to the interested parties, as well as train operators in their work with young persons with intellectual disabilities.</p> <p>In this scope, project manager of Wayward will present Wayward PPT and its website to local stakeholders. The local activity will be done as following sessions:</p> <ul style="list-style-type: none"> - Session 1- Local stakeholders will be invited to join an open discussion about project objectvies and its outputs. - Session 2- Presentation of activities implementind during the local workshops phase with young people with mental disability. - Session 3- Brainstorming about ETS methodology. - Session 4- Evaluation & Debriefing
Materials:	Activity room, Projector, Flipchart, PPT
Duration:	4h
Preparation:	Trainer will prepare PPTs of Wayward and local workshops PPTs.
Learning Outcomes:	During the meeting, local stakeholders will be informed about the Wayward project and the progress of local workshops and are expected to contribute to the project.

Evaluation/ Learn Check:	During the meeting, the project manager/trainer will take note of feedback from local stakeholders on the flipchart. Participants will be asked to note down the points they consider important on a piece of paper.
Tools and how to use them	n/a
Background/references/ Sources:	n/a
Photos	



Title of the activity	WAYWARD DAY
Category of the activity	Meeting with stakeholders
Step-by-step description:	<p>The purpose of the WAYWARD DAY event is to present the WAYWARD project and its main goals - empowerment of personal development, overcoming stereotypes and social inclusion of young people with intellectual disabilities, to students, teachers and various operators who work with young people with intellectual disabilities.</p> <p>Step 1</p> <p>Presentation of the WAYWARD project - goals and objectives;</p> <p>Step 2</p> <p>Presentation of the WAYWARD project platform and official website;</p> <p>Step 3</p>

	Sports WAYWARD event "SPORT IS FOR EVERYONE". for young people with intellectual disabilities.
Materials:	Sport hall or free open space, projector, flipchart, PPT, different type sport balls, different colour foam balls, hopes, cones, and scarfs.
Duration:	120 - 180 minutes
Preparation:	PPT presentation related to the project goals and objectives.
Learning Outcomes:	During the WAYWARD DAY event, students, teachers and various operators who work with young people with intellectual disabilities will be informed about the Wayward project goals and objectives.
Evaluation/ Learn Check:	All participants will be invited to evaluate the event on a flipchart - its strengths/weaknesses and suggestions related to the project.
Tools and how to use them	N/A
Background/references/ Sources:	N/A
Photos	



4. Local Workshops Report

Physical education teachers are usually the ones who are most interested in education through sports. Thus, a workshop was held with the participation of physical education teachers only in order to transfer knowledge. Points of view were exchanged and new ideas were presented on issues of inclusion and sports for people with disabilities. The participating physical education teachers then acted as multipliers in the structures and schools in which they work.

For the implementation of this workshops the trainer brings together highly functional people with mental disabilities and people without disabilities to participate in some exercises and table tennis matches. Throughout the implementation of the action, all inclusion and training through sport techniques are taken into account.

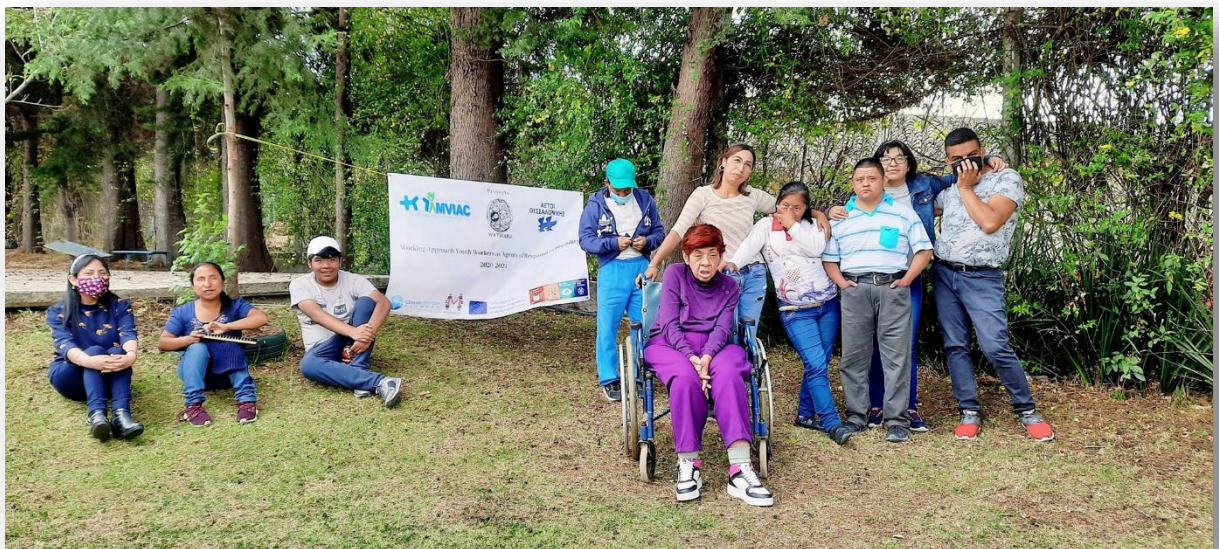
5. Photo Relation from local workshops

Educational workshops of ETS with mentally disabled young people



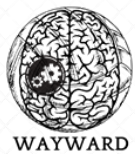












6. Conclusion

Efforts to educate the general population about disabilities can alleviate attitudes toward bullying, social stereotyping, and prejudice. Efforts need to be made into making physical settings more accessible such as workplaces, social settings, and recreational venues. In recent years, there have been significant changes in the sport world. Where limits are often present, sports create bridges and tear down barriers. Sport may be understood by people of many ages, backgrounds, and religions. Regardless of your age, sexual orientation, gender identity, physical abilities or limitations, religion, race, or socioeconomic background, the sport may help you feel included in society. Creating secure, equitable, and inclusive sports environments is no longer a goal; it is a need, driven by demands from the government and society for good governance, integrity, equity, member safety, and child safeguarding.

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