



# Curriculum

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“Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters”



funded by



Erasmus+

**TITLE:**

Curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters”

**PROJECT:**

“Overcoming the limiting realities creatively: Sport methodology in youth work for inclusion”, funded by the JUGEND für Europa, the German National Agency for the Erasmus+ Youth programme.

**Project partners are:**

- Youth Power Germany e.V., Germany
- Active youth in happy Europe (AMUSE), Serbia
- Basketball club “Virtus Basket”, Serbia
- Association for improvement of modern living skills “Realization”, Croatia
- Wizard, obrt za savjetovanje, Croatia
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## SUMMARY OF THE PROJECT

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According to the World Health Organisation (WHO) and their Factsheets on Health-enhancing physical activity (2015), physical activity can take place in a range of settings. Alarming figures from Member States of the European Union (EU) indicate that 6 in every 10 people above 15 years of age never or seldom exercise or play a sport, and more than half never or seldom engage in other kinds of physical activity, such as cycling or walking, household chores or gardening. Research also indicates that adults and older people from low socioeconomic backgrounds, minority ethnic groups, as well as people with disabilities engage in less physical activity and are harder to reach than others in terms of the promotion of physical activity.<sup>1</sup> Sport is important for everyone, also for people with disabilities. It's important because it's good for health and offers the chance to know people and to make new friends, as well as it can become a very serious passion, useful for further personal development. Playing sports is a right of people with disabilities, as it is also written in the UN Convention. Active lifestyles, physical activities and sports are fundamental elements for the cognitive development and the social inclusion of the people with disabilities. Physical activity promotes well-being, physical and mental health, prevents disease, improves social relations and quality of life, produces economic benefits and contributes to environmental sustainability.

Nowadays, still it is reality that people with disabilities have less opportunities and arguably less favourable experiences than their peers, in the sport area of life. "Typical barriers for people with disabilities to participate in sport include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately; lack of opportunities and programmes for training and competition; too few accessible facilities due to physical barriers; and limited information on and access to resources."<sup>2</sup>

The unique ability of sports to transcend linguistic, cultural and social barriers makes it an excellent platform for strategies of inclusion and adaptation.

Through youth sport work and sports, persons without disabilities interact with persons with disabilities in a positive context forcing them to reshape assumptions about what persons with disabilities can and cannot do.

However, non-formal education (NFE) educators and youth workers/leaders working with this target group often have little or no experience in using sport as an educational tool. Many do not know how to maximise the potential of sport as a method within their regular youth work, despite of the fact that sport activities can be considered one of the most valuable NFE experiences for children and youngsters. On the other hand, the sport trainers often are even less ready and prepared to work with special needs youngsters and they often don't have skills or time or resources to promote inclusion of people with disabilities.

Our project is trying to put the above-mentioned needs and EU Guidelines/policies into action by developing new curricula and methods for empowering both youth (work) organisations, as well as the sport organisations - to increase their capacity building and human resources for quality envisioning and promoting the physical activity events (youth sport work and sport events) that thus contribute to

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<sup>1</sup> World Health Organisation (2015): "Factsheets on health-enhancing physical activity in the 28 European Union member states of the WHO European Region"; <https://ec.europa.eu/assets/eac/sport/library/factsheets/eu-wide-overview-methods.pdf>, accessed April 2020

<sup>2</sup> Kiuppis, F.: "Sport and Disability: From Integration Continuum to Inclusion Spectrum"; Routledge; 2018

increasing participation in quality sports by more youngsters, and especially by children and youngsters with disabilities.

Therefore, the objectives of the project are:

- Bring positive and long-lasting effects on participating and indirectly on non-participating (youth and sport) organisations and youth/sport workers by enhancing knowledge management with new innovative youth work and sport resources and training models/curricula in order to provide quality youth sport work programmes for inclusion of youngsters with different abilities in our communities.
- Support youth workers and sport trainers in acquiring and developing key competences as youth trainers (of other youth/sport workers) in the field of using sport methodology in youth work and sports for inclusion of different abilities' youngsters.
- Engage into intensive dissemination and exploitation activities of existing and newly produced products and attract more different abilities' youngsters to our youth/sport work activities, and thus increase inclusion among youngsters.

Project activities are:

- A1 – Project Management activities
- M1 – Kick-off transnational project meeting of the partners
- O1 – Guidebook “Using NFE and sport methodology for inclusion of youngsters with disabilities”
- M2 – 2<sup>nd</sup> transnational project meeting
- O2 – Curriculum “Training youth workers and professional sport trainers in using sport methodology for inclusion and interaction of different abilities' youngsters”
- C1 – LTTA Training of trainers, piloting of the O2 - Curriculum
- M3 – 3<sup>rd</sup> transnational project meeting
- O3 – Toolkit “Sport methods/games – adapted for using in youth / sport work for inclusion and interaction of different abilities' youngsters”
- M4 – 4<sup>th</sup> transnational project meeting
- E1, E2, E3 – National conferences in Italy, Croatia and Serbia
- E4 – International conference, Germany
- M5 – Evaluation transnational project meeting

Project partners are:

- Youth Power Germany e.V., Germany
- Active youth in happy Europe (AMUSE), Serbia
- Basketball club “Virtus Basket”, Serbia
- Association for improvement of modern living skills “Realization”, Croatia
- Wizard, obrt za savjetovanje, Croatia
- Fondazione Don Giovanni Zanandrea Onlus, Italy

## BACKGROUND OF THIS CURRICULUM

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The curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters” is an innovative resource for youth trainers and sport coordinators with the purpose to educate, support and mentor youth workers and sport trainers in using sport methodology in youth work with mainstream youngsters and the ones with disabilities, for inclusion and interaction of theirs in their community. The content of the curriculum consists of introductory parts, training programme table with division of sessions for each working day including morning and afternoon sessions’ division.

Every presented developed session provides a thorough description of the background related with the topic, the aim and set of objectives of the session, methodology and methods, and detailed session flow with measured approximate duration. The structure of each session includes potential recommendations, further resources for reading and materials needed for the implementation. That is, for the purpose of providing a practical resource for the current and future youth workers and sport trainers engaged in youth sport work. The importance of the curriculum stands in the innovative element of covering the existing need for adaptation of sport methodology through youth work, as well as the needed learning tools to support a quality education of sport trainers and youth workers for using sport methodology with different abilities’ youngsters.

The specific objectives of the curriculum / training course are:

- To define and understand the concept of sport methodology and inclusion of people with disabilities through sports;
- To learn about realities and sport practices in other countries in implementing sport work projects for inclusion;
- To learn about the mental and physical development of people through sport work;
- To get a common understanding of the main characteristics and preparations needed for youth sport activities for youngsters with and without disabilities;
- To create space for youth workers and sport trainers to develop local actions for people with disabilities;
- To provide recommendations for youth workers multiplying the sessions and methods for upcoming trainings and youth programmes.

The curriculum and the sessions presented are created on the principles and methodology of non-formal education. They consist of diverse participatory methods, interactive games, small and big group work, plenary discussion, individual activities, role-plays and reflective exercises, theoretical input, as well as sharing and exchanging of existing practices as a learning method.

In order to be eligible for the programme, participants need to fulfil the following criteria:

- Be active youth workers and sport trainers with education in NFE principles and methodology, (willing to get) involved in “sport for all” activities; and empowering other youth workers and mainstream and marginalised youth through sport and outdoor activities;
- Be able to be fully engaged in the training course programme and for the entire duration;
- Have interest and willingness to multiply the obtained knowledge;
- Committed to organise follow-up activities in the local community after the participation in this programme;

- Be above 18 years old and have a desired knowledge of English language in order to follow the programme.

## PROGRAMME OF THE TRAINING COURSE

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Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction - getting to know each other and our different abilities
PM	Sharing realities and experiences with sport and youth work on inclusion and interaction of different abilities' youngsters in our communities and organisations
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Introduction to disability
PM	Youth work and NFE methodology, inclusion of youngsters with disabilities
PM	Reflection and Evaluation of the day
Day 4	
AM	Overview of sport methodology
AM	Mental & physical development through sports and youth sport work;
PM	Sport for all!
PM	Reflection and Evaluation of the day
Day 5	
AM	Aims and objectives in using sport methodologies with youngsters with disability
PM	FREE AFTERNOON
Day 6	
AM	Development of competences for both youth with and without disabilities through mutual activities of sports and youth sport work;
PM	Quality preparation of settings of inclusive spaces and materials for organising common youth/sport activities for youngsters with and without disabilities;
PM	Reflection and Evaluation of the day
Day 7	
AM	Sharing and adapting sport methods/games from our countries in youth/sport work with different abilities' youngsters
PM	Challenges and Tips in/for Development and Adaptation of sport methods for inclusion and interaction of mixed groups of youth with/without disabilities
PM	Development of the follow-up local sport activities of youngsters with and without disabilities
PM	Reflection and Evaluation of the day
Day 8	
AM	Development of the follow-up local sport activities of youngsters with and without disabilities
AM	Follow-Up Activities Presentations and Consultations
PM	Evaluation and closure
Evening	"See you again" party
Day 9	
AM	Departure of participants

## RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

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The curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters” as an innovative tool for youth trainers and sport coordinators is designed with the aim of dissemination to all the parties that work in youth (sport) work and sport work with youngsters of different abilities. Starting from young people, local sport coordinators, sport trainers, youth workers, youth trainers and (peer) educators in these topics, as well as organisations and partners who aim to support the education and inclusion of young people in such programmes.

The curriculum is designed in a way that all interested parties can use it and easily multiply the sessions and activities presented. Certainly, the use of the curriculum will be easy to use for similar training programmes on European level.

When organising training course based on this curriculum, it is expected that participants gain or further develop the following competences:

- Knowledge about the sport methods for inclusion and interaction of different abilities’ youngsters;
- Common understanding and awareness about the realities of participating countries in existing programmes for inclusion of different abilities’ youngsters;
- Knowledge on sport methodology, its relation to the youth work and inclusion of people with disabilities;
- Competences on developing aims and objectives, challenges and tips, as well as quality preparations for the sport work activities;
- Understanding of the mental and physical development through sport and youth sport work;
- Competences on the idea development process in implementing inclusive youth sport work activities and the overcoming of challenges;
- Social and civic competences for youth workers for quality youth sport work activities for different abilities’ youngsters in our communities.

A list of specific competences that participants can develop are presented in the first part of describing each session. Therefore, when reading the developed sessions part, a set of competences addressed for each session will be present in the first page of the sessions.

When basing this curriculum for the organisation of a quality training course, several aspects and recommendations should be considered, that results in reaching the aimed objectives for each presented session and working day. Therefore, several stages preparation should be considered which are explained below.

### **Stage 1: Before the training course**

- All relevant information regarding the participation of the participants should be drafted in an Info pack as soon as their participation is confirmed. Furthermore, organisers should check once again the application form for each selected participant in order to answer their needs for

accommodation and relevant support for participation. That includes also the checking of Motivation and additional question section in case participants have expressed the interest to contribute in any session by covering some topics they are qualified for, or suggestions for trainers to include it in the programme.

- Partner organisations and their representative for the project should be in regular contact with the selected participants from their country in order to prepare them for the travel and for the programme. Participants need to conduct some research regarding the youth programmes in sport work for different abilities' youngsters that already exist in their country – that is part of the programme and the initial point for them to get the common understanding of the training's topic. Therefore, partner organisations can support them in conducting this research or guide them to finding existing sources.
- Partner/Sending organisations should also provide participants with needed information for the additional sessions that cover presentation of the organisations, materials for project and activity information, and so on.
- Partner/Sending organisations should in advance prepare their participants that they will participate in a programme with people from different cultures, countries, backgrounds, and that they should be aware of cultural differences and needs.

## **Stage 2: During the implementation of the training course**

- The programme of the training course is designed and developed by qualified trainers in this topic and field. Therefore, the sessions fulfil the needs and interest of all interested parties who want to learn more about topics covered in the programme. However, depending on the group dynamics and size, the time-management should be adaptable. Thus, if the groups are bigger the implementation of some activities may take longer time, and vice-versa. Trainers should take this into consideration and be flexible with the time for the sessions.
- By the end of each session presented, there is the Recommendations section related to particular session or activity. Trainers should take those in consideration in order to adapt the implementation successfully with the working group.
- The first day of the programme includes the setting of learning goals, expectations and contributions that need to be done by the participants. According to the methods presented in the session, the trainers should keep those visible during the whole programme and use the last session of the programme to get back to those and ask participants to reflect and share their impressions.
- Reflection and Evaluation: this part should be developed for every working day. Participants need to have reflection time by the end of the working day in order to give feedback on the learning goals, methods used, suggestions for the trainers that can help the adaption of the programme to the participants' needs, and so on. They also need to have the final evaluation in the last working day as a final feedback and reflection of the whole programme.

# DEVELOPED SESSIONS OF THE TRAINING COURSE: “TRAINING YOUTH WORKERS AND SPORT TRAINERS IN USING SPORT METHODOLOGY FOR INCLUSION AND INTERACTION OF DIFFERENT ABILITIES’ YOUNGSTERS”

## INTRODUCTION – GETTING TO KNOW EACH OTHER AND OUR DIFFERENT ABILITIES

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**Session Title:** Introduction – getting to know each other and our different abilities

**Duration:** 180 minutes

**Background:**

The introductory session is a necessity in the beginning of each training programme. It is the starting point for all the participants, the organising team members, and the trainers to finally meet in person and get the main idea of what the upcoming days will be like for all of them. Also, having into consideration that participants come from different countries and backgrounds, an introductory session including name games and getting to know each other’s activities, is always a good starting point for initial contact. Therefore, this session contains several activities and name games in order to establish first contact and getting to know the backgrounds of each person. It also serves as the initial point on introducing the programme in details and the agenda for the working days.

**Aim of the session:** To establish the basis of the training course’s programme and initiate the getting to know process for the participants in order to identify the backgrounds and abilities of each other.

**Objectives:**

- To share the general background of the project and the training course;
- To create a welcoming and inclusive space for all participants;
- To provide space for getting to know each other;
- To identify expectations and share motivation for the presented programme.

**Competences addressed:**

- Multilingual competence;
- Teamwork;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.

### **Methodology and methods:**

- Theoretical input / Project presentation;
- Work in Pair and small groups;
- Experiential learning;
- Group discussion;
- Brainstorming.

### **Session flow:**

#### **I. Official introduction and welcoming (10 minutes)**

The project coordinator gives an opening speech for all participants to the training course, by welcoming them and wishing them to have a productive and fun week, while also meeting their expectation to the programme. He/she also introduces the organising team and the trainers while presenting their role in the programme so that the participants know whom to approach for which purpose.

#### **II. Round of names (5 minutes)**

The project coordinator invites all participants to also introduce themselves by mentioning the name, organisation, and the country they come from.

#### **III. Name game (10 minutes)**

The trainer holds a ball in her/his hand and invites all participants to stand in a circle to do a game that will be helpful to learn and remember each other's names. The trainer starts first by calling the name of one person in the group and then throwing the ball to that person. Then the next person has to do the same process. In case they want to throw the ball to somebody but still do not know their name, they can ask them and then call their name. The process continues for about 10 minutes until everyone's name in the circle has been called and (hopefully) memorised.

#### **IV. Getting to know each other – Three Truths and One Lie (25 minutes)**

The trainer puts different kind of papers and sticky/post-it-notes in the floor with different pencils and pens. He/she presents to them the next activity which is about getting to know each other better through 4 elements which they have to share to the other participants. It is about sharing three truths about themselves and one lie but without initially mentioning it which is what of those. Further instructions for the participants are that they can use different cards or paper to write those characteristics about themselves.

Then, when they are done with that they have to stand up and mingle around, meet a person and discuss about those characteristics. The idea is that a discussion is rose by trying to identify each other's true characteristics and one lie. After a short discussion with someone, each person continues meeting other people for a certain period of time when the trainer gives the sign for the end of the activity.

#### **V. Information about the project, training course and presentation of the agenda (20 minutes)**

The trainers, in combination with the project coordinator, give a short introduction about the project, its activities, the background of the training course and its objectives. Then, they present the agenda of each working day.

#### **VI. Expectations, fears, and contributions – Boat and the sea (30 minutes)**

In order to have a better picture of the participants needs and meeting them during the working days, trainers prepare a drawing in the flipchart called “Boat and the Sea”. The drawing consists of the sea – representing the whole programme, the boat- representing the expectations from the programme, waves – representing the fears and challenges, and wind – representing participants contributions. The trainer presents the drawing to the participants and invite them to take sticky notes of different colour and pencils/pens. They have to use the next 15-20 minutes to think about the expectations, fears, and contributions for the programme and write them down in their sticky notes for each category separately. When they are done, they have 10 minutes to stick them all at the flipchart paper.

The trainer shows the flipchart with all the post-it notes by mentioning that this flipchart will be posted all the time there on the wall in the plenary room until the last day of the programme when they will go through all of them to check if their expectations are met, fear and challenges passed or not, and evaluate their contributions.

#### **VII. Mission Impossible for Group building (50 minutes)**

The trainers prepare a list of tasks/activities for participants to accomplish in the next 50 minutes. The name of this activity is called “Mission Impossible” where no detailed instructions are given to the participants, neither division of groups. They all have to be established by the participants including the organisation of the whole implementation process. The list contains up to 15 activities which can include an exploration of a nearby place, a sport activity, meeting the local community, a picture of the whole group together, making up a song about the training course based on its topic, or something else which is creative and stimulates them to discuss more and create a fun environment for the whole group while working.

When the time is up, they have to come back to the working room to present their accomplishment and get their paper stamped by the trainers. For each task accomplished they have to have a documentation, be it a picture or recording, or anything else that proves the accomplishment of the mission.

#### **VIII. Debriefing (30 minutes)**

The participants present their list of tasks and get the confirmation by the trainers for the accomplishment of their “Mission Impossible” they all join the circle for a debriefing regarding their working together. The trainer asks questions regarding their impressions, such as:

- How difficult was to learn each other’s name in this first day of the training course?
- How interesting did you find the games and activities prepared for them?
- How difficult was it for you to work in a Mission Impossible with people you just met? Was it easy/difficult to get organised as a group/team(s)?
- Did you have a leader in the group?
- How inclusive were the activities you have accomplished?
- Did you find clear all the information about the project and the programme?
- Which recommendations do you have for your mutual working together and learning within the group during this training course?

#### **Materials needed:**

Flipchart papers, sticky notes, papers, pencils and pens, laptop, projector, speakers for mission impossible music background.

### **Recommendations for future trainers multiplying this session:**

- When having activities such as self-reflective methods for “Three Truths and One Lie” and “Boat and the Sea”, trainers can play some relaxing music in the background in order to have a relaxed environment for the participants.
- When participants discuss and meet each other during the sharing of “Three Truths and One Lie” the trainers should emphasise that they should not be loud in order to not interrupt other pairs when talking.
- For the “Mission Impossible”, trainers should include tasks that are also related to the topic of the training course and the inclusion of participants. They also should base the tasks according to the weather – if the weather is good, outdoor activities should be more present.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.

# SHARING REALITIES AND EXPERIENCES WITH SPORT AND YOUTH WORK ON INCLUSION AND INTERACTION OF DIFFERENT ABILITIES' YOUNGSTERS IN OUR COMMUNITIES AND ORGANISATIONS

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**Session Title:** Sharing realities and experiences with sport and youth work on inclusion and interaction of different abilities' youngsters in our communities and organisations

**Duration:** 180 minutes

## **Background:**

Right after the introductory session and group building exercises, the next step towards getting to know each other's backgrounds and connecting to the topic of the training course is by sharing the realities and experiences from each country group in the youth work and inclusion of different abilities' youngsters. During this session, participants will have the chance to further explore the realities in their countries and share with other participants coming from different countries, while also having the chance to ask additional questions in order to be able to learn more and exchange practices. Moreover, this session provides the space to identify similarities in developing such programmes, challenges and opportunities for each country.

**Aim of the session:** To explore and share country realities in sport and youth work on inclusion and interaction of youngsters with different abilities, as well as learn more about existing programmes that can be adapted further on.

## **Objectives:**

- To give space to the participants for exploring more the situation of inclusion of youngsters with different abilities in youth sport work;
- To share and exchange country realities on different youth programmes for young people of different abilities;
- To identify common challenges, opportunities and similarities in these programmes.

## **Competences addressed:**

- Intercultural learning;
- Teamwork;
- Active citizenship and sense of initiative;
- Creative thinking;
- Presentation skills;
- Cultural awareness and expression competence.

## **Methodology and methods:**

- Small group work;
- Research;

- Presentation
- Exhibition;
- Discussion in plenary.

### Session flow:

#### I. Introduction to the task (10 minutes)

The trainer introduces the participants with the task that they have to prepare by joining their respective country groups. It is required from them to do a research regarding the situation in their country on existing programmes in sport and youth work on inclusion and interaction of different abilities' youngsters. They are instructed that they will have 70 minutes to do the research and prepare their presentations.

#### II. Group work - Sharing realities and experiences with sport and youth work on inclusion and interaction of different abilities' youngsters in our communities and organisations (70 minutes)

Participants join their country/community group to start working in their task. If they already have conducted research before their arrival in the programme, they will have more time to compare their information and structure it for the presentation.

Some of the key questions to guide their research and work are:

- a) In what kind of topics does your organisation work? How do you include youngsters of different abilities in your programmes?
- b) What are the challenges that organisations face in your country when working with young people of different abilities in sport and youth work?
- c) Can you share some good examples/initiatives/projects that your organisation or some other organisation have implemented related to this cause?

#### III. Presentations (50 minutes)

The trainer invites each group to join the working room and bring their work. They start to present their findings and final paper/work in front of the others. Each group has the same amount of time to present their work, while a few minutes of questions and discussion takes place after each presentation.

#### IV. International Mixed groups (30 minutes)

After the presentations are over, the trainer forms mixed groups of participants from different countries of 3-4 members. The idea behind this is to give 10-15 minutes for them to share the similarities, challenges, and opportunities they could recognise from each other's presentations. When they are done, they join the plenary to share their impression and the discussion points they had.

#### V. Reflection Groups Forming (20 minutes)

The trainer introduces the daily reflection mini session which has to be done every day after the end of the session. He/she explains that participants have to discuss in small groups daily about their impression on the working day, methods used, contributions, group energy, inputs by the trainers, logistics and other related points about their participation in the programme.

Groups are formed by the trainers, and each group has to appoint a representative who will be responsible to share their summary of the discussion with the trainers every day.

The method for sharing can be decided by each group, either using an email, a written paper, a photo of the group that represents their mood of the day, and so on.

**Materials needed:**

Flipchart papers, papers, pencils and pens, laptop, projector, scissors.

**Recommendations for future trainers multiplying this session:**

- Participants should be asked to conduct some research about country realities before their arrival in the programme – approximately 10-14 days before the programme starts. In this way, they will be more familiar with the topic, and also will have more time to discuss and structure the information for presentations' preparations.
- For this country group work it is recommended to use different spaces for working (depending on the participants decision and wishes). If they stay all in the working room, no matter how big the room is they might disturb other's groups by speaking loudly and that can lead to more time request for completion of the task. If the weather is good, outdoor spaces can be a very good option for them.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.

# INTRODUCTION TO DISABILITY

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**Session Title:** Introduction to disability

**Duration:** 180 minutes

**Background:**

When working with a group of participants with different abilities, it is necessary to design activities that can be inclusive, attractive, and challenging for everyone. This one is primarily aimed at creating empathy and enabling educators and coaches to understand the needs and the difficulties of the people they are working with. This aspect is important in every context, but even more when we work with youngsters with disabilities.

**Aim of the session:** The general purpose of this session is to develop participants' knowledge of disability, to understand and feel development needs of youngsters with different abilities through the use of Non-Formal education.

**Objectives:**

- To better understand disability and how to approach youngsters with disability;
- To understand difficulties and disadvantages of youngsters with disability in our society;
- To gain awareness of learning and development needs of people with disabilities.

**Competences addressed:**

- Communication in foreign languages and mother tongue;
- Social and civic competences;
- Citizenship competences.

**Methodology and methods:**

- Theoretical inputs (presentations);
- Discussion in small groups;
- Group reflection and discussion.

**Session flow:**

**I. Good morning and introduction to the day (10 minutes)**

The trainers start the working day by giving a brief introduction to the day and topics that will be covered.

**II. Introduction to the session and short activity related to the daily topic (20 minutes)**

The trainers give a brief summary of the previous sessions and the connection to the current topic by mentioning that next they will make an activity connected with the Daily topic. They explain that the activity consists in a sitting gentle gymnastics session, in which the exercises are explained by using different languages.

The first session requires that all participants keep their eyes closed and first follow the vocal instructions of the trainer.

The second part requires that half of the group keep their eyes open and the second half closed - the trainer will explain increasingly complex exercises with his/her voice that he/she will simultaneously carry out himself/herself.

In this way, the half of the group who will be able to listen to the explanations and at the same time see the movements of the trainer, will be able to observe the difficulties of the group with their eyes closed in following the vocal instructions.

The trainer will take care to create a relaxed and fun environment, but the aim is to introduce the issue of disability and the disadvantages that a physical handicap can entail in the realisation of an activity and in the achievement of a goal.

A soft music can be played in the background during the exercise. Suggested background music for this short activity can be found in the following link: [https://www.youtube.com/watch?v=T\\_IW1wLZhzE](https://www.youtube.com/watch?v=T_IW1wLZhzE)

### **III. Theoretical inputs on disability (60 minutes)**

Participants are introduced with several areas regarding the topic of disability. A presentation on the topic provides the input explained below.

#### **1. Disability or disabilities?**

This first part is offering inputs regarding the three dimensions of disability according to the World health organisation:

- Impairment in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
- Activity limitations such as difficulty seeing, hearing, walking, or problem solving.
- Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.<sup>3</sup>

#### **2. Myths and misconceptions about disability**

Myths and misconceptions about disability are common. These incorrect assumptions are often triggered by fear, lack of understanding and/or prejudice. Common myths and stereotypes that we can face while working with people with disability are the following:

- Individuals with disabilities are people first! - People often label individuals with a disability according to their condition or limitations.
- "Poor You... your disability deserves our pity" - Disability does not mean a poor quality of life. It is often the negative attitudes of society and the lack of accessibility within the community that are the real tragedy.<sup>4</sup>
- Help is not always required/needed- People with disabilities may require help on occasion; however, disability does not mean dependency. It is always a good strategy not to assume a person with a disability needs assistance.
- Same obstacles but different needs - People with disabilities reflect the same diversity that exists in the rest of society, including varying social, economic, cultural, family and educational

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<sup>3</sup> What exactly is disability? <https://equallyable.org/what-exactly-is-a-disability-what-types-of-disabilities-are-there/#:~:text=According%20to%20the%20World%20Health,of%20vision%20or%20memory%20loss.>

<sup>4</sup> Negative stereotypes and attitudes linked to disability: <https://atlascorps.org/negative-stereotypes-and-attitudes-linked-to-disability/>

characteristics. The viewpoints expressed by an individual with a disability are not representative of those of all people with disabilities.<sup>5</sup>

#### **IV. Breaking barriers – Step 1: collecting ideas (40 minutes)**

People with disability face a number of societal, practical and individual barriers that may prevent participation and inclusion in different contexts.

In order to discuss about these barriers, participants are divided in 3 groups. Each group should sit at one of the tables in the rooms and then discuss the questions raised at the table. After 10 minutes, they move on to the next table, until they go through all the tables. While reflecting about the topics proposed, the trainer will remind participants to consider different kind of disability. Questions they would need to answer are the following:

- TABLE 1: What are the main barriers that society imposes to person with disability? (legislations, prejudices, stigmatisations, and so on)
- TABLE 2: What are the practical barriers that people with disability have to face during their daily life?
- TABLE 3: What are the individual barriers that put people with disability in situation of disadvantage in comparison with mainstream people?

Afterwards, the original groups return to their tables and need to prepare themselves for the short presentation in a flipchart that will be exposed in the main room (20 minutes of time for that task).

#### **V. Breaking barriers – Step 2: presentations in plenary session (50 minutes)**

Participants are invited to have presentations of their work. Additional questions and comments are available. After each presentation, the trainer supplements information and gives more information from different researches and publications, through interactive presentation.

#### **Materials needed:**

A4 papers, A3 papers, flipchart papers, markers, colours, laptop, projector.

#### **Background documents and further reading:**

- Material for theoretical inputs on disability: World Health Organization, International Classification of Functioning, Disability and Health (ICF). Geneva: 2001, WHO
- Material for barriers and disadvantages: <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2018/07/Chapter-VPersons-with-disabilities-breaking-down.pdf>

#### **Recommendations for future trainers multiplying this session:**

- Even if this session is aiming the goal to transfer knowledge about disability and obstacles related to disability it is important for trainers to focus on 1 more objective: - To think about adaptation of our daily activity in our NGO's or sport organisation in order to promote inclusion of people with disability avoiding possible barriers.

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<sup>5</sup> Hiring and retaining individuals with disability: v= <https://hr.vcu.edu/careers-at-vcu/hiring-individuals-with-disabilities/>

- This session could be also realised online in time of Covid-19 by using technological instruments for online communication. Plenary session and theoretical inputs could be conducted with the entire groups by sharing materials and screen views. Small groups activity could be realised as well by using different chat rooms. Online training session might gain also digital competences on participants.

# YOUTH WORK, NFE METHODOLOGY AND INCLUSION OF YOUTH WITH DISABILITIES

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**Session Title:** Youth work, NFE methodology and inclusion of youth with disabilities

**Duration:** 180 minutes

## **Background:**

This session serves as an introduction to the topic of the training course. In order for participants to include youth with disabilities in sport activities, it is important for them to know what is inclusion with specific relation to the sport activities. Inclusion is an integral part of non-formal education and it serves as its principle. Therefore, participants need to also be familiar with basic terminology and methods used in NFE.

**Aim of the session:** The general purpose of this session is to provide the overview of youth work in general, to give a detailed input in non-formal education methodology and to explain the difference between inclusion and exclusion.

## **Objectives:**

- To emphasize the importance of youth work in general;
- To critically think about the process of learning and the different types of learning;
- To familiarise participants with non-formal education methodology;
- To become aware of life positions and inclusion practice within youth work.

## **Competences addressed:**

- Learning to learn;
- Understanding of cultural diversity;
- Social and civic;
- Collaboration and intercultural exchange.

## **Methodology and methods:**

- Discussion;
- Brainstorming;
- Theoretical input;
- Simulation exercise.

## **Session flow:**

### **I. Introduction on the topic - Discussion (20 minutes)**

The trainers start the session by asking participants what they always liked to do when they were young, which activities they were involved in and how these activities shaped them. The trainers facilitate this discussion and use the flipchart to write the answers in 2 columns. In the first column they write down all the activities the participants listed, and on the second column they write down the skills and attitudes

which shaped the participants. Later on, they use the outcomes of the discussion to explain the purpose of youth work as a practice which includes working with young people, facilitating their active participation and inclusion while developing their competences.

## II. Barometer Exercise (50 minutes)

In order to invoke the thinking process about learning in general, trainers use the “statements” exercise known as the Barometer Exercise. The trainers read a list of statements and ask participants to position themselves according to their opinion. In specific, if they agree with the statement, they should stand on one side of the room, and if they don't – on the opposite side. Statements can be different, it depends on the needs and working group background. Potential topics to develop the statements can be:

- If there is no visible change in behaviour, you cannot say that the learning really took place;
- Most of the time, learning is an unconscious process<sup>6</sup>;
- There is no learning without reflection;
- Formal education should be more important than nonformal education.

After this exercise, trainers should explain the main differences between formal, non-formal and informal learning, as well as emphasise the values of non-formal education.

## III. Theoretical Input – Non-formal Education as a learning method (25 minutes)

After the exercise and the initial explanation about the learning methodologies, the trainers provide further theoretical input on different elements of non-formal education. Moreover, a key focus is put into learning styles, motivation for learning, group dynamics, setting up aims and objectives, explanation of the variety of methods which can be used in NFE and the importance of debriefing.

## IV. Introducing two NFE theories (20 minutes)

Trainers continue with in-depth learning of Non-formal education. They provide participants with input of two important theories used in NFE, which are [Kolb's learning cycle](#) and [Johari window model](#).

## V. Ball in a box (40 minutes)

Next part of this session focuses on inclusion of youth with disabilities. A general approach using the method 'Ball in a box' is used. The group is divided in 4 rows by 4 colours. Each colour takes position in different row. The instructions to participants are: Make a ball from a paper. The task is to throw the ball into the basket from your position and to get as much balls in the box on a given sign. Each ball values 1 point.

The trainer counts the balls and pays attention on the score points for different colours.

After the game ends, the trainer starts with reflecting questions for each row. The questions are:

- How many points have you scored? How satisfied are you with the final score? What do you think about the task? How did you behave - what did you do?
- Did you look at the others? Did you communicate? Have you seen anything that surprised you? What do you think about differences in the same row as a factor of success? What are the factors: Talented people, lucky people...What do you think about differences between rows?
- How could you all score more? How is possible to maximise the score? Have 17 points?
- How can we relate this to positions in life in reality (marginalised groups)? How would someone with a physical disability score?

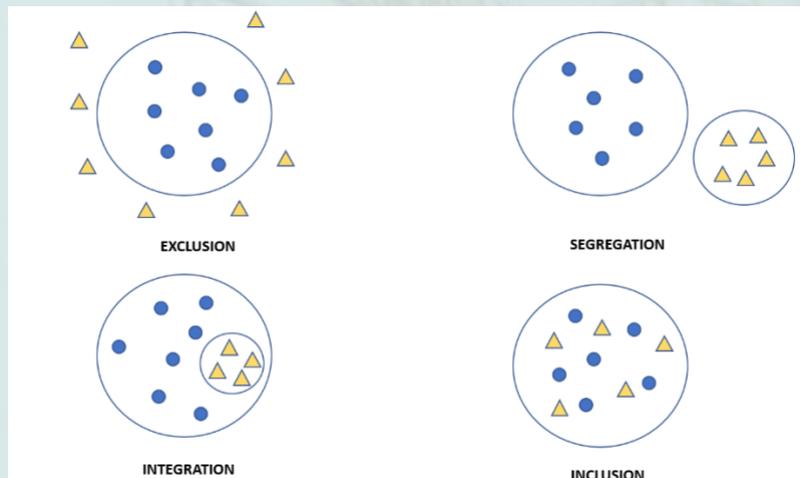
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<sup>6</sup> Where do you stand in learning? [https://www.salto-youth.net/downloads/4-17-3548/YP-unfolded\\_method\\_19.pdf](https://www.salto-youth.net/downloads/4-17-3548/YP-unfolded_method_19.pdf)

## VI. Understanding the concepts: exclusion, integration, segregation and inclusion (25 minutes)

The trainer presents a picture with 4 concepts in the flipchart. He/she explains the concepts and the differences between exclusion, integration, segregation and inclusion. Additionally, the trainer explains the difference between equality and equity.

After being done with the input, the trainer closes the session by asking participants to give ideas on how to include youth with disabilities in usual NFE activities.



### Materials needed:

Flipchart, a box, a bowl or a basket, A4 papers in different colours

### Background documents and further reading:

- Inclusion A to Z by SALTO YOUTH:  
<https://www.salto-youth.net/downloads/4-17-3141/InclusionAtoZ.pdf>
- Kolb's Learning Styles and Experiential Learning Cycle:  
<https://www.simplypsychology.org/learning-kolb.html>
- The Johari Window Model: <https://www.communicationtheory.org/the-johari-window-model/>

### Recommendations for future trainers multiplying this session:

- When introducing the two NFE theories (the Kolb's experiential learning cycle and the Johari window model), if time allows, it is always advisable rather not to present it in the form of the theoretical input, but to try to allow participants to understand the concepts through own experiential learning. Thus, it is recommended that, when possible, to think of a simple exercise that will allow participants to experientially come to the common understanding of the two NFE theories.
- All methods in this session can be implemented by respecting regular COVID-19 measures. The trainer should make sure to enable physical distance of 1,5 m during 'Ball in the box' exercise.

# OVERVIEW OF SPORT METHODOLOGY

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**Session Title:** Overview of sport methodology

**Duration:** 100 minutes

**Background:**

Sport activity methodology is very similar to usual NFE methodology and this is the reason that the start of the training course deals with general introduction to NFE. However, in order to implement sport activities successfully, practitioners need to be familiarised with general sport methodology, process of monitoring players and injury prevention.

**Aim of the session:** The general purpose of this session is to familiarise participants with general sport methodology and training theory which can be integrated with NFE learning.

**Objectives:**

- To explain and present usual training process methodology;
- To emphasise the importance of learning styles during physical activity;
- To provide participants with tools for self-evaluation and reflection after sport activities;
- To equip participants with first-aid skills for proper reaction in the case of injury.

**Competences addressed:**

- Facilitation of physical activity;
- Recognition of learning style of athletes;
- Facilitation of self-evaluation and reflection process;
- First-aid skills.

**Methodology and methods:**

- Theoretical input;
- Discussion;
- Simulation.

**Session flow:**

**I. General methodology of sport activities (20 minutes)**

The trainers explain the general methodology of a sport training or activity. Additional examples from different experiences and projects are given to the participants in order to have more practical examples and cases related to this topic. The trainers prepare an approximate 15 minutes' presentation on this.

After that, they refer back to the previous session and remind the participants of the learning styles which were mentioned and how these play a very significant role in teaching/learning (through) sport. A special emphasis is given in the recognition of learning styles of young people, especially if they have a disability. Presenting the sport/physical activity has to be verbal and auditory, with a very clear visual explanation, giving the opportunity to the learner to repeat the exercise or the task.

## II. Reflection after sport activity (20 minutes)

The process of reflection and self-evaluation as in any other NFE activity, are extremely important steps, which often get over-looked. The general reflection process in NFE is explained to the participants based on the Educational Tools Portal materials. Then, the trainers explain the process of reflection and self-evaluation in sports. Concrete examples and instructions according to Bridge Athletic – Sport science (2016) of how reflection can be done are:

For team sport athletes: O/D - 3, 2, 1 (O/D stands for offense and defence.):

- Start by writing/discussing 3 things you did very well for O/D separately;
- Once you have reflected on those successes, write/discuss 2 things you could improve upon for O/D;
- Finally, and most importantly, write/discuss 1 key take-away skill or situation you will train or improve the next opportunity you have (i.e., game or training).

For individual sport athletes: 3 high, 2 low, 1 forward:

Different than team sports as performance usually relates to a race or training set.

- Start by writing/discussing 3 highlights that stood out for you from your event;
- Next write/discuss 2 lowlights or areas for improvement from your event;
- Finally, and most importantly, write/discuss 1 lesson you will take forward with you from your event experience.<sup>7</sup>

## III. First-aid for injury prevention (60 minutes)

After covering the necessary input and discussion of general methodology for sport activities the session focuses on injury prevention and the right reaction in the case of injury. The needed information and practice for first-aid is given to the participants where they also can practice themselves some parts for better understanding.

The first-aid information and practice are given either by the trainers (in case they have the adequate training for this) or by inviting an expert (such as somebody who works in Red Cross, or similar institution) in order to prevent injuries during physical activity. It is also important to know physical abilities of participants and possible health issues. Specific activities and exercises need to be adjusted in order to prevent injuries.

### **Materials needed:**

Flipchart, Projector, Materials for first-aid training.

### **Background documents and further reading:**

- Guidebook “Using NFE and sport methodology for inclusion of youngsters with disabilities” (page 20)
- Educational tools portal - <https://educationaltoolsportal.eu/en/tools-for-learning/reflecting-learning>
- Sport science: <https://blog.bridgeathletic.com/sports-psych2-the-skill-of-reflecting>

### **Recommendations for future trainers multiplying this session:**

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<sup>7</sup> Sport science: <https://blog.bridgeathletic.com/sports-psych2-the-skill-of-reflecting>

- If there is enough time in the session, it can be useful to ask participants to brainstorm on different reflection methods for after-sport activity.
- As this session is based more on theoretical input, respecting epidemiological measures is very easy. Trainers should make sure to keep physical distance.

# MENTAL & PHYSICAL DEVELOPMENT THROUGH SPORTS AND YOUTH SPORT WORK

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**Session Title:** Mental & physical development through sports and youth sport work

**Duration:** 90 minutes

## **Background:**

In order to implement physical activities, it would be very useful to understand why and to make sure that these activities have a learning and development component in our long-term strategy with young people. As sport and physical activities are supposed to be fun, they should also be educational. With this session, participants will become aware of different mental and physical development elements within sport activities.

**Aim of the session:** The general purpose of this session is to help participants understand and raise awareness about the mental and physical development elements within youth sport work.

## **Objectives:**

- To analyse development points in different sports and youth sport work;
- To motivate participants to adjust sport methods for different disability groups;
- To become aware of long-term strategy in youth work and competences which youth work want to develop with their youth.

## **Competences addressed:**

- Teamwork and verbal competences;
- Expression of creativity;
- In-depth analysis.

## **Methodology and methods:**

- Group work;
- Presentation;
- Theoretical input.

## **Session flow:**

### **I. Small group work on learning elements in sports (40 minutes)**

The trainers divide the participants into 4 or 5 small groups (depending on the size of the whole group). They give each group a list of 3-4 sports and ask them to work together to name learning elements and competences which can be gained through each specific sport, as well as physical elements which a specific sport focuses on. Some examples can be:

Football → teamwork, cooperation, creativity, physical – strong legs and lower part of the body

Swimming → independence, strong mental and physical stability, coping with challenge, physical – whole body is active, but arms and shoulders are the focal point

As in youth (sport) work, it is usual to combine different sports' elements and characteristics into one youth sport work activity, it is good that each group is reflecting on several sports together and not focuses only on one sport discipline.

The trainers give the groups up to 40 minutes to finish this task including discussion while developing the task.

## **II. Presentation and Discussion (50 minutes)**

After the confirmation of finishing the tasks, the trainers ask each group to present and explain their conclusions.

The process of presentation and further discussion is facilitated by the trainers while other groups are also invited to give their opinion and ideas.

Additionally, the trainers remind the participants on the inclusion of youth with disability by asking the following questions:

- How can this/these sports be adapted and used within youth sport work activities? Please, give several ideas of combination of different sport' rules into one youth sport work activity.
- How can young person with disability, mental or physical, be included within this sport discipline and especially within the adapted youth sport work activities mentioned?
- What other players/young people can do to adjust their usual playing style to include others with disability?

Moreover, the trainers focus on skills development also by asking the following questions:

- Which skills does the individual need to develop?
- What kind of sports methods can help in developing those skills?

The session is concluded by pointing out that each sport activity can be used as a learning tool, especially if youth workers/coaches focus on reflection.

### **Materials needed:**

Flipchart or A3 papers, Markers, Colourful pens

### **Background documents and further reading:**

- Fit for Life publication by SALTO:  
[https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-307/FitForLife.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-307/FitForLife.pdf)

### **Recommendations for future trainers multiplying this session:**

- It is important that during this session, the trainers help focus the group discussions towards the application of different known sports within the youth sport work context, which often means even combining several sports and their distinctive characteristics into one new and adapted physical activity that will include participants with different abilities.
- The trainers should make sure to give materials to each group and that groups don't share markers, pens and papers, if applying COVID-19 measures. If possible, trainers should provide participants with open space for group work, where they can distance themselves while wearing a mask.

- This session could be also realised online in time of Covid-19 by using technological instruments for online communication. Plenary session could be conducted with the entire groups by sharing materials and screen views. Small groups discussions activity could be realised as well by using different chat rooms.

# SPORT FOR ALL!

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**Session Title:** Sport for all!

**Duration:** 180 minutes

**Background:**

After participants are familiar with the concepts of NFE, inclusion and general sport methodology, they are equipped with enough knowledge to start thinking about and preparing sport and other physical activities for young people (with disabilities). Therefore, the focus of this session will be in further knowledge in creativity for implementation of sport activities, by also practicing more sport activities.

**Aim of the session:** The general purpose of this session is to empower participants and to motivate them for a creative process of developing and implementing sport activities with young people.

**Objectives:**

- To initiate a creative process and to practice youth sport work;
- To practice inclusive physical activity as a tool for youth work;
- To engage participants in physical activity;
- To demonstrate sport methods in youth work.

**Competences addressed:**

- Creative development;
- Facilitation skills;
- Giving and receiving feedback
- Learning to learn.

**Methodology and methods:**

- Sport activity;
- Group work;
- Brainstorming;
- Simulation.

**Session flow:**

I. **Introduction (10 minutes)**

The trainers explain how the next 2 sessions will look like, why we are doing these exercises and how participants can benefit from them.

## II. Small group work (80 minutes)

The participants are divided in the groups of 3 or 4 members (depending on the size of the group). Their task is to create / adapt new physical games or sport activities, divided by groups, meeting the following rules:

- Inclusive: everybody has to be able (or can easily be adjusted for youth with mental or physical disabilities);
- Fun: entertain, interactive;
- Low budget: no special equipment (there is no need for an expensive investment);
- Label: include a strong message;
- Develop learning skills;
- Attention to safety.

They can create more than 1 exercise if they manage to. The trainers give participants approximately an hour for this task. In the meantime, trainers prepare the indoor/outdoor space for the exercise's implementation afterwards.

## III. Exercises - new sport activities (70 minutes)

After the groups finish the creation of new sport activities, they are invited for presentation. All participants join for each activity in the implementation.

After each activity, the trainers give the group a few minutes for reflection by asking questions from the previous session. Afterwards, they give feedback and encourage participants to give feedback and possible ideas for improvement.

## IV. Discussion (20 minutes)

When the presentations and exercises are done, the trainers close this session by asking participants the following questions:

- How was this session for you?
- What was / has been challenging? In what way?
- How was the team work? Were you able to develop all the ideas you had?
- How was the creation process? Did you have enough resources? What else you may need for implementation of these activities?

### **Materials needed:**

Standard training material, A few boxes, rope, different balls (basketball, football, tennis balls, volleyball), at least 3 sets of sport cones. If possible, an access to sport courts or bigger open area.

### **Background documents and further reading:**

- Public report "Sport plus – looking up new goal", page 18 – [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1151/SPLUS%20-%20PUBLIC%20REPORT.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1151/SPLUS%20-%20PUBLIC%20REPORT.pdf)

### **Recommendations for future trainers multiplying this session:**

- This session is very physically engaging and it is important to mention it at the beginning. Some participants might have resistance towards this. The trainers should provide enough time to explain that the exercises will be inclusive and someone doesn't have to participate if they don't want to.

- If possible, encourage participants to develop outdoor activities. Not only are they healthier, but this will also be necessary if you are required to apply COVID-19 measures. As it might not be possible to ensure physical distance, tell the participants it is necessary to wear a mask.

# AIMS AND OBJECTIVES IN USING SPORT METHODOLOGIES WITH YOUNGSTERS WITH DISABILITY

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**Session Title:** Aims and objectives in using sport methodologies with youngsters with disability

**Duration:** 180 minutes

## **Background:**

Sport can play an essential role in the lives of people with disabilities, the same as it can for people without a disability. Numerous studies have revealed that physical activity and sport participation result in improved functional status and quality of life among people with selected disabilities. In previous session the focus was mainly on the importance of sport for all population and how important can be for Mental & physical development of youngsters. In this session the focus will be on which aim and specific objectives can be used with youngsters with disability by using sport methodologies.

**Aim of the session:** The general purpose of this session is to define specific development objectives of people with disability by using sport methodologies.

## **Objectives:**

- To understand the international classification of functioning Disability and Health;
- To understand how to define objective by using sport methodology in order to promote personal development of people with disability;
- To combine sport methodology with non-formal education in order to achieve specific objective in people with disability.

## **Competences addressed:**

- Communication in foreign languages;
- Social and civic competences;
- Personal, social and learning to learn competences;
- Citizenship competences.

## **Methodology and methods:**

- Theoretical inputs;
- Case study analysis in small group;
- Presentation.

## **Session flow**

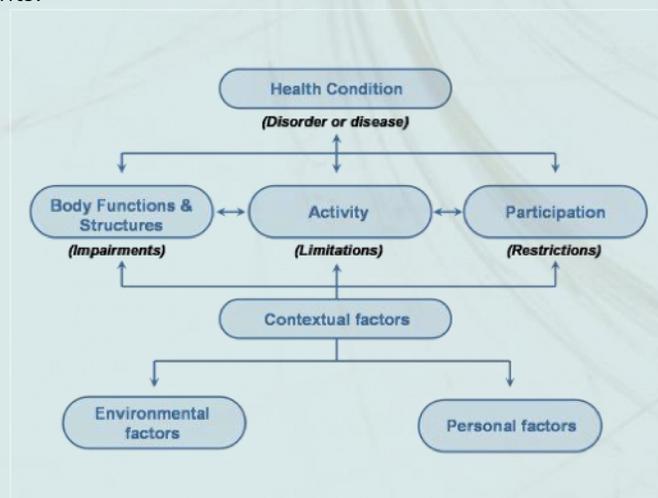
### **I. Good morning and introduction to the day (10 minutes)**

The session starts with nice greetings by the trainers and short introduction to the working day.

## II. ICF (international classification of functioning) introduction by the trainer (40 minutes)

The International Classification of Functioning, Disability and Health (ICF) is a framework for describing functioning and disability in relation to a health condition (WHO 2001). It provides a common language and framework for describing the level of function of a person within their unique environment. The trainer will introduce this topic by explaining the following relevant topic:

- Definition of ICF: The International Classification of Functioning, Disability and Health, known more commonly as ICF, provides a standard language and framework for the description of health and health-related states. It is a classification of health and health-related domains, that help us to describe changes in body function and structure, what a person with a health condition can do in a standard environment (their level of capacity), as well as what they actually do in their usual environment (their level of performance).
- Main components of ICF: body, activities, participation (at individual and societal levels) and contextual (personal and environmental). These domains are classified from body, individual and societal perspectives by means of two lists: a list of body functions and structure, and a list of domains of activity and participation. In ICF, the term functioning refers to all body functions, activities and participation, while disability is similarly an umbrella term for impairments, activity limitations and participation restrictions. ICF also lists environmental factors that interact with all these components.<sup>8</sup>



- Fast analysis of 4 ICF based on real case studies of young people with different disabilities. These 4 case studies will be analysed in small group in the next part of the session.

## III. Case study analysis in small groups (80 minutes)

Participants will be divided in 4 groups. Every group should work in different rooms where they can find an A3 paper with an ICF schedule of specific case studies of youngsters with different typology of disability. In addition, they have a paper where they could find an explanation and instructions of the task required which is as follows:

“In the A3 paper you can find the ICF schedule of (name of the person). As you can see, schedule is divided in 6 sections:

1. Health condition;
2. Body functions and structures;

<sup>8</sup> ICF – WHO 2002: <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>

3. Activities;
4. Participation;
5. Environmental factors;
6. Personal Factors.

Every section explains abilities and disabilities of the person according to the ICF analysis. ICF, as explained before, is the most common used instrument to measure level of functioning of people with disability, that's why it is plausible that the person you are going to work with already did this analysis. In case they did not, it is important to start planning activities dedicated to people with disability by starting from this analysis, in order to achieve personal developments which are coherent with the personal needs of the person we are working with.

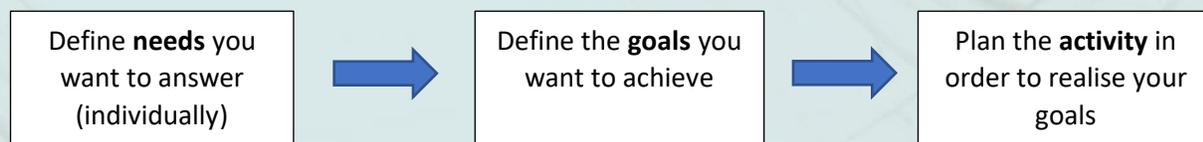
#### Task 1

Individually, try to answer next question imagining putting yourself in the shoes of a youth worker or sport trainer. You have 20 minutes to complete the task.

- What are the physical limits and strengths of the person I am working with and which results I want to achieve?
- How can I improve the everyday activities they are able to do independently thanks to the practice of sport game/activities?
- How can I grow the level of participation in society of people with disability by planning sport activities?
- How can I effect on environmental and personal factors that are limiting the level of autonomy of the person I am working with?

#### Task 2

In the small group, share your reflection and define which objective you want to achieve and try to design **3 sport activities** which could answer these objectives by following this process. You have 60 minutes for this task.



When planning your sport activities take in consideration following aspects and note it on a flipchart:

- Duration;
- Setting;
- Materials needed;
- Flow of the session;
- Possible changes in the activity in accordance with the needs of participants.

#### **IV. Exhibition of newly adapted/developed activities by participants to the group (50 minutes)**

Participants put developed/adapted activities on the walls of the plenary room. Every group explains their activities and other participants could ask the authors relevant questions. After sharing the activities, the trainer starts a round of final comments and ends the session with an applause to the group.

**Materials needed:**

A4 papers, A3 papers, flipchart papers, markers, colours, laptop, projector, photocopies of case studies.

**Background documents and further reading:**

- Material for theoretical inputs on disability: [https://www.physiopedia.com/International Classification of Functioning, Disability and Health \(ICF\)](https://www.physiopedia.com/International%20Classification%20of%20Functioning,%20Disability%20and%20Health%20(ICF))
- Materials for theoretical inputs on disability: <https://www.who.int/classifications/icf/en/>
- Example of ICF schedules (it is also possible to find different possible case studies in web by looking for ICF schedules): [http://www.abpts.org/uploadedFiles/ABPTSorg/MOSC/Requirement\\_3/ABPTS\\_SampelCFChart.pdf](http://www.abpts.org/uploadedFiles/ABPTSorg/MOSC/Requirement_3/ABPTS_SampelCFChart.pdf)
- ICF – WHO 2002: <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>

**Recommendations for future trainers multiplying this session:**

- The trainers should be prepared by studying the main concepts of ICF. Participants do not need to go deep in the process of understanding of ICF. It is mostly important that they understand the process of designing and implementing activities starting from the needs and challenge of the people they are facing.
- When participants are showing the activities that they have planned, the trainers should make sure that you open the floor for participants' comments, reactions and views, so they can additionally explain what they have meant.
- This session could also be realised online, but the process of exchanging opinions and knowledge would suffer. If the weather condition is good the all session could be realised outdoor.

# DEVELOPMENT OF COMPETENCES FOR BOTH YOUTH WITH AND WITHOUT DISABILITIES THROUGH MUTUAL ACTIVITIES OF SPORTS AND YOUTH SPORT WORK

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**Session Title:** Development of competences for both youth with and without disabilities through mutual activities of sports and youth sport work

**Duration:** 190 minutes

## **Background:**

Nearly half of Europeans never exercise or play sport, and the proportion has increased gradually in recent years (Eurobarometer, European Commission, 2018).

The Eurobarometer also shows that most physical activity takes place in informal settings, such as parks and outdoors (40%) or at home (32%) or during the journey between home and work, school or shops. Still, 15% of Europeans do not walk for 10 minutes at a time at all in a weekly period, and 12% sit for more than 8.5 hours per day.<sup>9</sup>

Starting from the common need of promoting practical physical activity either from mainstream youngsters and youngsters with disability, this session seeks to explore common grounds where people with and without disability aim to gain new competences in sport and in life.

**Aim of the session:** The general purpose of this session is to define which competences could be developed from youngsters with and without disabilities through sport activities.

## **Objectives:**

- To better understand the level of participation of youngsters in sport and physical activities in Europe;
- To define a common ground of needs and competences to be gained by both youngsters with and without disability;
- To develop new strategies of inclusion of youngsters with disability starting from the common needs and not from the differences.

## **Competences addressed:**

- Communication in foreign languages;
- Social and civic competences;
- Creative competences;
- Citizenship competences;
- Digital competences.

## **Methodology and methods:**

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<sup>9</sup> Eurobarometer on sport and physical activity: [https://ec.europa.eu/sport/news/2018/new-eurobarometer-sport-and-physical-activity\\_en](https://ec.europa.eu/sport/news/2018/new-eurobarometer-sport-and-physical-activity_en)

- Thematic energisers;
- Small groups activities;
- Complex exercise with debriefing;
- Interactive discussion.

### Session flow:

#### I. Good morning and introduction to the day (10 minutes)

The session starts with nice greetings by the trainers and short introduction to the working day.

#### II. Teach me something in 2 minutes (20 minutes)

The trainer instructs participants to form pairs for this session. When participants form pairs, they firstly use the chance to teach each other whatever they choose in a few minutes. Secondly, participants will change the pairs and they will have the chance to teach another person the same thing as before, but with some obstacles decided by the trainer. Example of obstacles could be: Do not use any vocal input, or participants should be blindfolded, and so on. After few rounds, the trainer continues with a short debriefing consisted of following questions:

- What have you learned? Participants share if they found out about some information, practice something specific like dance steps or exchange some opinions, life stories...
- What did you enjoy more, the teaching or the learning?
- What was the feeling you had when you could not express yourself with all your skills and competences?

#### III. Youth participation in sport! Create your article review (70 minutes)

Participants are divided into small groups according to their countries. Every group should create the first page of a magazine of an in-depth article related to the situation of youth sport participation in every participating country. First page of the magazine has to be concretely realised on a flipchart for each group. Participants can consult internet articles, print images and so on. Also, they will have at their disposal different magazines in order to cut and tape images, titles and related text they might find interesting. Before starting with the research, the trainers ask the participants to share their opinion and knowledge about the topic. This phase should take up to 20 minutes.

Secondly, the trainer asks the group to insert in the first page as well the editorial column named as “The advice of the expert”: why it is important to promote sport activities in young generation in order to promote their personal development. This phase should take approximately 20 minutes.

When participants agree on previous arguments, they can start creating their first page of the magazine.

#### IV. Exhibition of the “Magazine First Pages” and discussion in group (55 minutes)

Every country group posts up their magazine on the walls of the plenary room. Everyone can take short time to check all magazines and read them at first. Every group then explains their magazines and other participants have the chance to ask authors relevant questions. The trainers, during every explanation, must pay attention on two aspects: national situation regarding sport participation, but as well on the analysis about the importance of sport for youngsters’ development.

## V. Debriefing (35 minutes)

The trainer starts the debriefing with participants by asking the following:

- Did you agree inside the group on the general situation of level of practicing sport in your country?
- Do you think there are common competences that could be developed for both mainstream youngsters and youngsters with disability through sport activities?
- When planning sport activities for youngsters with disability and mainstream, do you think it would be better to start implementing them by a common ground of competences to achieve and needs to answer?
- Do you think you would take part in regularly sport activities where people with disability are involved as well?
- If yes, do you think you could grow any competences and which?

### **Materials needed:**

A4 papers, A3 papers, flipchart papers, markers, colours, glue, scissors, laptop/tablet/smartphone connected to web (at last one per small group), old magazines

### **Background documents and further reading:**

- Report of the European commission: Eurobarometer on sport and physical activities: [https://ec.europa.eu/sport/news/2018/new-eurobarometer-sport-and-physical-activity\\_en](https://ec.europa.eu/sport/news/2018/new-eurobarometer-sport-and-physical-activity_en)

### **Recommendations for future trainers multiplying this session:**

- During the magazine session it is considerable to put some music in the background in order to create a nice ambient.
- When participants are showing their magazines, the trainers should make sure to open the floor for participants' comments, reactions and views, so they can additionally explain what they have meant.
- When implementing this session within the Covid-19 epidemic measures and limitations, it is important, besides regular social distance, masks and similar measures, also to make sure to collect the magazines and the materials in kits for each group at least 7 days before the activity. That means that the organisers should prepare these kits before the training course started. The kits should be kept in a kind of "quarantine box", so that the participants are using them just after 7 days prior has nobody used them.

# QUALITY PREPARATION OF SETTINGS OF INCLUSIVE SPACES AND MATERIALS FOR ORGANISING COMMON YOUTH/SPORT ACTIVITIES FOR YOUNGSTERS WITH AND WITHOUT DISABILITIES

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**Session Title:** Quality preparation of settings of inclusive spaces and materials for organising common youth/sport activities for youngsters with and without disabilities

**Duration:** 180 minutes

## **Background:**

Participation in physical activity is influenced by social factors such as social groupings, family and friends as well as personal factors such as age, gender, disability and ethnicity. According to BBC (n.d.), the participation of people with disability in sport is significantly lower than that of people without disability, for all age groups. This is due to:

- physical barriers – many sports/activities need to be adapted in some way to allow people with disability participation;
- access – special doors and ramps often needed;
- transport – may be difficult; specialised transport and carers often needed;
- communication – needs to be appropriate from coaches/other participants, for example, sign language or digital amplification equipment;
- psychological – lack of confidence, unsure of ability;
- discrimination/negative attitudes – facilities, clubs or organisers not planning or providing for participants with disability;
- opportunity – appropriate sports or sessions need to be local and available;
- awareness – people with disability may not be aware of organisations/facilities catering for their needs;
- lack of media coverage and role models.<sup>10</sup>

**Aim of the session:** The general purpose of this session is to understand the relevance of the setting, being able to evaluate it and arrange it in order to promote inclusion.

## **Objectives:**

- To understand possible obstacles in the ambient that can preclude the participation of youngsters with disability;
- To be able to organise an appropriate setting for sport activities including people with disability.

## **Competences addressed:**

- Communication in foreign languages;

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<sup>10</sup> BBC - Disability, barriers and encouraging inclusion in sports:  
<https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/4>

- Social and civic competences;
- Creative competences
- Problem solving competences.

#### **Methodology and methods:**

- Role play;
- Setting design;
- Self-reflection.

#### **Session flow:**

##### **I. Prepare your Game setting and your role players (60 minutes)**

Participants are divided in 2 teams defined by the letter A and B. The trainers give each team their specific and detailed construction for a certain game they have to prepare. The detailed instruction for each team is as follows:

**A-Team** has the task to prepare an **outdoor** setting where participants will play a “capture the flag” game. While preparing the setting, they should consider that some of the participants have some impairments or disabilities. In specific:

- 1 participant with see impairments;
- 1 participant with ear impairments;
- 1 participant in wheelchair;
- 1 participant with cognitive disability and anger behaviours;
- 1 participant with acquired disability which cannot grab properly objects.

A-Team can use all the materials of the training course they need (ex. Game strip, ropes, flipcharts, rope) and any other material they would need they can find in the “ambient”.

Secondly, A-team should choose some of participants inside the group who will take the role of the youngsters with disability described before. If needed, per each person with disability they could define a companion person as well. Participants which will play these roles should spend some time in putting themselves “in the shoes” of the person they are impersonating. They have to be realistic, but also in a total respect!

**B-Team** has the task to prepare an **indoor** setting where participants will play a “capture the flag” game. While preparing the setting, they should consider that some of the participants has some impairments or disabilities. In specific:

- 1 participant with see impairments;
- 1 participant with ear impairments;
- 1 participant in wheelchair;
- 1 participant with cognitive disability and anger behaviours;
- 1 participant with acquired disability which cannot grab properly objects.

B-Team can use all the materials of the training course they need (ex. Game strip, ropes, flipcharts, rope) and any other material they would need they can find in the “ambient”.

Secondly, B-team should choose some of participants inside the group who will take the role of the youngsters with disability described before. If needed, per each person with disability they could define a

companion person as well. Participants which will play these roles should spend some time in putting themselves in the shoes of the person they are impersonating. They have to be realistic, but also in a total respect!

## **II. Let's play the game (80 minutes)**

The trainer gives the sign for starting the prepared games by calling "Let's start playing". Capture the flag is a traditional sport activity where the two teams have a flag (each one) aiming to capture the other team's flag; the flag is placed at the team's "base", and the opponent team has to take it safely back to their own base. Opponent players can be "tagged" by players in their home part and they became frozen in place ("in jail") until unfrozen by a member of their own team.

First A-team plays outdoor and second is B-team which plays indoor (30 minutes each game). During the gaming phases one rule should be introduced:

- Participants which are playing the role of youngsters with disability will be reversed: 5 persons from the A-team will be added to the B-team and the other way around. This rule is intended to make the game more realistic.

## **III. Individual reflection (30 minutes)**

After the game all group will be asked to reflect alone for 30 minutes regarding the game they just did. Activity and game could have been fun, but the request is to reflect about what kind of difficulties players with disability had to face either in indoor activity and outdoor activities. To facilitate the reflection the trainer could give to participants a paper and a pen with some question to answer:

- Which sensation did you have during the game?
- Which obstacles did you find out during the game indoor?
- Which obstacles did you find out during the game outdoor?
- If you would have to prepare an activity which aims to include youngsters with disability through the use of sport methodologies, would you prefer indoor or outdoor?
- What kind of strategies would you use in order to remove possible obstacles and to promote inclusion?

## **IV. Closing words from the participants (round of final comments) (10 minutes)**

In this closing round of the session, participants reflect upon the adaptability of this and similar activities in their sport / youth sport work back home.

The trainers conclude the session by applauding the work of both teams in preparing the games and being able to implement them right after the preparation.

### **Materials needed:**

Game strip, ropes, flipcharts, rope, flags, A4 papers, pen

### **Background documents and further reading:**

- For more information about disability, barriers and encouraging inclusion in sports: <https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/4>
- For information about catching the flag: <https://www.playworks.org/game-library/capture-the-flag/>

- BBC - Disability, barriers and encouraging inclusion in sports:  
<https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/4>

### **Recommendations for future trainers multiplying this session:**

As for the Capture the Flag game, there are several recommendations for better and effective activity:

- While playing the role of a character's participants have to be realistic but as well, they don't have to make fun or jokes. In case this situation would happen, the trainer should underline it at the end of the game.
- Participants will play the same game (catching the flag) indoor and outdoor. The choice of maintaining the same game was taken in order to show better to participants the differences between indoor and outdoor activities' settings needed.
- When youth workers or sport trainers are designing any sport method/activity dedicated to people with disability, they should open their thoughts to different typology of disability.
- During COVID-19 situation it is possible as well to realise this session completely outdoor, maybe by changing the game between 2 groups in order not to be repetitive.

## SHARING AND ADAPTING SPORT METHODS/GAMES FROM OUR COUNTRIES IN YOUTH/SPORT WORK WITH DIFFERENT ABILITIES' YOUNGSTERS

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**Session Title:** Sharing and adapting sport methods/games from our countries in youth/sport work with different abilities' youngsters

**Duration:** 180 minutes

### **Background:**

The concept of sharing and exchanging values and knowledge from different countries has key importance in non-formal education and in youth work. By sharing such values, the chance for adaption and expand it in other cultures and countries are higher and it offers youngsters a constant diversified usage of methods in different programmes. On the other hand, sport activities and games are considered as a common language for all young people, especially those that they practiced since childhood and have unforgettable memories. In this part of the programme, participants have the chance to bring their memories back when it comes to sport methods, as well as reflect on current ones that are part of the youth work. A specific element in this part of the programme is that participants have to focus on how these games/activities can be adapted when working with different abilities' youngsters. This will help them shape their knowledge on inclusion of different abilities' youngsters and reflect on the way how to further contribute to this cause, which will be dealt with more in the upcoming sessions.

**Aim of the session:** To share different sport methods and games from participating countries and identify how they can be adapted when working with different abilities' youngsters.

### **Objectives:**

- To share and exchange sport activities and games from different countries and cultures;
- To learn more about the inclusion of different abilities' youngsters;
- To identify ways on adapting original games and activities to youth/sport work with different abilities' youngsters.

### **Competences addressed:**

- Social and civic competences;
- Critical thinking;
- Communication;
- Time management;
- Teamwork;
- Leadership;
- Problem solving competences.

### **Methodology and methods:**

- Small groups work;

- Presentations;
- Interactive games/activities;
- Group discussion.

#### Session flow:

##### **I. Introduction to the task (10 minutes)**

The trainers start the working day by giving participants instruction for the task which includes a full contribution and participation from all. He/she explains that in the next 60 minutes, they have to work in their national groups to identify games and sport activities which are popular in their countries, or those they used in their childhood. They can first make a list and then choose 3-4 of those to present in front of the other participants and practice some of them.

##### **II. Small national group work – Sharing games from our countries (60 minutes)**

Participants join their national groups to start working in their task. They are provided with flipchart and different needed materials. They have to use the flipchart to write down their key points and for the games to put information such as: title/name of the game, working materials, short background on the game and flow for implementation, as well as the impact on youngsters mental and physical wellbeing.

##### **III. Presentation and implementation of sport games/activities (110 minutes)**

Each national group starts first by presenting shortly the games and then implementing it together with other participants included. The hosting country of the game have more the role of the facilitator in order to give clear instructions for other participants who are playing the game for the first time. When each game is done, a short discussion takes place between participants and trainers on how these games can be adapted to youth work with different abilities' youngsters.

**Materials needed:** Flipchart papers, A3-A4 papers, pencils and pens, markers, other special materials needed for implementation of particular games.

#### **Recommendations for future trainers multiplying this session:**

- The trainers should be available to assist and support each group when preparing the task, especially to trigger them to think about the impact the selected games/activities have on youngsters' mental and physical wellbeing.
- If the programme is implemented during a warmer season, the implementation of the games should be done in an outdoor space. However, if the weather implicates the implementation to be indoor, there should be enough big space for that.
- The activities listed in this session can be implemented during the Covid-19 period as well. The trainers should just ensure that the participants wear masks and keep the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.

# CHALLENGES AND TIPS IN/FOR DEVELOPMENT AND ADAPTATION OF SPORT METHODS FOR INCLUSION AND INTERACTION OF MIXED GROUPS OF YOUTH WITH/WITHOUT DISABILITIES

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**Session Title:** Challenges and Tips in/for Development and Adaptation of sport methods for inclusion and interaction of mixed groups of youth with/without disabilities

**Duration:** 90 minutes

## **Background:**

The development of sport methods for inclusion and interaction of mixed groups of youth with/without disabilities is definitely an innovative approach for inclusion and promotion of diversity in such programmes. However, the presence of mixed groups having different cultures, backgrounds, needs brings up a higher level of challenges' presence. A challenge is not something that should stop youth workers from having implemented an activity, but instead it is something they should be aware of, to overcome and be able to implement their activities successfully and meet their target's needs. Thus, this session intends to prepare participants for having into consideration the presence of challenges, how to overcome them, and have already some potential data and knowledge for their projects which they are going to develop next for their local community.

**Aim of the session:** To identify challenges when organising inclusive sport activities for mixed groups of youngsters with/without disabilities, and explore tips on overcoming them.

## **Objectives:**

- To discuss about potential challenges in organising sport activities for youngsters with/without disabilities;
- To identify key challenges for particular groups such as partners, participants, local community, and other participating actors;
- To explore tips on overcoming challenges and implementing successful inclusive sport methods for mixed groups.

## **Competences addressed:**

- Critical thinking;
- Communication;
- Social and civic competences;
- Teamwork;
- Analytical;
- Problem solving competences.

## **Methodology and methods:**

- Brainstorming;

- Small groups work;
- Rotating silent floor;
- Presentations;
- Discussion.

### Session flow:

#### I. Brainstorming (10 minutes)

The trainer starts the session by asking participants about the definition of diversity and acceptance. They share their opinions while trainers write them down in the flipchart. He/she emphasises that the reason for this brainstorming is to give them an initial idea to what the next exercise will be which focuses in deeper level in the concept of acceptance of mixed groups in the topic of sport methods.

#### II. Rotating silent floor (30 minutes)

The trainers have prepared in advance some flipcharts with different titles and put them in the floor. Before continuing with the task instructions, they divide participants in random small groups according to the number of flipcharts placed in the floor. Each group is appointed to one flipchart. The trainer starts to give them instructions for the task. He/she informs them that each flipchart has the title for the particular group/actor in implementing inclusive sport activities, while their task is to write down potential challenges they face during the processes. Only one flipchart has different title which is about exploring tips to overcome challenges in general when implementing sport activities. They are given with 3-4 minutes to analyse their flipchart, 5 minutes to write down individually in silence their ideas/opinions about that topic. Every 5 minutes, the groups in silence switch clockwise to contribute in the other flipchart with their ideas/opinions.

Potential titles for the flipchart/tasks for the groups can be:

- Organiser's challenges – Coordinators and Partners (on local and European level);
- Local community's challenges (including municipality, citizens, institutions, business sector, etc.);
- Participants' challenges - mainstream youth;
- Participants' challenges - people with disabilities;
- Tips to overcome challenges.

#### III. Preparing presentations (20 minutes)

After each group has the chance to contribute in every flipchart, they go back to their original topic/flipchart. They are instructed to shortly discuss about what was written in their flipchart and prepare a short presentation for the other groups.

#### IV. Presentations and Discussion (30 minutes)

Groups start with their presentations one by one. After each presentation, the trainers and other participants ask questions or some comments regarding the presentations, or some input of theirs in the topic while doing the Rotating silent floor.

**Materials needed:** A4, A5 and Flipchart papers, Flipchart stand, markers, prepared flipcharts with the topics for the rotating silent floor exercise.

**Background documents and further reading:**

- Georgescu, M.; Revised edition of “T-Kit Intercultural learning”; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- Frast J.L.; “Intercultural dialogue through sport”; International sport and Culture association; <http://isca-web.org/files/Coyote.pdf>
- Gasparini W. & Cometti A.; “Sport facing the test of cultural diversity”; Council of Europe, 2010; <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultu/1680734be5>

**Recommendations for future trainers multiplying this session:**

- The topic on challenges and tips required a full concentration by the participants, therefore the brainstorming part in the beginning of the session is very important to be done because it will raise their curiosity on the topic, as well as make them think and reflect on the information and experience they already have.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keep the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.

# DEVELOPMENT OF THE FOLLOW-UP LOCAL SPORT ACTIVITIES OF YOUNGSTERS WITH AND WITHOUT DISABILITIES

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**Session Title:** Development of the follow-up local sport activities of youngsters with and without disabilities

**Duration:** 90 + 90 minutes

## **Background:**

The development of follow-up local sport activities' session comes after the completion of all other aspects of education for youth workers and sport trainers on using sport methodology for inclusion and interaction of different abilities' youngsters. During the previous sessions and working days, participants have gone through learning of main aspects of NFE, youth work and sport methodology, inclusion of youngsters with different abilities, challenges and tips to organise sport activities, and so on. This session gives them the opportunity to put all the knowledge they gained in the previous sessions into practice. More specifically, they have to develop follow up sport activities for the local community back in their countries / local communities.

**Aim of the session:** To create space for participants to reflect on their knowledge gained in the programme and use it for developing follow-up sport activities for youngsters with/without disabilities in their local communities.

## **Objectives:**

- To discuss about the knowledge gained in the programme and ways how to put them in practice in the local community;
- To discuss about potential youth work and sport activities for youngsters with/without disabilities in the local community;
- To create innovative ideas and adapt existing sport activities into youth sport work activities for youngsters with and without disabilities together.

## **Competences addressed:**

- Critical thinking;
- Communication;
- Social and civic competences;
- Teamwork;
- Analytical skills;
- Time management;
- Problem solving competences.

## **Methodology and methods:**

- Small group work;
- Consultations from trainers;

- Creative development of activities;
- Discussion and reflection.

#### Session flow:

##### I. Introduction about the development of follow-up activities (10 minutes)

The trainers explain the next task to the participants. They have to join their national groups to start developing local sport activities for youngsters with and without disabilities for implementation after they go back home from this training course.

##### II. Small group work - Development of the follow-up local youth work and sport activities of youngsters with and without disabilities (70 minutes)

Participants join their country / local community groups and start initially with the discussion of potential activities and games, and then with the idea creation for their activity. Their first round for this is 70 minutes. In this first round, each group should have the at least following as the result of their discussions:

- Expected target group of youngsters and the setting;
- Aim and objectives of the activity, as per mental and physical development of the target group;
- General ideas of the sport/physical activity itself.

##### III. CHECK IN (20 minutes)

The trainers invite participants in plenary for a Check-In in order to see their progress of work and potentially discuss about any needed support and clarification. Each group representative shares the progress of his/her respective group.

##### IV. Continuation of small group work - Development of the follow-up local sport activities of youngsters with and without disabilities (80 minutes)

Participants continue with the work in small national groups based on the recommendations and help of the trainers and other participants. In this second round, each group should finalise the development and planning of the follow-up local youth work and sport activities for youngsters with and without disabilities. As the result of their discussions they should now finalise also all details of the planned / suggested activity, including:

- Rules of the activity;
- Characteristics of the implementation of the activity;
- Detailed questions for the debriefing after the activity, etc.

**Materials needed:** Papers, markers, scissors, tape, pens and pencils, flipchart, laptop (if groups need it).

#### **Recommendations for future trainers multiplying this session:**

- The trainers should be all the time available for the support during the development of the follow-up activities. They should guide them through the concepting and as well be there to listen to their ideas, shaping them and give further recommendations.

- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keep the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.
- This session could be also realised online in time of Covid-19 by using technological instruments for online communication. Plenary session could be conducted with the entire groups by sharing materials and screen views. Small groups discussions activity could be realised as well by using different chat rooms.

## FOLLOW-UP ACTIVITIES PRESENTATIONS

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**Session Title:** Follow-Up Activities Presentations

**Duration:** 90 minutes

**Background:**

As the participants have completed the development of their follow-up activities and reflected on the gained knowledge during the programme, this session serves as their final step on finalising their idea, receive feedback and consider elements for further improvements. This session is specifically added so they can present their work and focus only on idea generation, and receive support.

**Aim of the session:** To provide space for the participants for sharing and presenting their ideas with other groups, as well as discuss about potential recommendations for real implementation in their countries / local communities.

**Objectives:**

- To present the developed follow-up youth work and sport activities;
- To discuss and share suggestions, feedback for further improvement of presented follow-up local activities;
- To give space for reflection, recommendations and sharing of ideas between participants.

**Competences addressed:**

- Critical thinking;
- Multilingual competence;
- Presenting competence;
- Literacy competence;
- Digital competence.

**Methodology and methods:**

- Work in national groups;
- Presentations in plenary;
- Discussion and reflection.

**Session flow:**

I. **Preparation for the presentation (10 minutes)**

The trainer gives participants 10 minutes to make the finalisation of their presentations and needed technical support for them to present.

## II. Presentations, Feedback and Discussion (80 minutes)

Everyone joins the plenary. The trainers invite each group one by one to present their developed local activity in 5-7 minutes. After each presentation, there are some minutes left for question and feedback – up to 10 minutes per group. The trainers take notes while the groups present in order to be able to give them good feedback and suggestions for improvement. When all presentations are done, a summary of suggestions from the trainers takes place.

**Materials needed:** flipchart paper, laptop, projector.

### **Recommendations for future trainers multiplying this session:**

- The trainers should closely monitor the process of the presentations and take note for each project idea in order to give the right feedback for each group. It is also recommended that after each presentation, to make a general statement or question that may trigger other participants to ask a question or reflect on the improvement of their activities.
- The activities listed in this session can be implemented during the Covid-19 period as well. The trainers should just ensure that the participants wear masks and keep the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.
- This session could be also realised online in time of Covid-19 by using technological instruments for online communication. Plenary session could be conducted with the entire groups by sharing materials and screen views.

## EVALUATION AND CLOSURE

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**Session Title:** Evaluation and closure

**Duration:** 100 minutes

**Background:**

In this session, participants have the chance to reflect upon the whole programme of the overall training course and their contributions to it, their learning goals and they can share the impression and feedback with the group and the trainers. This will be also a chance for them to reflect on the expectations, fears, and contributions they have set in the first working day of the programme with the purpose of checking their stand in the last day.

The importance of implementing this session is highly important for the trainers and the organisers of the training course as well, because it will bring a clear picture on how their efforts resulted, and what improvements or changes they need to do in similar upcoming projects.

**Aim of the session:** To reflect and evaluate the whole experience in their participation and the programme.

**Objectives:**

- To reflect on the learning goals, expectations and fears set in the first working day;
- To give evaluation for the activities implemented and the methods used by the trainers;
- To do the final evaluation of the whole programme and the trainers' input;
- To evaluate the training course visually, verbally and in written form.

**Competences addressed:**

- Critical thinking;
- Ability to reflect and analyse;
- Creative expression;
- Multilingual competence;
- Digital competences;
- Personal, social and learning to learn competence.

**Methodology and methods:**

- Self-reflection;
- Discussion;
- Evaluation in plenary;
- Written evaluation form.

## Session flow:

### I. Summarising the training course programme and potential questions (15 minutes)

The trainer opens the session by mentioning that this is the final session of the programme and thus pointing on the agenda which is presented in the wall. Together with the participants' help, they go through each working day by reflecting on the sessions and topics that were covered.

### II. Self-Reflection (15 minutes)

The trainer brings up-front the big picture of "Boat and the Sea" where participants have stucked their notes on expectations, fear, and contributions for the training course programme. He/she invites all participants to find their sticky notes and take them. When they all take their sticky notes, the trainer invites them to reflect for up to 10 minutes about their learning and experience during the working days, as well as looking to the notes to check if their expectations are met, evaluate their contribution, and overcoming of fears.

### III. Round of evaluation (35 minutes)

Participants start to share their initial feedback by referring to the expectations, fear and contribution they already had from the first day. When they are done, the trainer invites them for a round of evaluation of the training course programme. The trainer asks them the following questions and they answer one by one as they are sitting in the circle:

- Was this training useful for you? If yes/no why?
- What was useless for you during these working days?
- How did you like the energy in the group? Did you feel included/excluded?
- What would you change about this programme? What is your perspective as participant?
- What was the most impressive moment during these working days?

### IV. Written evaluation form (30 minutes)

The trainer emphasis that this part contains the written evaluation form with close-ended and open-ended questions related to the programme, trainers' performance, group's performance, methodology and methods, logistics, and so on. Evaluation forms are anonymous and trainers encourage participants to be as honest as they can when completing it.

### V. Final words (5 minutes)

The trainers close officially the programme and the session by greeting participant's contribution, energy and input to the programme and wishing them good luck for the implementation of follow-up local activities.

## Materials needed:

Papers, pens and pencils, printed evaluation forms.

## Recommendations for future trainers multiplying this session:

- The trainers should be flexible with time when it comes to this session in case participants need more time to fill in their evaluation forms or want to have a short interactive game for the closure of the event. It also depends on the size of the group and how much they want to share during the round of evaluations.

- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keep the distance while standing in the circle during the activities, as well as have in disposal hand sanitiser/disinfectant.