

CURRICULUM

**“Using sport methodology
in NFE and youth work for
inclusion
of different abilities’
youngsters”**



**TITLE:**

Curriculum “Using sport methodology in NFE and youth work for inclusion of different abilities’ youngsters”

PROJECT:

“Youth SPORT work with different abilities’ youngsters”, funded by the Education, Audiovisual and Culture Executive (EACEA), within the Erasmus+ programme.

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- Association for improvement of modern living skills “Realization”, Croatia
- Active youth in happy Europe (AMUSE), Serbia
- Youth Power Germany e.V.
- Okret / Spin, Bosnia and Herzegovina

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SUMMARY OF THE PROJECT

Sport can help reduce that stigma of disability & discrimination, as it can transform community attitudes about persons with disabilities by highlighting their skills and reducing the tendency to see the disability instead of the person. 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, NFE educators and youth workers working with this target group often have little or no experience in using sport as an educational tool. Given this, implementing partners of this project have gathered and focus their work in addressing the needs of different abilities youngsters in relation to providing opportunities for inclusive youth sport work through NFE methodology.

Therefore, the key project objectives are:

- Support youth workers to develop key competences for using sport methodology in youth work for inclusion of different abilities' youngsters.
- Enhance knowledge management of youth organisations with new innovative resources & training curricula.
- Provide the linkage of youth with other sectors through their cooperation during the SVs and local dissemination events, and thus to further build capacity of our youth organisations for inter-sectoral cooperation.
- Develop the competency framework for youth SPORT workers for inclusion of different abilities' youngsters.
- Allow youth workers to practice their skills to managing creative youth sport work projects on European and national level, and thus further increase competences of youngsters in inclusion.
- Engage into intensive dissemination & exploitation activities of newly produced products and attract more different abilities' youngsters to our youth sport work activities.

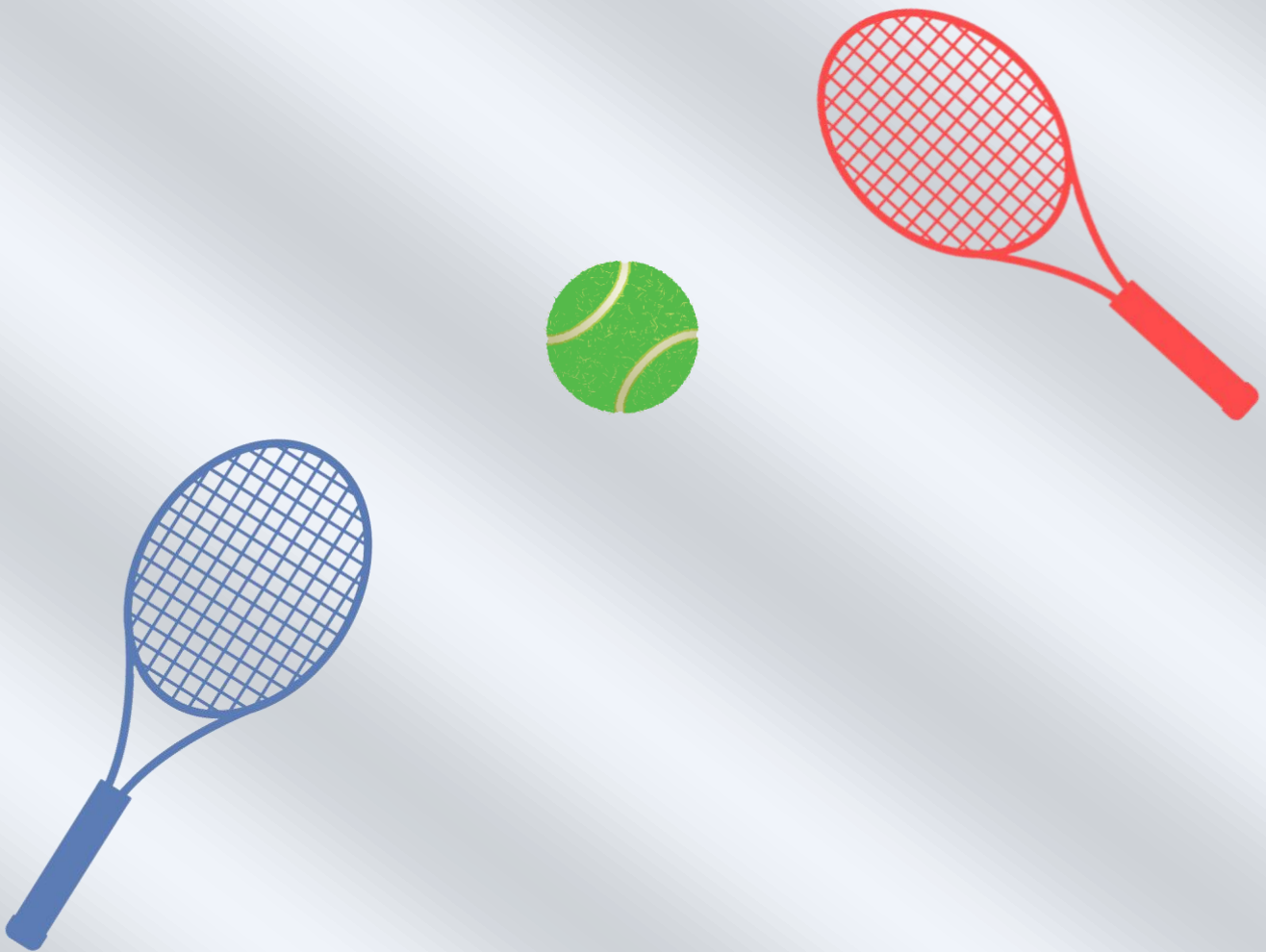
Project activities are:

- A1 Preparatory meeting
- O1 Handbook "Inclusion of different abilities' youngsters through NFE and youth work"
- A2 Study visit in Italy
- O2 Curriculum "Inclusion of different abilities' youngsters through NFE and youth work"
- A3 TC1 based on O2 Curriculum
- O3 Curriculum "Using sport methodology in NFE and youth work for inclusion of different abilities' youngsters"
- A4 TC2 based on O3 Curriculum
- O4 Toolkit "Creativity and innovation – adapting sport methods for inclusion and interaction of different abilities' youngsters through youth (sport) work"
- A 5,6,7,8,9: Local dissemination events – TCs
- A10 Youth Exchange "Creativity and innovation in youth SPORT work for inclusion of different abilities' youngsters"
- A11 Study visit in Berlin
- O5 Guidebook: "Competency framework for youth SPORT workers for inclusion of different abilities' youngsters"



- A 12,13,14,15,16: Local dissemination events – conferences
- A17 Evaluation meeting
- Reporting and Dissemination

Youth in local communities will benefit thanks to the empowerment of our participants who will further guide, lead and organise those youngsters to get more active in sport and health-enhancing physical activities for inclusion of different abilities' youngsters. We expect the increased competences and readiness of young people in communities for taking active stand on fighting exclusion, discrimination and intolerance and promoting inclusion and acceptance of different abilities' youngsters.





BACKGROUND OF THIS CURRICULUM

The curriculum “Using sport methodology in NFE and youth work for inclusion of different abilities’ youngsters” is an educational resource for youth trainers and coordinators aiming to educate, support and mentor youth workers and trainers in using sport methodology in non-formal education and youth work with different abilities youngsters, for inclusion and interaction of theirs in their community. The focus of this curriculum is initially to address the needs of its target group of youth workers who have certain experience in sport work and its methodologies as well as general NFE principles and methodology. The curriculum also addressed the needs of youngsters with disabilities and their inclusion in NFE activities related to sport work. The content of the curriculum comprises of introductory parts (summary of the project, background of the curriculum, and recommendations for future trainers organising similar training courses), detailed training programme with division of sessions for each working day (morning and afternoon structured).

The structure of developed sessions includes practical recommendations, additional resources for reading and materials needed for the implementation. This is done with the purpose of offering a more practical and useful material for youth workers and trainers/educators/peers engaged in youth work.

The specific objectives of the curriculum are:

- To set the basis of the programme as well as create communication between participants in order to know the backgrounds and abilities of each other.
- To share realities and experiences on inclusion on different abilities’ youngsters in our communities and explore similarities and differences between countries through research and discussion.
- To reflect on the concepts of disability and create space for strengthening knowledge with the up-to-date terminology and practices that lead to better understanding the needs of different abilities’ youngsters.
- To advance the knowledge of participants in youth work and NFE methodology as well as strengthen their capacities on inclusion of youngsters with disabilities through interactive exercises and presentations.
- To understand sport methodology and its components as well as its integration in NFE inclusive activities for people with disabilities.
- To motivate participants in creating inclusive sport activities with different abilities’ youngsters through their empowerment in the topic and exploration of historical moments and existing practices.
- To strengthen participants’ knowledge on the mental and physical development and benefits through sport activities as well as highlight the importance of education elements’ integration for inclusive youth sport work.
- To strengthen participants’ competences on the development of aims and objectives for future sport programmes through needs assessment of youngsters with disabilities and relevant aspects supporting their inclusion and learning.
- To understand the importance of mutual and inclusive activities, as well as competence development for all youngsters (mainstream and with disabilities) for inclusive youth sport work programmes.
- To learn about setting inclusive spaces and use practical methods for competence development of participants when working with young people with disabilities in their communities.

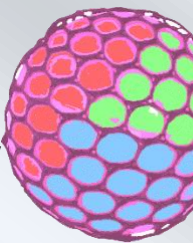


- To reflect on and share sport methods and games/outdoor activities from local communities and find ways to adapt them when working with different abilities' youngsters.
- To identify potential challenges when implementing inclusive sport methods for inclusion and interaction of mixed groups of youngsters with/without disabilities and explore ways of overcoming them.
- To create space for developing new inclusive sport activities for youngsters with/without disabilities, based on the knowledge gained in the programme.
- To reflect on the training course and use different methods to evaluate the programme, support, and overall experience.

The curriculum and the sessions developed are based on the principles and methodology of non-formal education; this comprising of role plays, interactive games, group works, plenary discussion, individual activities, reflective exercises, theoretical input, as well as exchanging of existing realities and practices as a learning technique.

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

- Be active youth workers and trainers with education in NFE principles and methodology, (willing to get) involved in inclusive youth work activities; be willing to empower other youth workers and mainstream and marginalised youth through NFE;
- Be able to be fully engage in the training course and for the whole duration of it;
- Have motivation, interest and willingness for follow up actions in local level in order to multiply the gained knowledge;
- Have willingness to create partnerships with other participants coming from different organisations and countries;
- Be above 18 years old and have a satisfactory knowledge of English language in order to follow the programme.





Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction, Participants' expectations and learning objectives towards the training course and their potential contributions to it; Group building
PM	Sharing realities and experiences with sport and youth work on inclusion and interaction of different abilities' youngsters in our communities and organisations; Updates on our work and (achieved) plans within this project
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 (including Competition & teamwork through sports, etc.), inclusion of people with disabilities through sports
PM	Sport for all!
PM	Reflection and Evaluation of the day
Day 5	
AM	Mental & physical development through sports and youth sport work
PM	Aims and objectives in using sport methodologies with youngsters with disability
PM	Reflection and Evaluation of the day
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	FREE AFTERNOON
Day 8	
AM	Challenges and Tips in/for Development and Adaptation of sport methods for inclusion and interaction of mixed groups of youth with/without disabilities
AM	Development of the follow-up local sport activities of youngsters with and without disabilities I
PM	Reflection and Evaluation of the day



Day 9	
AM	Development of the follow-up local sport activities of youngsters with and without disabilities II
PM	Youthpass, Evaluation and Closure
Evening	"See you again" party
Day 10	
AM	Departure of participants





RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES¹

The curriculum “Using sport methodology in NFE and youth work for inclusion of different abilities’ youngsters” as an innovative tool for young people is designed with the aim of dissemination to all the youth trainers and stakeholders that work in non-formal education in youth work and aim to further empower youth workers to better include youngsters of different abilities.

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

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

- Knowledge about the methods for inclusion and education of different abilities’ youngsters;
- Basic understanding and awareness about the realities of participating countries in existing programmes for inclusion of different abilities’ youngsters;
- Knowledge on NFE methodology and youth work principles, its adaption when working for inclusion of youngsters with disabilities;
- Competences on developing aims and objectives, challenges and tips, as well as quality preparation of setting inclusive spaces in youth work and sport/outdoor activities;
- Competences on the idea development process for implementation of inclusive youth work activities in the local/international level and the overcoming of challenges;
- Social and civic competences for youth workers for quality and inclusive youth work events for different abilities’ youngsters in our communities.

A list of addressed competences that participants can obtain are presented in the first part of each developed session. When using this curriculum for the organisation of a quality training course, there are several aspects and recommendations to be considered, in order to result in achieving the objectives set in each session. The section below explains these aspects by categorising them in different stages.

Stage 1: Before the training course

- The most relevant information on the participation should be drafted in an Info pack as soon as the participation of everyone is confirmed. Organising team should check once again the application form for each confirmed participant in order to answer their needs for accommodation and give relevant support for participation. That also includes the checking of their motivation and additional questions’ section in case participants have expressed the interest to contribute to any session by covering something they are qualified for, or to suggest to the trainers to include in the programme.
- Sending organisations and the ones representing them should be in regular communication with the selected participants from their country; they should prepare them for the travel and the

¹ Section adapted and taken from: Matorčević, D., Xhemajli, B., Taddia, E., Katinić Vidović, M., Čerkez, A., Matorčević, M., & Pasuj, Ž. (2021). “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters. Youth Power Germany e.V. https://eng.youth-power.org/wp-content/uploads/2021/03/O2_EN_O2.pdf



programme. Participants need to do some research beforehand that is connected to the situation in youth programmes/youth work for different abilities' youngsters – this is the part of the programme and the initial point for them to get the common understanding of the training course's main topic.

- Sending organisations should provide participants with necessary information for the sessions that cover presentation of the organisations, materials with the project and activity information, and so on.
- 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

- By the end of each session presented, there is the Recommendations section related to particular session or activity. Trainers should take those into consideration in order to adapt the implementation of the session 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, 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: should be developed regularly for every working day at the end. Participants need to have reflection time in order to give feedback on the learning goals, methods used, suggestions for the trainers that can help the adaptation 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.

Stage 3: After the implementation of the training course

- The organising team, sending organisations, and possibly the trainers, should be available and support participants to complete the developed follow-up activities in their local communities. An email as a reminder to do this follow-up process is also recommended a week or two after the training course is finished.
- Sending organisations can support participants with space or materials to implement the follow-up activities, as well as with stakeholders' agreements and cooperation when needed.





DEVELOPED SESSIONS OF THE TRAINING COURSE: “USING SPORT METHODOLOGY IN NFE AND YOUTH WORK FOR INCLUSION OF DIFFERENT ABILITIES’ YOUNGSTERS”

Introduction, Participants’ expectations and learning objectives towards the training course and their potential contributions to it; Group building; Youthpass introduction

Session Title: Introduction, Participants’ expectations and learning objectives towards the training course and their potential contributions to it; Group building; Youthpass introduction

Duration: 180 minutes

Background:

All training courses should comprise of introductory session as the first official programme element designed for participants. This session should consist of different activities and introductory sections that serve participants with the most important information related to their participation starting from the information on the project and the training course, official agenda, group building activities, logistics information, expectations and learning objectives setting, as well as general rules of working to be established for smoother flow of sessions in the upcoming days and inclusive approach towards each other. Moreover, this session should consist of some name game activities and getting to know each other, for participants to break the ice. Therefore, this session is designed with several activities and name games for establishing communication between participants, introducing the agenda, the project and the activities, the idea behind the training course, and other relevant group building activities that require interaction.

Aim of the session: To officially start the training course and set the basis of the programme as well as create communication between participants in order to know the backgrounds and abilities of each other.

Objectives:

- To officially welcome participants to the training course and introduce them with the project and the designed programme;
- To create space for getting to know each other;
- To establish first communication between participants;
- To create space for group building activities for participants;
- To discuss the expectations of participants on the programme and their motivation to participate;
- To introduce participants to Youthpass, its 8 key competences and its importance.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;



- Mathematical competence and competence in science, technology and engineering;
- Literacy competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Theoretical input / Project presentation;
- Work in Pair and small groups;
- Mission impossible – group building activity;
- Debriefing and Group discussion;
- Island exercise – Youthpass introduction;
- Brainstorming.

Session flow:

I. Official introduction and welcoming (10 minutes)

The session starts with an official welcoming from the project coordinator. Then an official introduction on the training course takes place and the main idea behind the organisation of it by the team. Participants are welcomed by the whole team who also wish them to have fun and productive time during the week. Then, the coordinator presents the role of each team member and trainer, so participants know whom to approach for certain purposes.

II. Round of names (5 minutes)

Participants are invited to introduce themselves. They briefly mention their names, organisation they represent in the training course, and country they come from.

III. Information about the project, the training course and presentation of the agenda (15 minutes)

Trainers give a short introduction about the project with the support of the project coordinator, and present the project activities, the background of the training course and its objectives. Afterwards, they present the detailed agenda of the programme.

IV. Expectations, fears, and contributions – Boat and the sea (25 minutes)

The next activity for this session is dedicated to identifying expectations of the participants for the programme presented, the potential fears, and their contribution based on their experience and knowledge. The trainer communicates this and shows them a drawing in the flipchart including a boat and the sea. The trainer explains that “Boat and the Sea” is the name of this activity, where the sea represents the programme in overall. The boat is there to be filled in with the expectation from the programme by participants, waves representing the fears, and sunshine and wind representing the contribution of participants. Participants are invited to take different colouring pencils and pens, and sticky notes so they can use different methods to express themselves for this exercise, including drawing or words or other visuals. Individually, each participant uses the next 15 minutes to think about the expectations, fears, contributions based on the programme of the training course and stick their paper/write their input in the drawing on the flipchart accordingly. When all participants are done with their individual task, the trainer presents the input in the flipchart. The flipchart is put in a visible place in the training room with



the purpose that everyone reflects in the meantime - on their expectations set, the overcoming of fears, and the level of their contribution - until a certain period of time.

V. Mission Impossible for Group building (45 minutes)

After setting the base on the content of the programme, the trainers focus on teambuilding activities. The “Mission Impossible” exercise is presented to participants as a 45-minute challenge for the whole group. Trainers have prepared in advance a list of challenges/tasks for participants to do during this activity. While the tasks are a bit challenging, the main rule of the activity is that there are no rules or instructions given to them, so participants should coordinate themselves into accomplishing the challenges/tasks. The tasks can be 10-15 in number, consisting of exploring a nearby sport place/hall, approaching local community, having a picture al-together as a group, using local language words to make a sentence, singing a song in the local language or making one about the training course, or some other tasks that can be fun and stimulate creativity and input from everyone in the group. After giving these instructions, participants continue with the tasks and when completing everything, they are asked to present their results to the trainers. The only requirement from the trainers is that they have to document the accomplishment of each task in order to be approved/signed by them.

VI. Debriefing (20 minutes)

The group presents the accomplishment of the tasks of the “Mission Impossible” to the trainers. Then, everyone joins the plenary for a short debriefing on the activity and the working day. The debriefing session is facilitated by the trainers and includes the following questions:

- Was it difficult for you to learn the name of everyone in the room? Did you remember them all?
- Did you like the activities prepared for you? Which one you liked the most?
- Was it easy/difficult to do a “Mission Impossible” activity with people that you don’t know well? How did you function as a team?
- Did you have a leader in the group?
- How inclusive were you during the accomplishment of the tasks?
- Did you find clear all the information we provided to you related to the project and the programme?

VII. Youthpass introduction: Island exercise (45 minutes)

This activity is designed to introduce Youthpass certificate and the 8 key competences to participants. In advance, the trainers prepare 8 different stations at 8 different places in the working room. These stations are called islands and they represent one of the 8 key competences. Each island should have a table, or any other necessary equipment needed for participants to complete the tasks there.

After introducing this, the trainers divide participants in small groups of 3-5 members and each group receives a Youthpass-port in which they will collect stamps after successful implementation of the given tasks. They should try to get all stamps. After completing tasks at one island, groups have to go to passport control (in this case to approach the trainers) who will check and approve their tasks and stamp them. Then, they visit the next island which is not currently visited by some other group. The activity lasts for approximately 30 minutes or until one of the teams collects all the stamps.

After all groups are done, the trainers lead a short debriefing in the plenary about how participants felt during the game, the number of stamps they managed to collect, and so on. The debriefing includes questions related to the understanding of the goal of the activity and how they can connect it with their learning process during the training course. Then the trainers will do a basic theoretical input about the 8 key competences and hand out previously prepared material on this topic to the participants.



VIII. Group agreements (15 minutes)

The last 10 minutes of the session are dedicated to defining several group agreements related to the programme and overall presence of everyone in the training course. The trainer gives 3-4 minutes for all participants to think about potential common agreements that reflect the respecting and including each other in programme and non-programme related common activities and that contribute to having a good energy and positive environment in the group. In order to stimulate them, the trainer starts with 1 or 2 rules and writes them in the flipchart paper. Then, the next 5-6 minutes everyone is invited to share a rule and with the agreement of all participants, the rule is written in the flipchart.

Materials needed: Flipchart papers, markers, sticky notes, A4 papers, pencils and pens, laptop, projector, speakers for music background during the island exploration, other materials necessary for implementation of Youthpass islands activity.

Recommendations for future trainers multiplying this session:

- When having the activity “Boat and the Sea”, the trainer can play some music in the background in order to have a relaxed atmosphere for the participants.
- For the “Mission Impossible” activity, trainers can add tasks/challenges that are related to the topic of the training course. The tasks should also be designed in accordance with the actual weather conditions.
- Common group agreements are of high importance in a training course as they establish the grounds for inclusion and respect of each person. It is always recommended that the trainer adds the first 1-2 rules in order to give an initial idea for what these agreements are needed. In some cases, the trainers can prepare some agreements in advance, and then if there is any new one suggested by participants, they add it.



Sharing realities and experiences with sport and youth work on inclusion and interaction of different abilities' youngsters in our communities and organisations; Updates on our work and (achieved) plans within this project

Session Title: Sharing realities and experiences with sport and youth work on inclusion and interaction of different abilities' youngsters in our communities and organisations; Updates on our work and (achieved) plans within this project

Duration: 180 minutes

Background:

After the introductory session and group building activities the programme focuses on the topic of the training course. The session is designed in a way to give participants the chance to reflect on the present situations in their countries on sport and youth work on inclusion and interaction of different abilities' youngsters. This includes the experience of the representing organisations as well as other initiatives, programmes and legislation that tackles this target group and their involvement in youth sport work programmes. The participants will be doing this throughout a short research and based on the pre-task they were asked to do before the arrival to the training course. The hosting organisation and coordinators will also use this session to give updates on the work for this topic through this project and activities. The organisation of this session is a base for participants to enter the topic of the training course and get informed of the realities in their countries in order to be able to organise activities addressing the needs of the target groups in the future.

Aim of the session: To share realities and experiences on inclusion on different abilities' youngsters in our communities and explore similarities and differences between countries through research and discussion.

Objectives:

- To inform participants on the work achieved in the topic through this project and its activities;
- To explore the country realities on the inclusion and interaction of different abilities' youngsters in sport and youth work;
- To create space for exploring similarities and differences on the presented realities through mixed groups work.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Citizenship competence;
- Analysis and research;
- Presentation.

Methodology and methods:

- Visual presentation;



- National and International small groups work;
- Presentations;
- Discussion in plenary.

Session flow:

I. Introduction to the session and achievements of the project (20 minutes)

The trainer introduces participants to the topic and working plan for this session. He/she instructs them to work in their national groups for a short research on the topic as well as connect it to the pre-task before their arrival to the training course. Then, a visual presentation on the achievements and plans of this project related to the inclusion of different abilities' youngsters on youth and sport work programmes is shown to them.

II. National groups' work (60 minutes)

Participants join their national groups for the work. The trainer gives them 60 minutes to do some research of the realities of their countries on sport and youth work on inclusion and interaction of different abilities' youngsters. They are also reminded on the pre-task that they were asked to do on this aspect before the arrival. The information and the data collected through this research will be presented by each group in the next part of the session.

III. Presentations of the findings (50 minutes)

All groups are invited to present their findings when they finish the work in their national groups. the trainer appoints 5 minutes to each group for presenting and use 2-5 minutes afterwards for potential questions and clarifications. Groups can use PPT or flipchart for presenting their work, as well as other forms if they wish/have prepared.

IV. International Mixed groups (30 minutes)

When presentations are done, the trainer introduces the next phase of the session. During this part participants are divided into small mixed/international groups of 3-4-5 members and each group has at least 1 person from each participating country. Then the trainer informs participants that in the next 10-15 minutes they are going to discuss in their groups the impressions from the given presentations, such as similarities they have encountered, the differences, common challenges and so on. Also, they can suggest potential ideas or opportunities that they know from their experience and could contribute to positive reality changes. After 15 minutes, all groups join the plenary to share the key outcomes of their discussion.

V. Forming Reflection Groups for daily reflection and evaluation (20 minutes)

The last part of this session is about daily reflection and evaluation of the programme and the ways to complete it. First, the trainer introduces participants to the mini session which takes place every day after the closure of the programme. He/she instructs that participants discuss in small groups every day to share their impressions on the working day, on the methods that were used, the contributions from other participants/themselves, on the group energy, the inputs of the trainers, the logistics and other related points about their participation in the programme. Then, he/she divides them into random mixed groups, or suggests the same groups as in the previous part of this session. The method for sharing can be a



decision of each group, either using an email or paper, a photo of their group members that shows their mood of the day, and so on.

Materials needed: A4 papers, flipchart papers, markers, coloured pencils, pens, laptop, projector.

Recommendations for future trainers multiplying this session:

- It is important that participants are informed about the importance of country realities on the topic and highly encouraged to do some research before their travel. In this way, they are more informed on the topic, the situation in their countries and communities, and are more likely to think of possible future plans and activities to organise after the knowledge and experience gained at the training course. Also, the conduct of some research beforehand helps them to efficiently work on the task within the given time and have enough time to prepare for the presentation.
- Depending on the space available that the venue provides, during this session participants can choose different places than working room to do their task. This reduces chances for disturbing other groups by discussing. If the weather is warm, they can also choose outdoor spaces as an option.





Introduction to disability

Session Title: Introduction to disability

Duration: 180 minutes

Background:

With participants starting to get into the topic and exploring the realities in their countries and communities, the programme focuses on the understanding of key concepts and terminology existing for addressing young people with disabilities. The clear understanding and proper knowledge on this regard is essential for youth workers and trainers working with young people with different abilities as it supports their work to design future activities that are inclusive and attractive. This is primarily due to the importance of empathy creation as well as understanding the challenges that their target group of different abilities' youngsters face in their everyday life and work. Participants in this session have the chance to go through different learning processes including theoretical input, group work, sharing and exchanging experiences regarding usage of terminology and practices in different countries.

Aim of the session: To reflect on the concepts of disability and create space for strengthening knowledge with the up-to-date terminology and practices that lead to better understanding the needs of different abilities' youngsters.

Objectives:

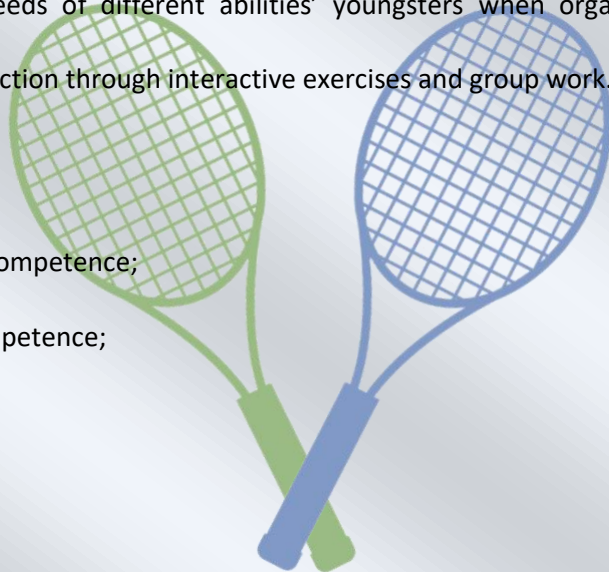
- To reflect on the concepts of disability;
- To strengthen participants' understanding of disability and introduce them with up-to-date concepts and practices;
- To understand the challenges and needs of different abilities' youngsters when organising inclusive and interactive activities;
- To create space for discussion and reflection through interactive exercises and group work.

Competences addressed:

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

Methodology and methods:

- Interactive exercise;
- Theoretical inputs (presentations);
- Small group work;
- Presentations and discussion.





Session flow:

I. Introduction to the working day (10 minutes)

A short introduction by the trainers that include information on the topic covered and the flow of the session takes place. Participants are briefly informed about the planned methodology of this session and how this session helps to build-up the knowledge for the next working days.

II. Short activity related to the topic (20 minutes)

After the introduction on the working day, the trainer informs participants that the first session will consist of different theoretical and practical methods that contribute to setting the base for the learning on the topic. The trainer explains the first activity which lasts about 15-20 minutes, and it is about some easy gymnastics movements that will be done with the instructions of the trainer.

Participants are invited to stand up and close their eyes. The trainer instructs them that they have to do some movements as invited by following the vocal instructions. This is the first stage of the activity.

In the next part, the trainer divides participants into two groups. The first group is asked to close their eyes, and the second group to have their eyes open. At this point, the trainer gives instructions of a more complex movements for the participants. Participants with their eyes open, will have the chance to see and analyse the challenges of the other half of the group to follow the instructions and do the movements in comparison to themselves.

During the whole activity, the trainer ensures having a fun and relaxing environment for all participants. However, the goal of the activity - to understand the challenges of the participants that have a certain disability or barrier - stays the same. This is emphasised by the trainer at the end of the activity. The trainer also plays some background music for more relaxed environment during the activity.

III. Theoretical inputs on disability (60 minutes)

Participants are introduced with different areas and aspects on the topic of disability. A presentation on the topic provides the input explained below.

- Understanding the concept of disability;
- Different disabilities;
- Understanding of “disadvantage” and learning/development needs of youngsters with different abilities.

Moreover, the presentation covers the detailed input on the following parts:

Disability or disabilities?

This part is offering inputs on three dimensions of disability according to the World Health Organization:

- 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.²

Myths and misconceptions about disability

² 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.>



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.³
- 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 characteristics. The viewpoints expressed by an individual with a disability are not representative of those of all people with disabilities.⁴

IV. Small groups work - Learning/Development needs of different abilities’ youngsters (40 minutes)

Participants are divided into small groups for the next part after the theoretical input given by the trainer. They are asked to work in their small groups for the next 40 minutes and discuss the following question based on their previous knowledge and experience, as well as from the learning on this session:

- What are the needs of different abilities’ youngsters when it comes to learning or development in education?

They have to put the key outcomes of their discussion on a flipchart or PPT, or through different presentation methodology they prefer.

V. Presentations and Discussion (50 minutes)

When groups are done with the work, the trainer invites them for a short presentation in the plenary. Each group is given 5 minutes to present, followed by 5 minutes with questions and answers related to the presentation.

Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

Background documents and further reading:

- Suggested background music for the short activity can be found in the following link: <https://www.youtube.com/watch?v=TIW1wLZhzE>
- 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>

³ Negative stereotypes and attitudes linked to disability: <https://atlascorps.org/negative-stereotypes-and-attitudes-linked-to-disability/>

⁴ Hiring and retaining individuals with disability: v= <https://hr.vcu.edu/careers-at-vcu/hiring-individuals-with-disabilities/>



Youth work and NFE methodology, inclusion of youngsters with disabilities

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

Duration: 180 minutes

Background:

The importance of advancing the knowledge and skills on youth work and NFE methodology is highly important when it comes to inclusion of youngsters with disabilities in sport activities. It is also very important to master the understanding of inclusion when it comes to youngsters with disabilities. Participants should be familiar with the main terms and concepts of youth work, NFE methodology, inclusion of youngsters with disabilities and be equipped with relevant skills that support their active engagement in the society. Youngsters and youth workers who are active in promoting the inclusion of youngsters with disabilities have a key role in this aspect. Therefore, this session covers introduction of models used in the NFE methodology as well. During this session, participants have the chance to go through different interactive exercises and theoretical input that contribute to the main goal of the session designed.

Aim of the session: To advance the knowledge of participants in youth work and NFE methodology as well as strengthen their capacities on inclusion of youngsters with disabilities.

Objectives:

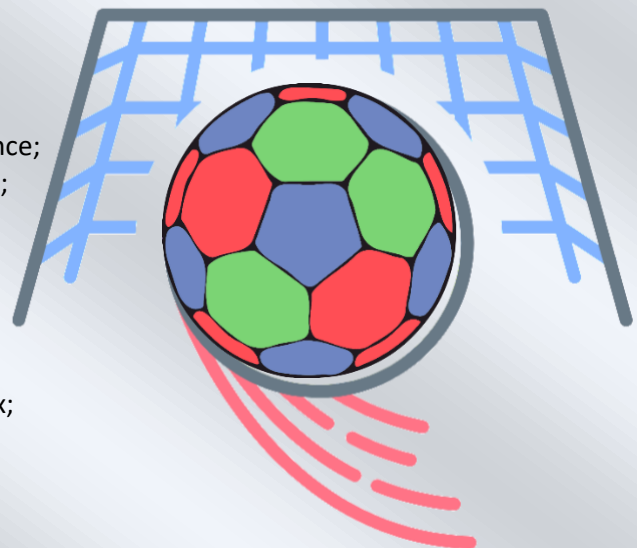
- To reflect and highlight on the importance of youth work and NFE methodology;
- To advance participants' learning on inclusion of youngsters with disabilities;
- To introduce practical models used in NFE;
- To understand the importance on using inclusive practices in youth work programmes.

Competences addressed:

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

Methodology and methods:

- Interactive exercises: Fish-Bowl and Ball in a box;
- Theoretical input;
- Discussion;
- Presentations.





Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session with a short introduction on the topic and activities that this session involves. Participants are informed that this session's main focus is social inclusion

II. Fish-bowl exercise (40 minutes)

The room is set in the following way: there are chairs in a big circle, 4 chairs in a small circle, and then the fish-bowl with the questions/topics in the middle. The trainer announces that there are needed 4 volunteers to sit in the small circle in the centre. Then, he/she informs them that this circle is designed for those who will speak during the discussion, while the outside circle is for the people who need to be focused, do active listening and throughout the process can join the inner circle. They are instructed that when they want to move to the inner circle, they should touch a person in the circle and replace him/her. The potential topics/questions that can be suggested for discussion are the following:

- Education system to be designed according to youth needs;
- Young people holding professional qualifications are not paid well;
- Entrepreneurship/Self employability is a solution for unemployed young people;
- Formal education should focus on skills related to career development and market needs;
- Youth organisations and non-formal education practices prepare youngsters for employment better than university and formal education methods.

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

After the exercise and the initial explanation about the learning methodologies are done, the trainers provide further input on different elements of non-formal education. Moreover, a special attention is put into learning styles of individuals, the motivation for learning, existing group dynamics, the importance of setting up aims and objectives, an explanation of the variety of methods which can be used in non-formal education activities and the importance of debriefing.

IV. Introducing two NFE theories (20 minutes)

The trainers continue with more input and in-depth learning of Non-formal education. At this stage, they provide participants with input on two important theories used in NFE: [Kolb's learning cycle](#) and [Johari window model](#).

V. Ball in a box (40 minutes)

The following part of the session consists of an interactive activity or the method "Ball in a box" that as a focus has the topic of inclusion of youth with disabilities. Participants are divided in 4 groups. Each group is instructed to form a line and has a unique colour. Participants stand up and form 4 rows based on their group formation. After completing this, the trainer gives instructions that the task for each group is to make a ball from papers. Then, to throw the ball in the basket which is placed in front and score as much as they can by following the signs/green light. Each ball score counts as 1 point for the groups. The trainer is the one in charge for the records of each group's score. It is easily monitored since they have different colours. After few minutes of playing, which is an approximate of 10-20 minutes, everyone is invited to join the plenary for a short debriefing on the game/activity. The trainer leads the debriefing by using the following questions:



- How many points did your group scored? What is the satisfaction level with your final score? What do you think about the task? How did you behave in the group – what was your role/responsibility/action?
- Did you communicate in the group, or you just acted in a way that seemed more relevant for you? Did you see anything that surprised you?
- How could you change the final score in your team so that you have more points?
- How this activity can be related to real-life situation such as the reality of marginalised groups? How would someone with a physical disability score?

VI. Discussion in small groups (20 minutes)

Participants are invited to go back to their groups. Their task is to discuss in the next 20 minutes in small groups regarding the topic: Our different aspects, principles and methodology of NFE and its relation to the inclusion among mainstream and different abilities' youngsters. In this 20 minutes, someone should take notes of key outcomes of the discussion to share in the plenary in the next part.

VII. Sharing in plenary (25 minutes)

All groups join the plenary to share the outcomes of their discussion on principles and methodology of NFE that they use to include mainstream and different abilities' youngsters in their activities. Each group has maximum 5 minutes to share and if they have relevant links or resources, they afterwards share with all participants.

Materials needed: A4 and A3 papers, flipchart papers, Fishing material (we improvise); Papers with fish format, Glue, Papers for statements from groups, markers, post-it notes, coloured pencils, pens, laptop, projector.

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 cycle – material for Theoretical input; Source: Mcleod, S. (2017, February 5). Kolb's Learning Styles and Experiential Learning Cycle. Simply Psychology. <https://www.simplypsychology.org/learning-kolb.html>
- Johari window model – material for Theoretical input; Source: A. (2014, July 10). The Johari Window Model. Communication Theory. <https://www.communicationtheory.org/the-johari-window-model/>

Recommendations for future trainers multiplying this session:

- Trainers should explain the Fish-Bowl methodology in detail for participants to act accordingly during the discussion and contribute to the topics discussed.



Overview of sport methodology (including Competition & Teamwork through sports, etc.), inclusion of people with disabilities through sports

Session Title: Overview of sport methodology (including Competition & Teamwork through sports, etc.), inclusion of people with disabilities through sports

Duration: 180 minutes

Background:

A common element that sport methodology and NFE programmes have is the interactivity requirements within the team and the engagement of each individual participating. Sport methodology consists of teamwork but also competition through the activities. In order for participants to experience and conduct sport methodology for inclusion of people with disabilities in the future, it is important that after covering NFE methodology to have an overview of sport methodology as well. This will help them to understand the connection and develop more the inclusion aspect in sports. This session comprises of different methods that support the learning and understanding of the mentioned methodologies and also other aspects such as competition and teamwork, as well as different components of sport training: Physical; Technical; Tactical; Psychological component; Sports Performance.

Aim of the session: To understand sport methodology and its components as well as its integration in NFE inclusive activities for people with disabilities.

Objectives:

- To understand the training methodology and components of sport activities;
- To learn about the importance of reflection on sport activities;
- To explore the aspect of competition and teamwork;
- To discuss the integration of sports in the NFE inclusive activities.

Competences addressed:

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

Methodology and methods:

- Theoretical input;
- World café;
- Presentation and Discussion.



Session flow:

I. General methodology of sport activities (20 minutes)

The trainers start the session with general explanation on the methodologies of sport activities. Different activities and projects they or their partners organised are presented in order to provide participants with practical examples. This part takes approximately 15-20 minutes. Then, the trainer invites participants to reflect on the previous session of NFE methodologies and explains their importance to learning/teaching sports with a focus on young people with disabilities.

II. Reflection after sport activity (20 minutes)

After the input on general methodology of sport activities, the trainer emphasises the importance of reflection after completing a sport activity. The self-reflection and the team reflection are introduced as important steps in the sport methodology. Then, the trainers provide examples and instructions according to the Bridge Athletic – Sport science (2016) of how reflection can be done:

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.⁵

III. World Café – components of sports training (60 minutes)

The next part of the session consists of small group work designed with the methodology of World Café that requires switching from one table to the other to discuss and experience different topics and give contribution. Participants are divided into 5 small groups and each group joins one table which has one of the topics below:

- Physical component (motor abilities: Force, Endurance, Speed, Coordinative and Flexibility abilities);
- Technical component (Fundamental skills and Sports skills through motor learning);
- Tactical component (Strategy and Tactics; conducting sports contest on a purposeful basis);
- Psychological component (Personality: Temperament, Motivation, Character Qualities and Attitudes);
- Sports Performance (Somatic, Fitness, Technical, Tactical and Psychological factors).

Their task is to use 15 minutes as a group to discuss on the given topic and write their contribution in the flipchart papers. Afterwards, the trainer gives the sign for each group to switch to the next table and contribute there to the following 10 minutes. They are instructed that 1 person should remain all the time

⁵ Sport science: <https://blog.bridgeathletic.com/sports-psych2-the-skill-of-reflecting>



at the original table as the moderator for other groups. The switching rounds happen 3 more times until each group visits all other tables.

IV. Groups work completion and preparing for presentations (20 minutes)

All participants are invited to take 20 minutes to go back in their original group to check on the input of their designated task/component, and finalise it as ready for presenting.

V. Presentations and Discussion (60 minutes)

Groups join the plenary room to present their work. The trainer announces 5 minutes presentation for each group, followed by 5 minutes of questions and answers. Then, in the last 10 minutes, the trainer adds the following question for discussion:

- How can certain sport activities be integrated into NFE programmes based on your experience/knowledge?

Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

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>



Session Title: Sport for all!

Duration: 180 minutes

Background:

After the gained knowledge and understanding of different methodologies and concepts, participants have come to a point to explore different approaches to inclusive sport, or sport for all. Moreover, it is important to also touch historical moments of Sport for All! as a methodology that aimed inclusion of different abilities' people. This session comprises of case study analysis, research, and different group work methods that strengthen the capacities of participants in inclusive sport activities, as well as reflect on existing practices in their countries. The organisation of this session is of high importance as participants get equipped with general knowledge and exploration of existing practices before moving into new idea generation for their community and expand their knowledge into other elements of sport methodology in NFE and youth work for inclusion of different abilities' youngsters.

Aim of the session: To motivate participants in creating inclusive sport activities with different abilities' youngsters through their empowerment in the topic and exploration of historical moments and existing practices.

Objectives:

- To understand the concept of Sport for all and historical moments and policies connected to it;
- To create space for research on different approaches in inclusive sports;
- To explore and reflect on existing practices in the local community promoting inclusive sports;
- To promote teamwork and cooperation when developing sport work for inclusion of different abilities' youngsters.

Competences addressed:

- Teamwork;
- Communication and collaboration;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Research and analysis;
- Critical thinking.

Methodology and methods:

- Theoretical input;
- Research – small group work;
- Video screening;
- Group reflection;
- Presentation and Discussion.





Session flow:

I. Theoretical input – Historical development of the Sport for All! (20 minutes)

The first part of this session starts with a theoretical input by the trainer on the conceptualisation of ‘Sport for All!’. The prepared presentation by the trainer consists of historical development of Sport for all, and the 1975 “Policy of Sport for All” as the official beginning to identify sport as a spontaneous activity which should be free to everyone and promoted by all government agents. Then, the trainer introduces participants briefly to the three strategies that facilitate the development of Sport for all and informs them that they will be explored in the next part of the session.

II. Research and analysis – small group work (40 minutes)

Participants are divided into three smaller groups. The trainer announces that in this part they will have the chance to further explore the three common strategies that were introduced previously, in order to have clearer understanding of them for future use. Specifically, each group has to cover one of the following strategies in the next 40 minutes:

1. The Structural Intervention Approach - indicates sport as an essential element and being placed into the society as a part of the social life.
2. The Life Competency Approach - indicates different perspective that development of sport related behaviour belongs to the choice of individual.
3. The Quasi-Autonomy - indicates the desire to locate some health elements as essential components for active living and the appropriate outcomes in active living is reinforced with awards, financial support or other social means.

III. Presentations of the findings (40 minutes)

When groups are done with the work, they join the plenary for a short presentation of their findings. The trainer gives each group an approximate time of 5-7 minutes to present and opens the space for questions and comments afterwards.

IV. Case study and Video screening – Uniting the movement (20 minutes)

Participants are introduced to the case of Sport England – Uniting the movement that promoted inclusive sports. The trainer shows their website in the screen and the programmes they offer. Then, a 2-minute video screening takes place for a better visualisation of their work. Participants are invited to share comments and impressions after the video.

V. Group reflection - Successful stories of Sport for All in our community (20 minutes)

The trainer invite participants to join their country groups for this activity. They are invited to use the next 20 minutes to reflect in groups on successful stories of Sport for All in their communities and countries and prepare for the next part to present/share.

VI. Sharing successful stories: Sport for All in our communities (40 minutes)

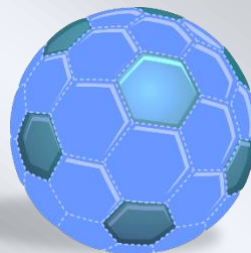
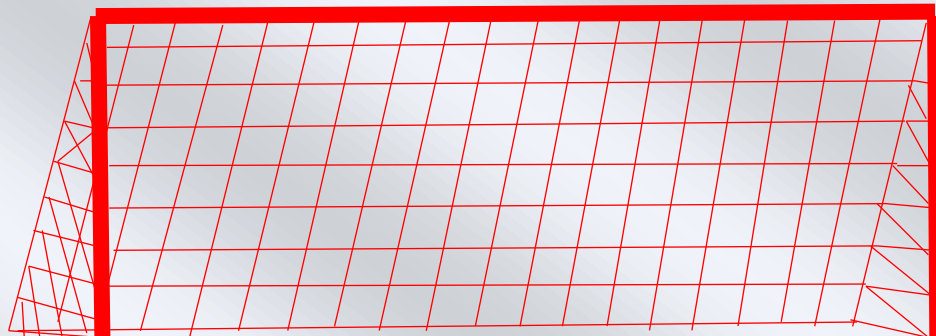
The groups join the plenary to share the successful stories from their communities/countries that promote inclusive sports. Each group has maximum 5 minutes to share, and then other groups comment or ask questions.



Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

Background documents and further reading:

- RESOLUTION (76) 41 ON THE PRINCIPLES FOR A POLICY OF SPORT FOR ALL: <https://rm.coe.int/09000016804de707>
- Ilse Hartmann-Tews (1999) The idea of sport for all and the development of organised sport in Germany and Great Britain, Journal of European Area Studies, 7:2, 145-156, DOI: <https://doi.org/10.1080/02613539908455854>
- 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
- Case study – Sport England: <https://www.sportengland.org/why-were-here/uniting-the-movement>
- Uniting the movement – video link: <https://youtu.be/AK0sWgzoB8M>





Mental & physical development through sports and youth sport work

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

Duration: 180 minutes

Background:

Sport activities do seem to be quite interactive and fun for the participants. However, the benefits of these activities are numerous since sport activities first contribute to physical development of an individual and indeed to mental health. Each sport activity supports individuals to have a goal set in the beginning of the game, to be a team player, to think analytically and critically, think creatively to achieve the goal, to take a risk, and so on. With the integration of education, sport activities are also education in the youth sport work programmes. This also includes: building a positive attitude; being good with managing time and stress; being inclusive and respectful towards the others; to communicate and have conflict management skills; and more. Besides these, there are also more benefits to sports and youth sport work that need to be promoted to a wider community in order to pursue more sport activities and promote inclusive sport work programmes for different abilities' youngsters. This session focuses in highlighting the mental and physical development through sports and youth sport work while also paying attention to the integration of NFE elements.

Aim of the session: To strengthen participants' knowledge on the mental and physical development and benefits through sport activities as well as highlight the importance of education elements integration for inclusive youth sport work.

Objectives:

- To discuss and explore the mental and physical benefits that sport activities have;
- To further promote the connection of NFE to sport activities;
- To highlight the importance of teamwork and communication in sport work;
- To discuss on potential recommendations for using sport and outdoor methods in NFE and youth work.

Competences addressed:

- Communication;
- Conceptualising skills;
- Analytical skills;
- Team work and collaboration;
- Research;
- Social and civic competences.

Methodology and methods:

- Group work;
- Presentations and Discussion;
- Barometer exercise;
- Brainstorming.



Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session with a short introduction on the benefits of sport activities and how it impacts one's attitude, certain skills development and positive attitude towards life and work. He/she emphasises the importance of developing educational youth sport activities and presents the focus of the session and of the working day on this topic.

II. Group work – development of individuals through sport activities (60 minutes)

Participants are divided into two groups for this part of the session. They have to complete a task within the next 40 minutes which is about researching or sharing their knowledge/experience in the given topic. The topics for the groups are:

- Personal development on physical level of individuals through sport activities within schools, sport clubs and youth clubs/organisations/associations;
- Personal development on mental level of individuals through sport activities within schools, sport clubs and youth clubs/organisations/associations.

They join their group and find a desk to work on. The trainer emphasises that since the groups are bigger, it is important that they use first minutes to share/exchange knowledge and then write the input in the flipchart paper. After 40 minutes of work, the trainer asks participants to switch topics. At this point, each group reads the input put from the other group, discuss on the topic and adds their input afterwards. They have 20 minutes to accomplish this task.

III. Presentation of group work and discussion (30 minutes)

The trainer invites each group to take their original topic and review the content for 10 minutes and prepare for a short presentation. Each group has 5-7 minutes to present the input in the topic, and a short Q&A session takes places afterwards.

IV. “Where do you stand” on NFE (30 minutes)

The trainer accents once again the importance of educational sport activities and how NFE can be easily integrated in these activities due to the level of interaction it holds. In order to further discuss the issue, participants are invited to stand up for a short activity that requires reflection and discussion. The trainer gives instructions that in the next 20-30 minutes he/she is going to say few statements and they have to think and decide to what level they agree with each statement. They are informed that one side of the room represents the Agreeing point while the other side the Disagreeing point. Participants move accordingly based on the level of agreeing/disagreeing with the statements. After reading the statement, the trainer asks participants to discuss on their decision. The following statements can be used for this activity:

- NFE is about learning through attractive and fun activities.
- In NFE the learners have the power.
- In NFE participants learn mainly from each other.
- In NFE process is more important than its outcome.
- Main goal of NFE is to increase young people's employability.
- In NFE there is no need for certification.



V. Brainstorming - Recommendations for using sport and outdoor methods in NFE and youth work (35 minutes)

Participants join the plenary for a discussion facilitated by the trainer on how NFE and youth work is connected to sport and outdoor activities. The discussion focuses on what kind of benefits or challenges one might have when using sport methodologies in youth work programmes. From this discussion and brainstorming, in cooperation with participants, the trainer drafts several recommendations for using sport/outdoor methods in NFE and youth work.

VI. Wrap-up of the session (15 minutes)

After the discussion, the trainer wraps-up the session by asking the following questions:

- What are formal, non-formal and informal learning? How can we define them in a way that's understandable for everyone?
- Why and how is the sport beneficial for individual's physical development?
- Why and how is the sport beneficial for individual's mental development?



Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

Background documents and further reading:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>

Recommendations for future trainers multiplying this session:

- When participants are working in smaller groups on personal development of individuals through sport activities, it is recommended that the trainers check the groups from time to time and remain available in case participants have questions to ask.
- During the barometer exercise, the trainers should advise participants not to stand in the middle as "neutral" position, but rather to be able take a decision.





Aims and objectives in using sport methodologies with youngsters with disability

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

Duration: 180 minutes

Background:

As participants have had the chance to go through different aspects that support and promote the inclusion of different abilities' youngsters, they are already at a place when they should focus more on how to aim addressing these needs through youth work. It is known for a fact that sport activities have a positive impact on everyone's lives, and it goes the same for youngsters with disabilities. Therefore, it is important that participants reflect on the needs of youngsters with disabilities and create aims and objectives of future programmes that address these needs. This session is especially focused on this issue and consists of different interactive methods and theoretical input to successfully cover this aspect when using sport methodologies with youngsters with disability.

Aim of the session: To strengthen participants' competences on the development of aims and objectives for future sport programmes through needs assessment of youngsters with disabilities and relevant aspects supporting their inclusion and learning.

Objectives:

- To reflect and discuss on the needs of different abilities' youngsters by taking into account the learning from previous sessions;
- To introduce participants with the framework of international classification of Functioning, Disability and Health;
- To understand the importance of defining aims and objectives of sport methodology activities by addressing the needs of youngsters with different abilities;
- To use the knowledge gained in identifying potential aims and objectives for using sport methodologies with youngsters with disability.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Analysis and research;
- Presentation.

Methodology and methods:

- Brainstorming;
- Theoretical input;
- Small group work;
- Presentations and Discussion.



Session flow:

I. **Introduction to the session (10 minutes)**

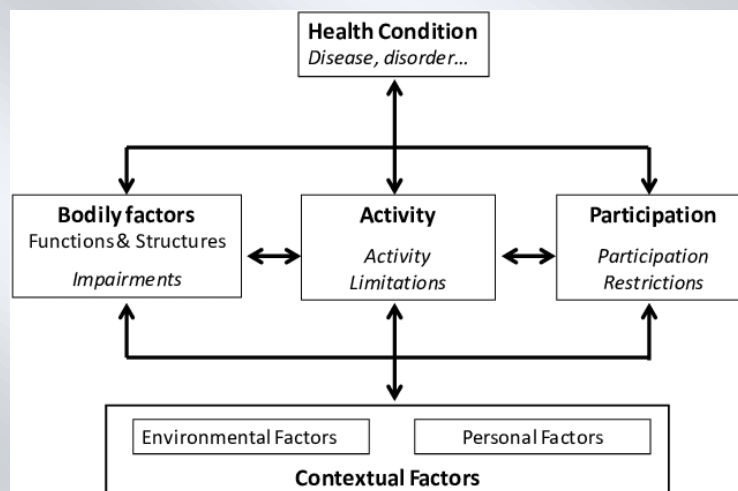
The session starts with a short introduction on the importance of establishing specific, clear and measurable aims and objectives when developing any new projects. The trainer informs participants that in this session they have the chance to reflect on the learning from the previous sessions that helps them to understand better their community and think about creating new projects for them.

II. **Self-reflection and Brainstorming: different needs of youngsters with disabilities when using sport methodology (30 minutes)**

Everyone is in the plenary room sitting in a circle. The trainer invites participants to use the next 5-10 minutes to reflect on what they learned during the previous sessions relevant to the needs of different abilities' youngsters. They can write key points in small pieces of paper or sticky notes. The trainer invites few participants to volunteer in sharing in the plenary afterwards. Then, the trainer opens a brainstorming session on the needs of youngsters with disabilities when using sport methodologies. Participants are invited to give their contribution, while the trainer writes in the flipchart their input.

III. **ICF (international classification of functioning – theoretical input (30 minutes)**

The trainer introduced participants to the International Classification of Functioning, Disability and Health (ICF) which is a framework for describing functioning and disability in relation to a health condition (WHO 2001). This model provides a common language and framework for describing the level of function of a person within their unique environment. Then, through screening, the model is presented in a visualised version through the picture below and followed by definition and other theories relevant to properly understand it.



Picture 1: the ICF Framework, Source: Adolfsson, Margareta. (2022). Applying the ICF-CY to identify everyday life situations of children and youth with disabilities.

- 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, which 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
- 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 session⁶

IV. Defining potential aims and objectives in using sport methodologies with youngsters with disabilities (60 minutes)

After the input by the trainer, participants are divided into 4 small groups for this part. When everyone joins their group, they are instructed to think about the needs discussed previously in this session, and of the reminded theoretical concepts of youth work, NFE, sports, sport for all and potential mental and physical development through sports. They use 15 minutes for this. Then, based on this discussion they have to define potential aims and objectives in using sport methodologies with different disability groups of youngsters with different abilities. They use 40-45 minutes for this and prepare for a presentation in the plenary.

V. Presentations of work and discussion for future development of activities (50 minutes)

All groups join the plenary for a short presentation on their work. Each group has 5 minutes to present, followed by 5 minutes of Q&A. Then, the trainer closes the session by giving feedback to each group.

Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

Background documents and further reading:

- Material for theoretical inputs on disability: [https://www.physio-pedia.com/International_Classification_of_Functioning,_Disability_and_Health_\(ICF\)](https://www.physio-pedia.com/International_Classification_of_Functioning,_Disability_and_Health_(ICF))
- Materials for theoretical inputs on disability: <https://www.who.int/classifications/icf/en/>
- Material for applying ICF for different life situation of people with disabilities: Adolfsson, Margareta. (2022). Applying the ICF-CY to identify everyday life situations of children and youth with disabilities.
- 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_SampeICFChart.pdf

⁶ World Health Organization. (2002). Towards a Common Language for Functioning, Disability and Health ICF. World Health Organization. <https://cdn.who.int/media/docs/default-source/classification/icf/icfbeginnersguide.pdf>



Recommendations for future trainers multiplying this session:

- It is essential that the trainers are prepared and have advance knowledge of the ICF and of the relevant concepts, in order to provide participants with reliable and clear information. Also, it is important that participants are not informed with in-depth information at this stage, but rather get links or materials for them to explore in later stages after understanding the basics.



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

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

Duration: 180 minutes

Background:

While the inclusion of youth with disabilities is a must and is constantly promoted through youth work as well as youth sport work, it is important that mutual activities are organised for better impact. This also calls for development of competences for both - youth with and without disabilities in the societies. The physical activities usually are organised in different parks, outdoor public/private spaces, at home, schools, work and so on. At the same time, young people lack satisfactory participation in these activities, therefore, it is needed to include them as well in competence development and organise mutual activities with all young people in the communities we work. This session focuses on reflecting to the above-mentioned facts and realities, while promoting the gain of new competences through sport activities for youngsters with disabilities and mainstream youngsters.

Aim of the session: To understand the importance of mutual and inclusive activities as well as of competence development for all youngsters (mainstream and with disabilities) for inclusive youth sport work programmes.

Objectives:

- To create space for sharing the European realities on youth participation in outdoor activities;
- To discuss on the importance of competence development when organising inclusive sport work activities;
- To explore and analyse the needs and competences to develop for mainstream youngsters and youngsters with disabilities;
- To promote teamwork and collaboration for mutual activity development.

Competences addressed:

- Literacy competence;
- Teamwork;
- Creative expression;
- Problem solving;
- Communication;
- Collaboration;
- Social inclusion.

Methodology and methods:

- Input;
- Interactive exercise;
- Silent floor brainstorming;



- Group discussion;
- Presentations.

Session flow:

I. Fact check and introduction (15 minutes)

The trainer opens the session by presenting participants different facts and statistics by Eurobarometer on the sport and physical activities. Then, he/she introduces them to the agenda for the session and the focus for the work.

II. Teach me something in 2 minutes (30 minutes)

Participants are invited to form pairs for this activity. They use the first minutes to just tell each other something about themselves, whatever they want to share/teach. Then, they are instructed to change pairs, and tell the exact same things that they told the other person but with an obstacle set/decided by the trainer. This could be using only gestures or being blindfolded and so on. This process is repeated several times. Then, the trainer invites everyone to join the plenary and starts a debriefing by asking the following questions:

- What have you learned during this process?
- Which part did you enjoy more, the teaching or the learning from the other person?
- How did you feel when you had obstacles in communication? How did you express your skills and competences to the other person?

III. Discussion in pairs – competences needed for developing inclusive sport work activities (20 minutes)

Participants are invited to join their original pairs again for this part. Their task is to discuss in pairs for the next 20 minutes on what could be the needed competences for developing inclusive sport activities. They are advised to also take into consideration the discussion points from the previous part.

IV. Sharing in plenary and sorting the competences (30 minutes)

When all pairs are done with the discussion, the trainer invites them to share in the plenary their list of competences. Then, together with the help of everyone, they sort these competences in different categories in several flipchart papers. The trainer adds more competences in the lists, if there is something needed to be added.

V. Silent floor brainstorming – exploring competences (30 minutes)

The trainer puts flipchart papers with the names of different competences from the previous activity. Participants are invited to use the next 30 minutes to do a silent brainstorming by visiting individually each paper and put their contribution on each competence. Specifically, their contribution should be related to the following:

- Importance of developing those competences;
- Explanation to the meaning of this competence;
- The relation of this competence to youth sport work activities.

VI. Presentations and discussion (55 minutes)

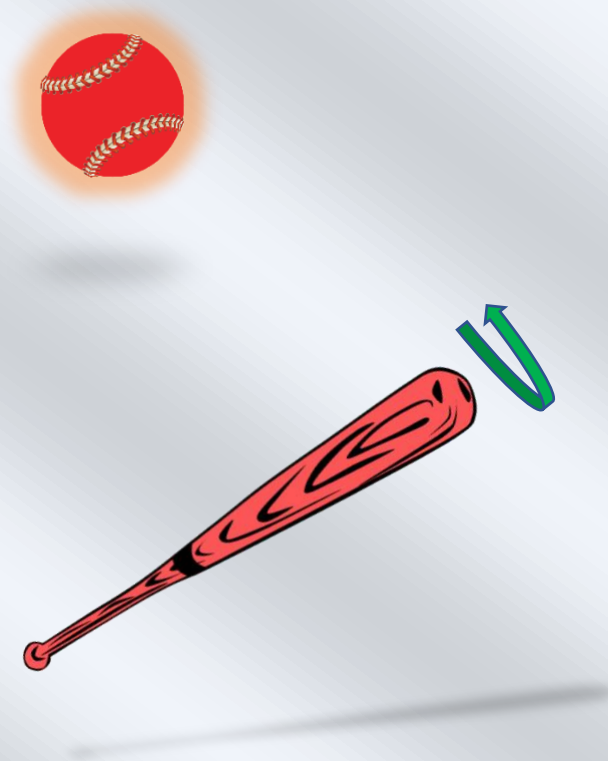


Participants are divided into small groups, depending on the number of flipchart papers. Each group takes 1 flipchart paper and is instructed to use 15 minutes to analyse the content put from the previous activity and summarise it for presentation. Then, each group starts presenting in 5 minutes the content, while others can add afterwards.

Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

Background documents and further reading:

- The 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





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

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 is an important element in youth/sport activities. However, it can be 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 for the participation of people with disabilities;
- 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 disabilities;
- 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.⁷

Having all these factors in mind, leads to understanding that there should be inclusive spaces prepared in order to have higher participation and mutual activities with youngsters with and without disabilities. During this session, participants will have the chance to practice inclusive settings and learn about it more to better understand its importance and act accordingly for future project implementation in their communities.

Aim of the session: To learn about setting inclusive spaces and use practical methods for competence development of participants when working with young people with disabilities in their communities.

Objectives:

- To introduce participants to quality preparation of settings of inclusive spaces and materials when working with young people with disabilities;
- To further promote social inclusion through sport methodologies in youth work;
- To understand the obstacles young people with disabilities face through practical exercises.

Competences addressed:

⁷ BBC - Disability, barriers and encouraging inclusion in sports:
<https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/4>



- Literacy competence;
- Teamwork;
- Creative expression;
- Problem solving;
- Communication;
- Collaboration;
- Social inclusion.

Methodology and methods:

- Theoretical input;
- Setting inclusive games outdoor/indoor;
- Interactive sport game;
- Debriefing.

Session flow:

I. Theoretical input on Setting Inclusive Spaces (20 minutes)

The trainer starts the session with input on the importance of inclusive spaces when developing youth work activities. He/she has prepared a presentation that includes the introduction of a four-element model for identifying and addressing each participant's needs in an activity depending on his/her skills. The four elements of improving physical conditions, making new friends, having fun, and experiencing healthy condition for setting inclusive spaces are explained in detail.

II. Capture the flag – Prepare your Game setting and your role players (60 minutes)

Participants are divided in 2 teams. One team is called Team A and the other Team B. The trainer explains that they have to play the "Capture the flag" game and has prepared specific instructions for each team. Moreover, the trainer emphasises that during this part they only have to deal with preparing the game and defining their roles as players. The instructions for each team are explained below.

A-Team has 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 has some impairments or disabilities. In specific:

- 1 participant with visual impairments;
- 1 participant with hearing 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, etc.) 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 who 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 have some impairments or disabilities. In specific:

- 1 participant with visual impairments;
- 1 participant with hearing 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 who 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!⁸

III. 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 where 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 indoor and then B-team plays indoor (each game lasts 30 minutes). During the gaming phases one rule should be introduced:

Participants who 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 seem more realistic.

IV. Debriefing (20 minutes)

After the game, the trainer invites everyone to join the plenary for a short debriefing on the game and the topic. The following question are used for this part:

- What did you feel or think during the game?
- What kind of obstacles did you realise during the game outdoor?
- What kind of obstacles did you realise during the game indoor?
- Which option would you prefer in the future when organising this game?
- What would be your strategies to create/remove obstacles for this game and how would you promote inclusion?

⁸ This activity is adapted from the Curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters”; Source: Xhemajli, B., Matorčević, D., Taddia, E., Katinić Vidović, M., Cerkez, A., Matorčević, M., & Pasuj, Z. (2021). Curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters”. Youth Power Germany e.V. https://eng.youth-power.org/wp-content/uploads/2021/03/O2_EN_O2.pdf



Materials needed: Game strip, ropes, flipcharts, rope, flags, A4 papers, pens and pencils

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/>
- Curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters, Source: Matorčević, D., Xhemajli, B., Taddia, E., Katinić Vidović, M., Cerkez, A., Matorčević, M., & Pasuj, Z. (2021). Curriculum “Training youth workers and sport trainers in using sport methodology for inclusion and interaction of different abilities’ youngsters”. Youth Power Germany e.V. https://eng.youth-power.org/wp-content/uploads/2021/03/O2_EN_O2.pdf

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, 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
- When youth workers or sport trainers are designing a sport activity dedicated to people with disability, they should open their thoughts to different typology of disability





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

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

Duration: 180 minutes

Background:

Participants have gone through different concepts of learning, practicing methods and activities during the sessions of this training course. As they are approaching the end of the programme, they should as well reflect on practices they use or activities/games that are popular in their communities and see whether these activities are inclusive or not. The focus of this session is to design existing practices as inclusive ones so that everyone in a community can experience them in the future. In this way, participants will better understand the importance and learn how to adapt a certain activity for different target groups and especially for different abilities' youngsters. In this session, the focus will be mainly on the sport methods and outdoor activities.

Aim of the session: To reflect on and share sport methods and games/outdoor activities from local communities and find ways to adapt them when working with different abilities' youngsters.

Objectives:

- To discuss and share sport/outdoor activities and games from different communities and cultures;
- To further strengthen the participants' knowledge of the inclusion of different abilities' youngsters;
- To learn how to adapt original activities/games to inclusive 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 session by giving participants instruction for the task that includes the contribution and participation from everyone. It is explained to them that in the following 60 minutes, they should work in their national groups and discuss about games and sport activities that are common and popular in their countries, or even those that they used to play during their childhood. They should make a list and then decide on 3-4 of those to explain and present in front of the other participants. Later on, they also practice some of them.

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

Participants are invited to be in national groups for this task. The trainer gives them all needed materials for the work. In a flipchart paper, they write key information about activities/games chosen. This includes: 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 group starts first by presenting shortly the games and then practicing together with other participants. Groups are advised to be patient and explanatory when introducing the game to other participants who did not play this game/activity before. After each activity/game a short discussion is facilitated by the trainer on how this activity/game can be adapted when working with different abilities' youngsters.

Materials needed: Flipchart papers, A3-A4 papers, pencils and pens, markers, other specific materials needed for organising the games – group's needs.

Recommendations for future trainers multiplying this session:

- If this activity is organised during a warmer season, it is better to be in an outdoor space.



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

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: 180 minutes

Background:

The development of different activities and sport ones for inclusion of mixed groups of youth with/without disabilities is indeed an innovative approach for promoting inclusion and diversity. However, this can also result in more challenges that one should take into consideration and try to avoid/minimise so that everyone feels included, respected and has fun, develops his/her learning and competences. In no way, challenges should be discouraging participants to organise something. This session is designed to develop participants' capacities in defining challenges, learning and finding ways to detect and overcome them so that they have successful and inclusive activities in their future programmes for their communities and youngsters with/without disabilities.

Aim of the session: To identify potential challenges when implementing inclusive sport methods for inclusion and interaction of mixed groups of youngsters with/without disabilities and explore ways on overcoming them.

Objectives:

- To identify and discuss potential challenges when implementing sport activities for youngsters with/without disabilities;
- To discuss on potential challenges for involved actors such as partners, participants, local community, and so on;
- To explore and discuss potential ways on overcoming challenges and organising inclusive sport methods for mixed groups of youngsters with/without disabilities.

Competences addressed:

- Teamwork;
- Communication;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Analytical;
- Presentation.

Methodology and methods:

- Snowballing/Pyramiding exercise;
- Small group work;
- Presentations and Discussion.



Session flow:

I. Introduction to the session (10 minutes)

The session starts with a short introduction to the topic and the working methods chosen. The trainer emphasises the importance of organising inclusive activities and reminds participants about the session on setting inclusive spaces and materials when working with different abilities' youngsters.

II. Snowballing/Pyramiding exercise on theme: "Preparation, implementation and evaluation of youth sport work activities for intercultural learning" (70 minutes)

Snowballing (or sometimes can be found as pyramiding) exercise is a group work activity where participants are invited to initially work as individuals on some small task which is also easier. Then with the complexation of the activity, they form 4 small groups, continuing with the third phase when each group joins another (making 2 bigger groups), and ending in the fourth phase with one large group. The instructions given by the trainer for each phase are the following:

- 1st phase – What is acceptance (10 minutes)

Participants are asked to individually reflect on their understanding of "Acceptance". They should write their answer on a piece of paper.

- 2nd phase – Challenges and development of acceptance through sport (15 minutes)

In the 2nd phase, participants form 4 small groups. They are given 15 minutes to discuss in these groups about challenges and development of acceptance through sport. They write the key discussion points in a paper, in bullet points.

- 3rd phase – Stakeholders of youth sport work for intercultural learning (15 minutes)

At this stage, there are only 2 bigger groups formed each by 2 small groups from the previous phase. In the next 15 minutes, each group discusses and writes down the key stakeholders of youth sport work, their role/position and contribution. This should be written on paper.

- 4th phase – Possible Challenges in preparation, implementation and evaluation of youth sport work activities for intercultural learning (25 minutes)

The final phase is designed in a way that both big groups form 1 bigger one where all participants are included and discuss about possible challenges in preparation, implementation and evaluation of youth sport work activities. They also discuss on how these challenges can be overcome, and write their answers on sticky notes, or flipchart.

III. Small group work (40 minutes)

Participants are divided into small groups for this task. They are instructed to discuss about challenges in the perspective of different stakeholders, namely those identified in the previous activity but at this point they have to do a more structural work. The structure is as follows:

- Organisers' 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

Each group prepares a presentation for these different perspectives to share in the plenary afterwards.

IV. Presentation and discussion (60 minutes)

All groups join the plenary for a short presentation on their work. Each group has 5 minutes to present, followed by 5 minutes of Q&A. Then, the trainer closes the session by giving feedback to each group.



Materials needed: A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

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 trough sport”; International sport and Culture association; <http://isca-web.org/files/Coyote.pdf>





Development of the follow-up local sport activities of youngsters with and without disabilities I & II

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

Duration: 180 + 180 minutes

Background:

The gained knowledge in the training course can be further mastered only when it is put in practice. For this reason, this session is designed to develop follow-up local sport activities of youngsters with and without disabilities. During the previous working days, participants went through learning of the main aspects of NFE, youth work, sport methodology, inclusion of youngsters with different abilities, challenges and tips to organise sport activities, and so on. Thus, during this session they are all prepared to put their learning into practice and adapt new activities for the local communities.

Aim of the session: To create space for developing new inclusive sport activities for youngsters with/without disabilities based on the knowledge gained in the programme.

Objectives:

- To reflect on the knowledge gained in the training course and check for potential ways of putting them in practice;
- To discuss about new ideas that are possible to be organised in the local community;
- To develop innovative and inclusive sport activities for youngsters with/without disabilities.

Competences addressed:

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

Methodology and methods:

- Small group work;
- Discussion and reflection.

Session flow:

- I. **Introduction to the task and TSO template for developing a workshop (20 minutes)**



The trainer gives an introduction about the next phase of the session and the task for the participants. They are informed that during this session, they have the opportunity to put the knowledge gained into practice by developing example follow-up workshops / local sport activities of youngsters with and without disabilities. Participants are instructed to work in their country groups. Further on, the trainer presents the template for the outline of the session (TSO) which serves as a guideline for them for the structure of developing their workshops/session/activity and elements/details to pay attention to.

II. Small group work - Development of the follow-up local sport activities of youngsters with and without disabilities (140 minutes)

Participants join their groups and start to discuss potential activities to develop. Then, they start working to create their ideas and the framework for that, before the announced check-in session.

III. CHECK-IN (20 minutes)

All groups join the plenary for a short Check-In session to inform the trainer on their progress and get suggestions from them or other groups. Since the session is short, each group appoints a representative to share their progress.

IV. Continuation of small group work and preparation for the presentations (70 minutes)

After check-in, all groups continue with their work on the development of the workshops for the next 70 minutes, where also the preparation for the presentation takes place. They have to send their completed TSOs to the trainer before the presentations takes place.

V. Presentations, Feedback and Discussion (110 minutes)

All groups join the plenary for presentations. They have 7 minutes, maximum, to present their activities and then a short session for questions and comments take place. The trainer take notes during each presentation and after everything is done, they give feedback to each group on what improvements they can do.

Materials needed: TSO template to be printed and/or to be shared electronically, A4 and A3 papers, flipchart papers, markers, post-it notes, coloured pencils, pens, laptop, projector.

Recommendations for future trainers multiplying this session:

- The trainers should be all the time available to assist and help participants. It is recommended that occasionally they visit the working space of each group to check if they need some support. The Check-In sessions are very short to address the needs of each group.



Youthpass, Evaluation and Closure

Session Title: Youthpass, Evaluation and Closure

Duration: 150 minutes

Background:

This is the last session of the programme that allows participants to reflect on their whole experience during the training course days. This includes participants' energy and teamwork, trainers' contribution and support, organising team's support and organisation of the whole process, as well as other logistics and relevant issues. This session is also a reflection for all involved parties in order to continue with the good work or improve certain aspects. It comprises of different methods in order to ensure the full participation of each participant and creative expression for evaluation. Moreover, this session is also designed to round up the process of Youthpass certification, reflection and the distribution of those to participants.

Aim of the session: To reflect on the training course and use different methods to evaluate the programme, support, and the overall experience.

Objectives:

- To go through the working days and reflect on the learning goals and expectations set;
- To evaluate the working methods and activities;
- To conduct the final evaluation of the whole programme and the trainers' input;
- To complete the Youthpass certificate ceremony;
- To use different written, visual, and verbal methods for evaluation.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Mathematical competence and competence in science, technology and engineering;
- Literacy competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Self-reflection;
- Group evaluation;
- Individual evaluation;
- Certification – Youthpass;
- Evaluation through visual, verbal and written methodologies.



Session flow:

I. Looking back through the days and implemented activities (20 minutes)

Participants are invited to go through the programme with the help of the trainer, in order to be reminded on the whole work and get helped with the evaluation. They also go through expectations set in the first day and reflect whether these expectations were met.

II. Self-reflection on the individual learning process (10 minutes)

At this stage, participants are invited to use the next 10 minutes for a short self-reflection on their individual learning and objectives.

III. Youthpass ceremony and filling in the certificate (50 minutes)

Participants fill in the information and evaluation in Youthpass. Then, through a small ceremony, they receive the first part of the Youthpass certificate with their personal data and confirmation that they attended the programme fully.

IV. Written evaluation form – online (30 minutes)

Participants are provided with the link of the written evaluation form, which is created in advance by the organising team. The link is shared in social media or email, and they are given 30 minutes to complete it.

V. Visual evaluation form – “pizza” (15 minutes)

After written evaluation, participants are invited to go use visual evaluation form by using pizza shape drawn on the big flipchart paper in order to evaluate different aspects of the activity. Each slice represents an aspect, and participants can be creative with drawings or words to evaluate it.

VI. Final verbal evaluation and the closure of the event (25 minutes)

In the end, there is space for final words by participants, trainers, and organising team to share in the plenary, closed with a group photo and a big group hug.

Materials needed: pens, pencils, markers, flipchart papers, drawn pizza shape on the flipchart paper, printed Youthpass certificates, created online written evaluation form, laptop, projector, speakers.

Recommendations for future trainers multiplying this session:

- It is important that there is a stable internet connection at the working room for participants to access the written evaluation form, as well as to ensure that everyone has a device to access it.
- It is recommended to play some music while participants fill in the evaluation forms in order to create some relaxing atmosphere for participants.
- The trainers should pay attention to time and ensure that participants complete their evaluation forms without rushing.

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