



Curriculum

“TRAINING OF YOUTH WORKERS
IN SUPPORTING THE SOCIAL INCLUSION
OF YOUNG PEOPLE WITH DISABILITIES
IN LEISURE AND OUTDOOR ACTIVITIES”

TITLE:

Curriculum "Training of Youth Workers in Supporting the Social Inclusion of Young People with Disabilities in Leisure and Outdoor Activities"

PROJECT:

"Fostering Inclusive Social and Leisure Activities for Young People with Disabilities", funded by Agenzia Italiana per la Gioventù, the Italian National Agency for the Erasmus+ programme.

Project partners are:

- Fondazione Don Giovanni Zanandrea Onlus, Italy
- Changing myself... I change the world!, Greece
- SONCEK Zveza drustev za cerebralno paralizo Slovenije so.p., Slovenia
- Active youth in happy Europe (AMUSE), Serbia

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ABOUT THE PROJECT

Project title: “Fostering Inclusive Social and Leisure Activities for Young People with Disabilities”

Despite significant efforts in recent years, people with disabilities continue to face significant obstacles that limit their participation in social and recreational activities in their community, for numerous reasons.

First, the lack of assistive technologies-which are often not readily available or accessible-significantly hinder the participation of people with disabilities within their community and society on an equal footing with others. A WHO study¹ of 35 countries reveals that access to assistive technologies varies from 3 percent in the poorest nations to 90 percent in wealthy countries, identifying some key barriers in accessing assistive technologies as lack of awareness, affordable prices, services, and inadequate quality, variety and quantity of available products. This has serious consequences in the lives of people with disabilities, given that assistive technologies have not only a positive impact on the health, well-being, participation, and inclusion of people with disabilities, but – especially for children and youth with disabilities – they play a key role in their development, access to education, participation in sports, and social life like their peers.

In addition, the persistence of attitudinal and cultural barriers such as negative attitudes, fear, and prejudice on the part of youth organisations, parents, and the trainers of people with disabilities themselves constitute a significant obstacle to their participation in social and recreational life in the community. Going into the specifics of sports, several studies^{2,3} show that sports trainers and educators often lack the necessary knowledge and skills to adapt activities to the specific needs of young people with mental disabilities. Lack of professional preparation, equipment, programming, and time means that sports trainers – who, if well prepared, could play a facilitating role in the social and sports inclusion of people with disabilities – risk becoming an additional barrier to their full participation⁴.

These obstacles, combined with the often-high cost of sports activities, the difficult accessibility of many sports complexes and facilities, and the architectural and natural barriers that can be encountered⁵ cause the systematic exclusion of people with disabilities from physical, sports, and recreational activities.

¹ World Health Organization & United Nations Children's Fund (UNICEF). (2022). Global report on assistive technology. World Health Organization. <https://iris.who.int/handle/10665/354357>

² Badia, M., Orgaz, B. M., Verdugo, M. A., Ullán, A. M., & Martínez, M. M. (2011). Personal factors and perceived barriers to participation in leisure activities for young and adults with developmental disabilities. *Research in Developmental Disabilities*, 32(6), 2055–2063. <https://doi.org/10.1016/J.RIDD.2011.08.007>

³ Lieberman LJ, Houston-Wilson C, Kozub FM. Perceived Barriers to Including Students with Visual Impairments in General Physical Education. *Adapt Phys Activ Q*. 2002 Jul;19(3):364-377. doi: 10.1123/apaq.19.3.364. PMID: 28195757.

⁴ Mahy J, Shields N, Taylor NF, Dodd KJ. Identifying facilitators and barriers to physical activity for adults with Down syndrome. *J Intellect Disabil Res*. 2010 Sep;54(9):795-805. doi: 10.1111/j.1365-2788.2010.01308.x. PMID: 20712696.

⁵ Rimmer, James & Riley, Barth & Wang, Edward & Rauworth, Amy & Jurkowski, Janine. (2004). Physical activity participation among persons with disabilities: Barriers and facilitators. *American journal of preventive medicine*. 26. 419-25. [10.1016/j.amepre.2004.02.002](https://doi.org/10.1016/j.amepre.2004.02.002).





Indeed, research indicates that young people with disabilities often lag behind their peers in involvement in such activities^{6,7}, with negative consequences in various areas of life. Indeed, limited inclusion of youth with disabilities in social activities has direct implications for their well-being, mental health, and overall quality of life. As many studies⁸ now show, participation in recreational and sports activities is not only a basic human right but also “a prerequisite for human development with the potential to meet basic social-psychological needs” for people with disabilities. Indeed, recreational activities enhance interpersonal relationships with peers, family and community members, increase the social and learning skills, communication and decision-making abilities of people with disabilities, and overall promote personal growth, self-expression and social integration, which are fundamental to a healthy and fulfilling life. In this regard, it is also very important to explore and find the most congenial sports and recreational activities for the youth with disabilities to ensure their motivation and involvement. To this end, youth workers and sport educators should engage directly with youth with disabilities and their families to develop activities that are as effective and amusing as possible.

It is precisely to address these challenges that the project “Promoting Inclusive Social and Recreational Activities for Youth with Disabilities” was born. By focusing on heterogeneous groups of youths with and without disabilities and focusing on social and recreational activities, the project aims to create an inclusive environment in which differences among participants become strengths and potential barriers to participation become opportunities for learning and growth for all participants. Furthermore, by facilitating interactions between youth with and without disabilities, the project aims-ultimately-to empower and transform the broader community.

Therefore, objectives of the project are:

- Empower youth workers for social inclusion of young people with disabilities through leisure and outdoor activities, through Curriculum and Local Training Courses;
- Empower youngsters and youth workers in expert knowledge and techniques on using leisure, sport, dance and outdoor activities as a way to break stereotypes, through E-Learning platform.
- Exchange good practices and further develop quality strategic partnership among 4 partners from European countries with different relevant realities.

Project activities are:

- A1 – Project Management
- M1 – First meeting
- O1 – Curriculum for the training course "Training of Youth Workers in Supporting the Social Inclusion of Young People with Disabilities in Leisure and Outdoor Activities"
- C1 – National training courses in SI, RS, GR, IT
- M2 – Second meeting
- O2 – e-Learning Platform for inclusion of youth with disabilities into sport, leisure, dance and outdoor activities"
- E1 International conference “FISLAypwd” - GR
- E2, E3, E4 National conferences “FISLAypwd” - RS, SI, IT
- M3 – Evaluation meeting

⁶ Carlon SL, Shields N, Dodd KJ, Taylor N. Differences in habitual physical activity levels of young people with cerebral palsy and their typically developing peers: a systematic review. *Disabil Rehabil.* 2013 Apr;35(8):647-55.

⁷ Frey G, Stanish HI, Temple VA. (2008) Physical Activity of Youth with Intellectual Disability. *Review and Research Agenda*, 25, 95-117.

⁸ Lord, Elisabeth & Patterson, Ian. (2008). The Benefits of Physically Active Leisure for People with Disabilities: An Australian perspective. *Annals of Leisure Research.* 11. 10.1080/11745398.2008.9686789.





At the end of this project, the project partners, as well as other organisations and stakeholders, will have at their disposal more effective tools and more competent staff to engage in inclusive social and leisure activities for young people with disabilities.

Project partners are:

- Fondazione Don Giovanni Zanandrea Onlus, Italy
- Changing myself... I change the world!, Greece
- SONCEK Zveza drustev za cerebralno paralizo Slovenije so.p., Slovenia
- Active youth in happy Europe (AMUSE), Serbia





BACKGROUND OF THE CURRICULUM

The curriculum "Training of Youth Workers in Supporting the Social Inclusion of Young People with Disabilities in Leisure and Outdoor Activities" has been developed as a valuable resource for youth trainers to upskill relevant youth workers' competences systematically. It consists of detailed session designs, practical workshops and recommendations that trainers can use in the education and empowerment of youth workers. It is designed to support the organisation of a 7-day training course that empowers youth workers to foster the social inclusion of young people with disabilities via outdoor and leisure activities of both mainstream and youth with disabilities. To achieve this, the curriculum has been designed keeping in mind the specific needs and challenges of fostering social inclusion for young people with disabilities. It provides a deep understanding and hands-on experience of the best practices, methods, and tools for inclusion through outdoor, dance and leisure activities that youth workers can utilise in their work.

The structure of the curriculum is as follows:

- A brief introductory section that provides background information on the project;
- A section dedicated to specific recommendations for youth trainers who will be delivering the curriculum's training sessions in their own work;
- A detailed 7-day training course schedule, divided into morning and afternoon sessions, including informal evening meetings and daily evaluation periods.

After these introductory sections, the curriculum presents a selection of 14 different sessions, described in detail for youth trainers multiplying this training course for the empowerment of their youth workers. For each session, the following information is provided:

- Session title
- Duration
- Background
- Aim and objectives
- Competences addressed
- Methodology and methods utilised
- Thorough description of the session flow
- List of required materials
- Useful links and additional reading resources
- Specific recommendations for effectively delivering the sessions

This curriculum is designed to equip youth workers with the necessary skills to effectively engage and support young people with disabilities in leisure, dance, and outdoor activities. More specifically, at the end of this training course, youth workers will be able to implement inclusive sport and leisure activities with both mainstream youth and youth with disabilities, because of the extensive competences they will gain on a wide range of topics, including:

- Understanding different types of disabilities and their corresponding needs;
- Understanding specialised approaches for working with youth with mental disabilities;
- Understanding the role of youth workers in facilitating inclusive leisure, dance, and outdoor activities;
- Integrated and adapted sports;
- Accessible dance and movement techniques;
- Outdoor adventures that are inclusive and accessible to all individuals;
- Fostering positive attitudes and empathy among mainstream youth towards the inclusion of youngsters with disabilities;





- Fostering lasting friendships, and building inclusive communities within leisure, dance, and outdoor activity settings;
- Celebrating diversity and acknowledging achievements within sport and leisure activities;
- Understanding tools for evaluating the impact of inclusive practices;
- Developing action plans.

The specific objectives of the curriculum are:

- To introduce participants to the training course programme and set the basis for the quality group work.
- To enable participants to understand the diverse needs of individuals with disabilities and the importance of creating inclusive environments that support their social and learning needs.
- To equip participants with the knowledge and tools to effectively support the holistic development of youth with mental disabilities, by focusing on the importance of individualised approaches and learning styles.
- To enable participants to understand and develop skills for creating inclusive leisure programmes for youth with disabilities, while also encouraging collaboration and the creation of inclusive environments.
- To empower participants with the necessary knowledge and skills to organise inclusive sport programmes for youth with and without disabilities, by learning the main theoretical features of Integrated Sports and gaining direct practical experience.
- To empower participating youth workers to prepare and organise quality dance and movement activities with young people with disabilities.
- To empower and encourage youth workers for organising quality inclusive outdoor activities and experiences with youngsters with disabilities.
- To provide participants with practical and theoretical tools on body-centred approaches (such as mindfulness, dance and contact improvisation) to foster self-acceptance, understanding, empathy and inclusion.
- To equip participants with the skills and knowledge to facilitate meaningful interactions and foster lasting friendships between mainstream individuals and those with disabilities through inclusive physical activities.
- To equip participants with the necessary skills and knowledge to promote diversity, equity and inclusion in their local communities through leisure, dancing and outdoor activities.
- To inspire participants to recognise and celebrate diversity within leisure activities, particularly in the context of music and voice and to explore methodologies for inclusive engagement of youngsters with disabilities in leisure activities.
- To empower participants with the knowledge, skills and tools necessary to effectively evaluate the impact of initiatives and measure inclusivity success within their youth work with youngsters with disabilities.
- To develop action plans and fact sheets for empowering youth workers in supporting the social inclusion of young people with disabilities in leisure and outdoor activities at the local level.
- To create space for reflection and evaluation of the training course and the learning experience of participating youth workers.

The curriculum and its corresponding sessions/activities have been developed in alignment with the methodologies and principles of non-formal education. As such, the training incorporates a diverse range of interactive learning approaches, including:

- Group work activities;
- Visual presentations;
- Role-play exercises;
- Theoretical input sessions;





- Energiser activities;
- Plenary discussions;
- Reflective and evaluation periods;
- Research-based activities focused on understanding country-specific realities and deepening knowledge on relevant topics.

By adopting these non-formal educational methods, the curriculum aims to foster an engaging, participatory, and experiential learning environment for the youth workers undertaking the training course.





Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and Group building
PM	Different types of physical and mental disabilities and the respective social and learning needs
PM	Reflection and evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Special features in working with youth with mental disabilities
PM	Empowering inclusion – The role of youth workers in diverse leisure activities
PM	Reflection and evaluation of the day
Day 4	
AM	Embracing Integrated Sport – Adapted Sitting Volley
PM	Accessible Dance and Movement
PM	Outdoor adventures for all
PM	Reflection and evaluation of the day
Day 5	
AM	Fostering positive attitudes and empathy of mainstream youngsters for inclusion of youngsters with disabilities
PM	FREE AFTERNOON
Day 6	
AM	Building lasting friendships: Mainstream-Disability collaboration
AM	Building inclusive communities in leisure, dance and outdoor activities
PM	Reflection and evaluation of the day
Day 7	
AM	Celebrating diversity and achievements in leisure, dance and outdoor activities
PM	Evaluating impact: measuring inclusivity success
PM	Reflection and evaluation of the day
Day 8	
AM	Creating a more inclusive society: beyond this training course - action plans
PM	Evaluation and closure of the training course
Evening	"See you again" party
Day 9	
AM	Departure of participants





RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum “Training of Youth Workers in Supporting the Social Inclusion of Young People with Disabilities in Leisure and Outdoor Activities” is designed as an innovative and inspirational tool to equip youth workers with the most up-to-date practices and information, to be easily multiplied by interested entities and youth trainers on the local and European level.

This curriculum has been developed by a diverse team of experts, including educators, trainers, specialists in adapting and promoting leisure, dance, outdoor activities, and sports for people with disabilities, non-formal education practitioners and psychologists. Therefore, much of the curriculum's content draws inspiration from successful best practices that have already been extensively tested in different national contexts. The involvement of this multidisciplinary group of experts and educators ensures the quality and comprehensiveness of the curriculum developed, by specifically addressing the needs of youth with disabilities and by offering relevant recommendations for youth workers to support the social inclusion of the target audience through leisure, dance, outdoor and sport activities.

Educators and trainers who intend to deliver a training course using this curriculum should ensure they possess a satisfactory level of knowledge, skills and attitudes related to the topic of social inclusion through leisure and outdoor activities, as well as a deep understanding of the specific needs and requirements for organising activities with both youth with and without disabilities.

Specifically, to effectively implement the curriculum and deliver a high-quality training experience for the participants, the educators and trainers should pre-emptively acquire adequate expertise and preparedness in the following areas:

- Knowledge and up-to-date information on how to address the diverse needs of persons with disabilities;
- Knowledge of the theoretical information on activity adaptation principles for persons with disabilities, such as individualisation, empowerment, collaboration, universal design, inclusivity, flexibility and safety;
- An understanding of benefits and specificities of integrated sports;
- An understanding of mental and physical health benefits of spending time outdoors;
- Knowledge on body-centred approaches (such as dance, mindfulness and contact improvisation) and understanding of their transformative potential to foster connection, empathy and positive attitudes towards inclusion;
- Knowledge and understanding of practical strategies for promoting inclusivity, cooperation, and friendship through dynamic physical activities;
- Knowledge of methodologies for inclusive engagement in the context of music and voice and understanding of the role of music as a catalyst for unity and the celebration of diversity;
- Knowledge, skills and tools necessary to effectively evaluate the impact of inclusive leisure, dance, outdoor activities and sports initiatives with persons with disabilities;
- Deeper knowledge on how to apply the respective activities and workshops with youth with disabilities at the local level.

Each session outlined in this curriculum includes a list of specific competencies that participants are expected to develop through the implementation of the activities. In addition to these competency objectives, there are specific recommendations listed at the end of each session that are directly tied to the effective, quality and inclusive implementation of the relevant activities. It is strongly advised





that educators and trainers delivering this training course pay close attention to these session-level recommendations. Adhering to these guidelines is essential both to achieve the overall aim and objectives of the curriculum and to create a high-quality, enriching learning environment for all the participants.

To help educators and trainers successfully implement the curriculum, there are several preparatory stages and tips to consider:

Stage 1: Before the training course

- Organisers should share all relevant information regarding participation, contribution and logistics with the participants. It is highly advisable for organisers to develop an application form, to collect all relevant information about the participants and thus can better tailor the implementation of the training course according to the needs of the group.
- In the case of international training courses, participants should be aware and prepared to work with people from different countries, realities, abilities, ethnicities. The sending organisation should raise awareness among their participants about diversity, the importance of tolerance and acceptance of other cultures. Moreover, participants should be informed about the local context of the place/country where the training course is organised.
- Sending organisations should meet with participants and prepare them fully for their participation in the training course, including the pre-tasks, the context of non-formal education and the methodologies it involves.
- Organisers should send on time the pre-tasks to participants and inform them about their importance. Participants should conduct some research about the country realities on the importance of leisure, dance, outdoor activities, and sports to promote the inclusion of persons with disabilities. This also includes examples of different integrated sports and of activities developed by following specific adaptation principles. This preparatory research will help them to easily follow the sessions and understand the topics in a more practical way.
- Informal moments, such as dinners, moments of leisure and celebration are essential to create group cohesion and collaboration and they have positive consequences on the performance during the entire training course. It is therefore essential to provide some of these lighter and more informal moments to allow participants to get to know each other and recharge their energy.
- In the case of the training course that involves different cultures/countries/realities, participants should be informed about the organisation of intercultural evening and should prepare themselves in presenting their country/culture by bringing local food, drinks, preparing a traditional dance, showing a video, presenting interesting facts, singing a song, etc.

Stage 2: During the training course

- Adaptability with time is essential in non-formal education and when organising attractive activities. Therefore, to achieve the desired learning and gain the aimed competences, the trainer should be flexible with time, depending on the productivity, level of knowledge and the participants' needs.
- Every working day should include a daily evaluation session. Evaluation is an essential part of each training course. It gives participants the space to share suggestions, evaluate the working day, programme, methods, performance of the trainers, group energy, their own contributions, and similar. At the end of the training course, the closing session is dedicated to the final evaluation which should comprise various evaluation methods.
- All working methods and methodologies should be adapted to the needs and abilities of the participants. Trainers should ensure inclusivity in every activity that they prepare.





Stage 3: After the training course

- Several weeks after the training course, the organisers should consider asking a report and feedback from participants, to be able to do a long-term evaluation of the training course, see how participants are implementing the skills they have acquired and possibly provide additional support and input.





DEVELOPED SESSIONS OF THE TRAINING COURSE: “Training of youth workers in supporting the social inclusion of young people with disabilities in leisure and outdoor activities”

1.1 Introduction and group building

Session Title: Introduction and group building

Duration: 130 minutes

Background:

The first session of the training course is dedicated to the introduction of the training programme, meeting each other and fostering teamwork and group building. This session should set a relaxed and productive working environment, allowing participants to get familiar with the team, the methodologies and the training course setting. More specifically, this session is developed to share the key information on the project, the training course, the detailed agenda, getting to know each other, get to know the participants’ expectations, fears and contributions and to do different group building activities, so that everyone feels more relaxed and connected to each other.

Aim of the session: To introduce participants to the training course programme and set the basis for the quality group work.

Objectives:

- To introduce participants to the project and its objectives;
- To present the detailed agenda of the training course;
- To create space for getting to know each other;
- To discuss and define participants’ expectations, fears and contribution;
- To promote non-formal education and group building.

Competences addressed:

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

Methodology and methods:

- Input/introduction to the project and programme;
- Interactive exercises – getting to know each other;
- Brainstorming;
- Mission Impossible – for group building;
- Debriefing.





Session flow:

I. Official introduction and welcoming (10 minutes)

The trainer starts the session with officially welcoming the participants to the training course, introduces himself/herself and the rest of the organising team. Each person involved explains their role in the programme and for what issues participants can approach them during the course.

II. Name game with a ball of string (20 minutes)

After the introduction and welcoming, the trainer invites participants to play a name game to begin to get to know each other. The trainer arranges the group in a circle and one person starts by saying his or her name and something he or she likes. Then, holding the end of a ball of string, he/she throws the ball of string to another person in the circle. This person in turn says their name and one thing they like and throws the string to someone else who has not yet received it. This continues until everyone in the circle has received the string once. As the game progresses, a web is created that connects all the participants.

Possible variation: to increase the level of difficulty, at the beginning of the game the trainer tells participants that the overall goal is to pass the ball of string around the circle without dropping it. If the ball of string is dropped, the group starts over until the round is completed without dropping it.

III. Information about the project and presentation of the agenda (20 minutes)

The project coordinator, together with the organising/training team, dedicates this part to sharing essential information about the project, followed by introducing the background of the training course. Then, the trainer takes the floor to present the detailed programme of the course and topics that will be covered in the upcoming working days.

IV. Expectations, fears and contributions (30 minutes)

The trainers give each participant a set of different coloured sticky notes: a green one, a blue one, and a yellow one. In the next 15 minutes, participants should reflect on the information provided on the training course and the programme and write down their expectations, possible fears and contributions by following these instructions:

- Use the blue paper to write your expectations from this training course;
- Use the yellow paper to write your fears – elements that might limit quality work, energy and equal participation in the programme;
- Use the green paper to write how can you contribute to the programme sessions and the group activities outside the working sessions.

All participants stick their post-it papers on the respective flipchart with the titles Expectations, Fears and Contributions. After everyone is done, the trainers go through the answers and cluster them on the flipchart according to the similarities. The flipchart papers should be hanged in a visible place in the working space.

V. Group building activity: Blindfold square (30 minutes)

The next activity is to further promote getting to know each other and the group building process. The trainer introduces the “Blindfold square” activity and explains that it is an activity that requires effective verbal communication. The challenge is to take a rope and lay it on the ground to form a perfect square. For the duration of the task, all group members must wear a blindfold. The trainer gives each participant a blindfold and positions the participants in the area where the activity will take place. Participants are asked to lower the blindfold over their eyes and turn around enough times so that they become a little disoriented, until the trainer says stop. The trainer silently places the coiled rope within reach of one of the participants and explains that the rope is placed on the floor and that they must locate the rope and work together to place it in the shape of a perfect square on the floor.





During the exercise, the trainer should be ready to intervene if a participant is in danger of getting hurt. The trainer asks the group to agree all of them when they are finished. Then the trainer asks them to remove the blindfold. The trainer congratulates the participants on their success or asks what they could do differently if there is still room for improvement. If necessary, the trainer gives the group a second opportunity to complete the challenge.

VI. Debriefing (20 minutes)

The trainer invites participants to join the plenary for a debriefing phase. In the plenary, participants are asked to share and reflect on their experience in the Blindfold square activity and previous activities. Potential questions for debriefing are:

- How difficult/easy did you find the game for learning each other's names? Do you remember all the names now?
- Which activity did you like the most during this session and why?
- How difficult/easy was the Blindfold square activity? How you felt when you were asked to do the task blindly? How did you function as a team with people that you do not know well?
- Did your group have a leader or how did you organise the division of work?
- Did you include everyone in the completion of the tasks? What helped you complete the task?
- If you would repeat the activity, would you change anything? If yes, what?
- Are all provided information related to the training course clear for you?

Materials needed: Flipchart papers, markers, sticky notes in 3 colours, A4 papers, pencils and pens, laptop, projector, speakers for music during the expectations, fears and contributions activity, one or more ropes (ideally of 10 meters) and blindfolds.

Recommendations for future trainers multiplying this session:

- It is recommended that the trainer plays some background music during the expectations, fears and contributions activity so that participants can do their work in a relaxing atmosphere.
- For the Blindfold Square activity, before starting the game, the trainer should check that the space he or she intends to use is safe, i.e. flat, free of furniture and glass, etc. Also, if the group size exceeds 12 participants, consider doing the activity with several teams at the same time. In this case, it will be necessary to provide more ropes. For the proper conduct of the activity, it is also important to prepare a rope of adequate length, ideally 10 meters, and take care to provide enough blindfolds for all team members.





1.2 Different types of physical and mental disabilities and the respective social and learning needs

Session Title: Different types of physical and mental disabilities and the respective social and learning needs

Duration: 180 minutes

Background:

Understanding and addressing the diverse needs of individuals with disabilities is crucial for fostering inclusive societies. The UN Convention on the Rights of Persons with Disabilities⁹ emphasizes the promotion of equal enjoyment of human rights for all, regardless of disability. According to the bio-psycho-social model endorsed by the WHO¹⁰, disability results from the “dynamic interaction between health conditions (diseases, disorders, injuries, traumas, etc.) and contextual factors”. As a result, if the barriers that prevent their participation in society are removed, people with disabilities become, like everyone else, citizens with skills and abilities to enhance. This session aims to provide insight into various types of disabilities, their impact on social and learning needs and strategies to promote inclusivity.

Aim of the session: To enable participants to understand the diverse needs of individuals with disabilities and the importance of creating inclusive environments that support their social and learning needs.

Objectives:

- Define different types of disabilities and their social implications;
- Sensitise participants to the challenges faced by individuals with disabilities;
- Identify social and learning needs specific to various types of disabilities;
- Explore strategies for fostering inclusivity and support people with disabilities.

Competences Addressed:

- Empathy and understanding;
- Communication skills;
- Collaborative problem-solving;
- Adaptability and flexibility;
- Critical thinking and analysis;
- Cultural competence.

Methodology and methods:

- Work in pairs;
- Small group work;
- Presentations;
- Theoretical input.

Session Flow:

⁹ United Nations. (2006). Convention on the Rights of Persons with Disabilities. Treaty Series, 2515, 3.

¹⁰ World Health Organization. (2001). International classification of functioning, disability and health: ICF. World Health Organization. <https://iris.who.int/handle/10665/42407>





I. Introduction to the session and the topic (20 minutes):

The trainer introduces the session's objectives and framework, providing a theoretical overview of disability according to the bio-psycho-social model and the UN Convention on the Rights of Persons with Disabilities. Different types of disabilities are defined, emphasising the interaction between individual impairments and environmental barriers.

II. Icebreaker: What do you think you could not do if you were blind? (20 minutes)

The group sits in a circle. The trainer asks participants to answer the question “what do you think you could not do if you were blind?”. In turn, each participant answers the question. Then the short collective discussion follows. The trainer leads the discussion by explaining that people with visual impairment, with the appropriate support and training, can perform a wide variety of activities independently. As an example, the trainer may present the story of John Bramblitt¹¹:

John Bramblitt is an US visually impaired visual artist. He lost his sight in 2011 due to epilepsy and since then is considered "functionally blind", which means that the eyes can only distinguish the sunlight from the darkness. After a very difficult period, during which he sunk into a deep depression, something amazing happened: he discovered painting. He learned to distinguish between different coloured paints by feeling their textures with his fingers. He taught himself how to paint using raised lines to help him find his way around the canvas, and through something called haptic visualisation, which enables him to "see" his subjects through touch.



After this ice-breaker activity, the trainer explains that participants will have the opportunity to experience first-hand what it means to be visually impaired.

III. Work in pairs – Blindness Experimentation Activity (50 minutes):

Participants are paired up, with one person acting as a guide and the other experiencing simulated blindness. The blindfolded participant uses a cane to navigate while the guide assists and provides instructions. Through this hands-on activity, participants gain insight into the challenges faced by individuals with visual impairments and the importance of assistance and environmental awareness.

In case of difficulty in obtaining canes and if space is limited, an alternative Blindness Experimentation activity that can be proposed to participants is “The Land Mine Game.”¹² A “minefield” is prepared in a large empty room by placing several balls made of newspaper in the floor. After that, pairs are formed: one person is blindfolded and the other person gives precise directions to cross the room without walking over the mines. Once across the field, partners switch rolls for the trip back to the other side.

¹¹ <https://bramblitt.com/pages/about-us>

¹² <https://kamelasblog.blogspot.com/2013/01/the-land-mine-game.html?m=1>





IV. Debriefing (20 minutes):

Participants reflect on their experience during the blindness experimentation activity. The trainer asks participants to share how they felt and what kind of collaboration was created within the pairs. This debriefing session focus on the themes of vulnerabilities, resources discovered and the significance of collaboration and support in everyday life. It encourages empathy and understanding of the needs of individuals with visual impairments.

V. Group discussion on learning and social needs (40 minutes):

Participants are divided into three groups, each focusing on a specific category of disability: physical, mental and sensory. The groups discuss the unique learning and social needs associated with their assigned disability type, considering environmental factors and societal attitudes. The trainer navigates between the groups and, if necessary, guides the discussions to identify the main challenges and potential solutions.

VI. Presentations and discussion (50 minutes):

Each group presents their findings, highlighting the key learning and social needs identified for the respective disability type. Presentations are followed by brief Q&A sessions to encourage further dialogue and clarification.

Materials Needed: Blindfolds, Canes, or – in case of choosing the “Land Mine Game” – newspapers, Flipchart papers and markers, Post-it notes.

Background Documents and Further Reading:

- United Nations. (2006). Convention on the Rights of Persons with Disabilities. Treaty Series, 2515, 3. [Link](#)
- World Health Organization. (2001). International Classification of Functioning, Disability and Health: ICF. [Link](#)
- Example of the Land Mine Game: <https://kamelasblog.blogspot.com/2013/01/the-land-mine-game.html?m=1>
- Official website of John Bramblitt: <https://bramblitt.com/>

Recommendations for future trainers multiplying this session:

- Utilise the WHO's International Classification of Functioning, Disability, and Health (ICF) and the UN Convention on the Rights of Persons with Disabilities as foundational resources.
- Facilitators should provide clear instructions and support during the experiential activities.
- Encourage open-mindedness and active participation to foster empathy and understanding.





1.3 Special features in working with youth with mental disabilities

Session Title: Special features in working with youth with mental disabilities

Duration: 150 minutes

Background:

Working with youth with mental disabilities requires a nuanced understanding of individual needs and effective communication strategies. This session aims to provide participants with theoretical insights and practical tools to enhance their engagement with this target group. By emphasising the importance of knowing everyone individually and adopting diverse communication channels respectively, participants will explore ways to create meaningful connections and foster holistic development. Through theoretical insights, reflective exercises and interactive discussions, participants will gain a deeper understanding of how to create inclusive learning environments that cater to the unique needs of youth with mental disabilities.

Aim of the session: To equip participants with the knowledge and tools to effectively support the holistic development of youth with mental disabilities, by focusing on the importance of individualised approaches and learning styles.

Objectives:

- To understand the importance of comprehensive assessments in working with youth with mental disabilities;
- To explore diverse learning styles and their implications for supporting youth with mental disabilities;
- To discuss the role of informal education in promoting holistic development and social integration among youth with mental disabilities.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Presentation;
- Personal, social, and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence;
- Adaptability and flexibility;
- Creativity and innovation.

Methodology and methods:

- Theoretical input;
- Individual work;
- Collage mind mapping;
- Sharing in plenary;
- Discussion.

Session Flow:

I. Introduction & Theoretical Input (30 minutes)

The trainer begins with an overview of the session objectives and introduces the importance of understanding everyone individually when working with youth with mental disabilities. Theoretical





inputs regarding the need for comprehensive assessments (such as the SIS¹³ and the Vineland¹⁴) of the overall adaptive, relational and emotional skills of persons with mental disabilities are provided. Moreover, the trainer underlines that such comprehensive assessments should be driven by curiosity over labelling and should be conducted either with the individual or their family, to provide an effective and tailored support. After the introduction, participants engage in a brief discussion to share their insights and experiences on the topic.

II. **Individual work: Collage Your Learning - Mind Map (40 minutes)**

The session begins with a brief self-reflection exercise led by the trainer. Participants are asked to dedicate 30-40 minutes to consider their personal learning styles, employing a mind map as a tool. The trainer provides an example of a mind map – referencing to the Figure 1 "Me as a learner" (available below) – and participants are asked to craft their own mind maps. These mind maps should take the form of collages, utilising images and text from magazines to depict their strengths, values, motivations for learning, passions and unique attributes.

The facilitator emphasises three key points for reflection:

- a. Why I learn? What motivates me to learn?
- b. How I learn? How do I prefer to learn?
- c. What I like to learn? What drives my passion for learning?

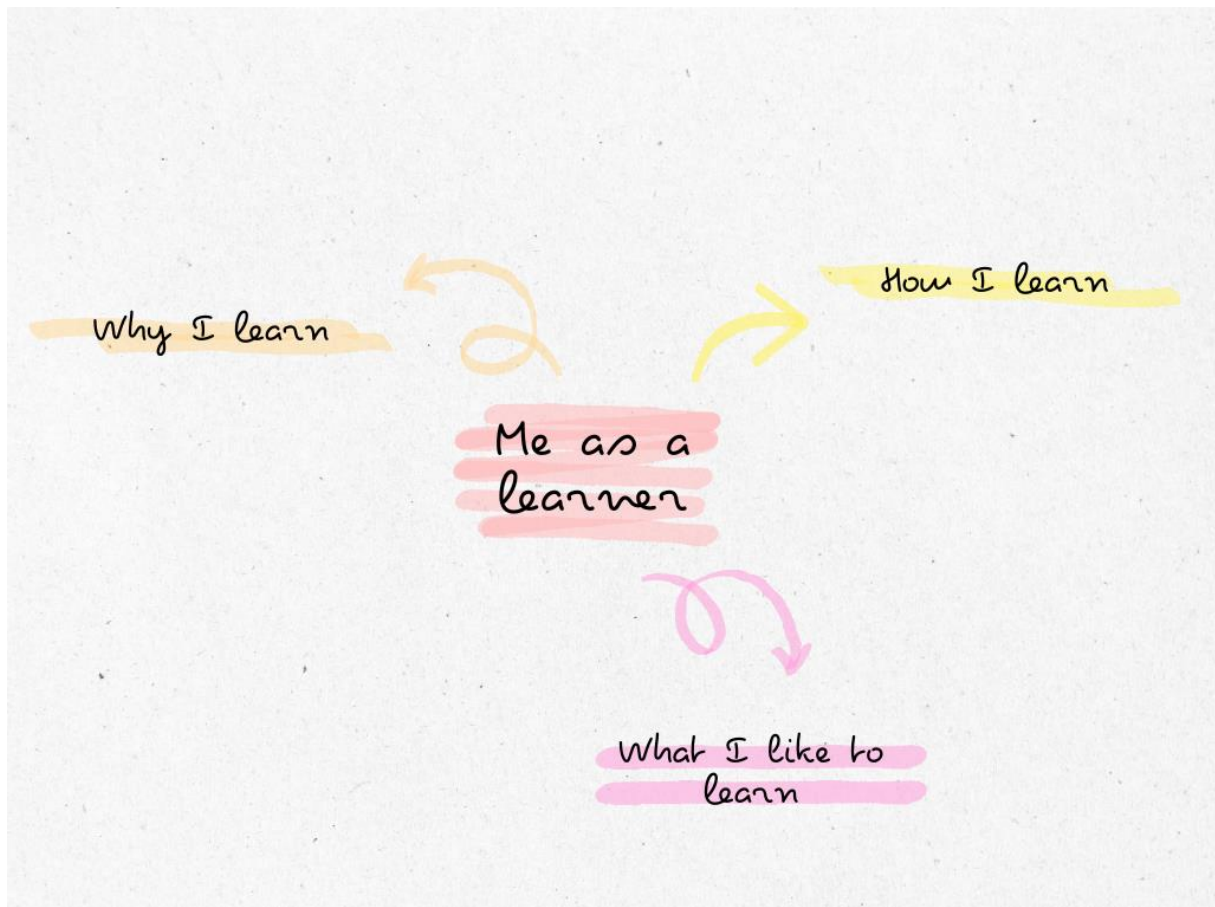


Figure 1: Me as a learner

¹³ Supports Intensity Scale (SIS) official website: <https://www.aaid.org/sis>

¹⁴ An example of a comprehensive Vineland report is available here: <https://www.pearsonclinical.co.uk/content/dam/school/global/clinical/uk-clinical/files/vineland3-comprehensive-interview-form-sample-report.pdf>





Participants are encouraged to use an image or picture as the central idea of their mind maps. Old newspapers and magazines are provided as materials. Unlike traditional notetaking, mind mapping structures information in a way that mirrors the brain's natural processes, engaging cognitive functions in a more profound manner, by blending analytical and artistic elements.

III. Sharing in plenary (40 minutes)

During this phase, each participant shares their collage mind map with the group, prompting a reflection not only on their own learning journey but also on the significance of embracing diverse learning styles. After each presentation, a short Q&A session takes place, respecting the planned time for this session part.

IV. Discussion (40 minutes)

Having reflected on the importance of understanding individual learners and exploring diverse learning styles, the trainer leads a discussion on informal learning concepts to promote learning among youth with mental disabilities. Participants delve into the concept of informal learning and its role in the holistic development of this target group. The discussion encompasses how everyday opportunities like art, sports, music and cinema can serve as potent interactive tools for skill development and social integration.

Materials Needed: A4 and A3 papers, old newspapers and magazines, scissors, glue sticks, markers, pens.

Background Documents and Further Reading:

- Supports Intensity Scale (SIS) official website: <https://www.aaid.org/sis>
- Sparrow, S. S., Cicchetti, D. V., & Balla, D. A. (2005). Vineland-II Adaptive Behavior Scales: Survey Forms Manual. Circle Pines, MN: AGS Publishing
- Community-University Partnership for the Study of Children, Youth, and Families (2011). Review of the Vineland Adaptive Behavior Scales-Second Edition (Vineland-II). Edmonton, Alberta, Canada. [Link](#)

Recommendations for future trainers multiplying this session:

- The trainer should encourage participants to approach the collage mind mapping exercise creatively, utilising both images and text to represent their learning journey.
- The trainer should foster an inclusive environment where participants feel comfortable in sharing their experiences and insights, recognising the diversity of perspectives within the group.
- It is recommended that the trainer plays some background music during the Mind Map activity so that participants can do their work in a relaxing atmosphere.





1.4 Empowering inclusion – the role of youth workers in diverse leisure activities

Session Title: Empowering inclusion – the role of youth workers in diverse leisure activities

Duration: 180 min

Background: A youth worker is a person who supports young people with their personal, social and educational development during the leisure time activities in an informal setting using non-formal educational methodology. The primary role of youth workers is to facilitate young people's learning, to motivate and support them in becoming autonomous, active and responsible individuals and citizens.¹⁵ Youth workers and young people are both partners and stakeholders in youth work. As a matter of fact, the focus of youth work lies on ensuring the meaningful engagement for all participants, regardless of ability level. When it comes to developing physical and recreational activities, this entails that youth workers must be able to adapt methods and tools to meet the diverse needs of participants. By adopting an approach that emphasises individual strengths and needs and that involves the active involvement of individuals with disabilities in the adaptation process, practitioners can create tailored paths for each participant, fostering a shared journey toward growth and development.

Aim of the session: To enable participants to understand and develop skills for creating inclusive leisure programmes for youth with disabilities, while also encouraging collaboration and the creation of inclusive environments.

Objectives:

- Assessing the skills and capabilities of young people in engaging in recreational activities;
- Recognising the significance of inclusive leisure, dance and outdoor activities for persons with disabilities;
- Promoting independence, choice and inclusivity;
- Cultivating expertise in devising and executing inclusive recreational programs for youths with diverse abilities;
- Fostering the participation of youths with diverse abilities in activity planning and establishing inclusive settings.

Competences addressed:

- Collaboration and team work;
- Communication skills;
- Adaptability;
- Problem solving;
- Understanding diversity and inclusion.

Methodology and methods:

- Small group work;
- Presentations;
- Discussion.

¹⁵ <https://pip-eu.coe.int/documents/42128013/90268416/057520-Youth-Work-Essentials-WEB.pdf/a3b32e6c-3c86-d317-7dab-c79b54eb2b92> , page 8





Session flow:

I. Introduction to the session (15 minutes)

The trainer introduces an overview of the session objectives – inclusive leisure, dance and outdoor activities as a powerful tool for fostering social inclusion, physical health and emotional well-being among individuals with diverse abilities. Youth workers play an important role in creating these inclusive environments. This session aims to equip youth workers with the necessary skills, knowledge and strategies to effectively engage and support participants of all abilities in leisure, dance and outdoor activities.

II. Understanding diversity (90 minutes)

Group discussion (30 minutes) on: different types of abilities and specific needs in leisure activities; understanding inclusive leisure, dance and outdoor activities; importance of inclusive leisure, dance and outdoor activities; benefits for participants with diverse abilities; challenges and barriers to inclusion.

Work in pairs (15 minutes) on: examples and case studies illustrating challenges faced by youth with disabilities in accessing leisure opportunities. The trainer provides short list of different activities (such as: going out for a dance, going to the movies, hiking, rowing, rafting, paddling, archery, climbing, etc.). Participants discuss access challenges and possibilities.

Presentation (45 minutes): All pairs join the plenary for a presentation of their work. The trainer gives an estimated time of 3-5 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session.

III. Adapting activities for youth with disabilities (45 minutes)

The trainer introduces activity adaptation principles. Adapting activities for young people with disabilities involves principles that are trying to provide inclusion, accessibility and participation. Some key principles are:

- *individualisation* (recognise that each young person with disabilities is unique, with different interests and needs; adapt activities to suit each person individually);
- *empowerment* (empower young people with disabilities to actively participate in activities to the fullest extent possible, provide opportunities for them to make choices and express themselves);
- *collaboration* (involve young people with disabilities in the adaptation process, consult with them, their families, caregivers to understand their preferences and requirements);
- *universal design* (create activities and environments that are accessible to everyone, regardless of ability. This may involve modifying equipment, spaces or instructions to ensure inclusivity);
- *inclusivity* (ensure that adapted activities foster a sense of belonging and participation for all participants);
- *flexibility* (be flexible in your approach, be open to trying different strategies and modifications to find what works best for each person individually);
- *safety* (prioritise the safety of all participants when adapting activities, make necessary modifications to minimise risks and ensure that young people with disabilities can engage safely).

Work in small groups: each group is assigned one of the adaptation principles listed above, trying to find practical examples for implementation.

IV. Conclusion and reflection (30 minutes)

Each participant is given a chance to present:

- What did I learn?
- Which areas can I develop?





- Evaluation (making suggestions, comments)

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers

Background documents and further reading:

- R. Bailey, R. Sweeney: Principles and strategies of inclusive physical activity: a European Delphi study (2022)
- T. Basarab, J. O'Donovan: Youth work essentials (2020): <https://pip-eu.coe.int/documents/42128013/90268416/057520-Youth-Work-Essentials-WEB.pdf/a3b32e6c-3c86-d317-7dab-c79b54eb2b92>

Recommendations for future trainers multiplying this session:

- During the session, in the various moments of reflection and discussion, the trainer should keep in mind to emphasise the importance of active participation by individuals with disabilities in the adaptation process of physical activities. Practitioners are urged to move beyond a deficit-centred mind-set, instead recognising and building upon the unique abilities and aspirations of each individual. Assessment of potential, emotional well-being and social context forms the foundation for designing inclusive activities, selecting appropriate teaching strategies and creating supportive learning environments tailored to the needs of each participant.





1.5 Embracing integrated sport: adapted sitting volley

Session title: Embracing integrated sport: adapted sitting volley

Duration: 90/120 minutes (adaptable according with the duration of the final match)

Background:

The world of sports embodies core values such as cooperation, inclusion and self-awareness. Sports play a pivotal role in the overall development of persons with disability, by fostering body awareness, improving coordination, strength, endurance and promoting the respect for rules. Integrated Sport is a fusion of ludic and motor activities, which offer cooperative and competitive opportunities for the active participation of both individuals with and without disability. Integrated Sports, by aligning with the principles of Inclusive Education, Universal Design, and Sport, provide a unique opportunity for all players to self-expression and skills development within the game. In this session, participants will have the opportunity to experience first-hand an integrated and adapted version of a volleyball match and will learn how sports can be adapted, without changing their main goal, to become more inclusive.

Specific considerations for this session:

- The activity provided in this session is mostly suitable for mainstream youngsters and for youngsters with physical and/or mental disabilities, if they are able to handle a ball.
- In the case of young people who have difficulty catching and handling a ball, in some sports, such as Baskin¹⁶ or bocce, multiple types of balls can also be used to allow for grip.
- If there are young people unable to manoeuvre a ball or with visual impairments, they could equally be involved as "Supporters". These youngsters, together with some other participants, will be divided into two teams. Their task is to invent one or more support songs and sing them, accompanying them with some movements. This sport activity is open to a big range of possible participants, but when there are some specific physical barriers that could not be overpassed, youth workers and trainers should be creative to open new chances and possibilities.

Aim of the session: To empower participants with the necessary knowledge and skills to organise inclusive sport programmes for youth with and without disabilities, by learning the main theoretical features of Integrated Sports and gaining direct practical experience.

Objectives:

- To understand the difficulties which involve the exclusive use of the arms;
- To understand the untapped potential of persons with disability in sports;
- To acquire specific skills and knowledge regarding the game of sitting volley;
- To acquire specific skills and knowledge to develop a good game strategy.

Competences addressed:

- Teamwork;
- Development of motor skills and movement;
- Positive attitude for sport/physical activities;
- Competences of/for inclusion and acceptance of the others and valuing others' contribution as they are.

¹⁶ <https://www.baskin.it/>





Methodology and methods:

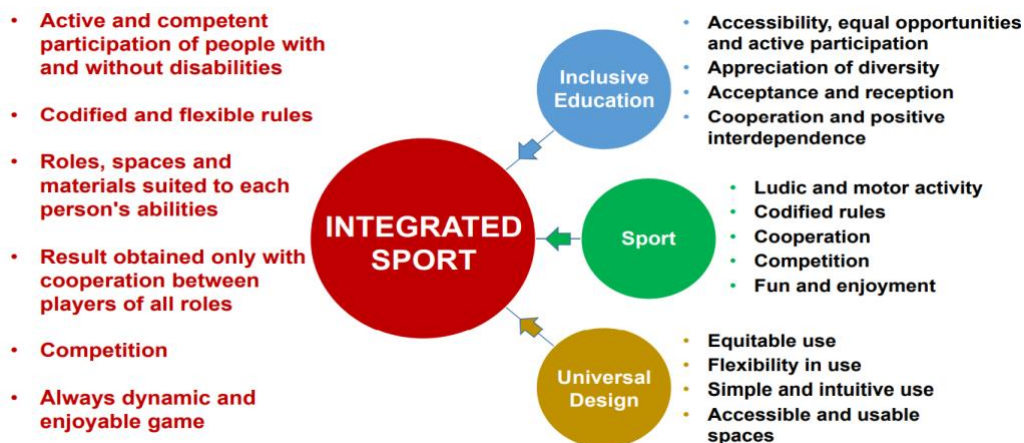
- Adapted physical activity;
- Goal oriented training;
- Final match between 2 teams.

Session flow:

I. Introduction – theoretical input (15 minutes)

The trainer introduces the concept of “Integrated Sport”¹⁷. Integrated Sport comprises of codified ludic and motor situations presented in both cooperative and competitive formats. It enables individuals, regardless of disability, gender or age, to actively and competently participate together. Through tailored roles, spaces and materials, Integrated Sport facilitates the active inclusion of all individuals, enhancing diversity and maximising the expression of their skills and potential. A regulated framework ensures equitable participation, featuring different playing roles with specific actions, role assignment based on motor skills assessment, protected zones for certain roles, suitable materials and rules promoting cooperative strategies for victory. More specifically, participants are briefed on the following principles:

- Integrated Sport results from a dialogue and synthesis between the principles of Inclusive Education, Universal Design and Sport. A scheme with main features follows:



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- Every Integrated Sport should have a regulation with these characteristics:
 - Different playing roles with their specific actions allowed and prohibited (e.g., markings are only possible for players of equal or greater role);
 - Assignment of roles through the assessment of motor skills, regardless of the presence or absence of disability;
 - Protected zones for some roles;
 - Material suitable for the functioning of different players (e.g., ball can have different size and weight);

¹⁷ INTEGRATED SPORT: KEYWORDS OF AN INCLUSIVE MODEL, November 2018, Conference: 3rd International Eurasian Conference on Sport, Education and Society, https://www.researchgate.net/publication/329775201_INTEGRATED_SPORT_KEYWORDS_OF_AN_INCLUSIVE_MODEL

¹⁸ Ibid.





- Rules system implies strategies of cooperation between all roles to get the final victory.

II. ADAPTED SITTING VOLLEY

- **PRE-GAME TRAINING (IT IS POSSIBLE TO DEDICATE TO THIS ASPECT MORE TIME BEFORE PLAYING THE REAL GAME) (60 minutes):**

- Initial warm-up through dynamic full body stretching, but focusing specifically on the hips, wrists, neck and shoulders;
- Passes of the ball between players sitting in a circle;
- In round participants should try volleyball beats sitting on a chair;
- Young people sitting two meters from the wall (variable distance and adaptable to the characteristics of the participants) will have to do exercises with the ball (make it bounce against the wall and catch it on the fly; make it bounce against the wall, touch the floor and catch it; make it bounce and catch it only with one hand, to be done with both right and left);
- Exercises in pairs facing each other (throwing the ball; throwing the ball and clapping before catching it; bouncing it on the floor and the partner has to catch it afterwards; throwing and catching it with one hand; one hits and the other receives on the fly; etc.); it is possible not to keep the same pairs but to change them either at each exercise or to give a timing and repeat the exercise with different companions.

- **GAME (30 minutes – variable durations)**

Team formation (chosen by the trainer/youth worker, with the possibility of changing it in other rounds): 6 players, placed as they like in a restricted field (except the batter who must be at the bottom right or bottom left, behind a chosen line by the trainer/youth worker); The players, however, will be seated on chairs and will not be able to use their legs to move.

The net is placed one meter from the floor, so that it can be crossed by seated players.

The aim of the game is to send the ball over the net, making it touch the ground in the opponent's field (you earn 1 point). Match ends when one team gets 10 points.

Before starting the match, players will have 10 minutes before starting to decide a name for the team and choose in which position each player will be and plan a possible game strategy.

RULES:

- Ball is brought into play with the serve of the volleyball hitter;
- Each team has three touches to throw the ball into the opponent's court;
- The blocking action to intercept the ball is not counted in the three hits (blocking is possible when the ball is in the front line of the opponent's court and an attempt is made to intercept the ball above the net);
- The second-row players must defend the balls attacked by their opponents and pass the ball to the lifter;
- The ball can be caught and stopped with two hands;
- If the serve is wrong, the opposing team scores.

III. DEBRIEFING (20 minutes)

After the activity finishes, facilitator should continue activity with discussion by using following questions as guiding ones:

- *Which parts of the activity did you like the most?*
- *What were the hardest parts of the activity?*
- *Do you think your team could do better on this activity?*
- *How did you prepare for the execution part, within your team?*
- *How did you feel not being able to use your legs? (for youngsters without physical disability)*





- *How did you feel about having the same skills as your teammates (or more)? (youngsters with mobility impairments)*
- *What have you learned from this activity as a youth worker that will later facilitate this and similar activities with youngsters mainstream and with disabilities?*

Materials needed: Volleyball net; Volleyball balls; Chairs for every participant (except for ones in wheelchair).

Background documents and further reading:

- F. Pramaggiore, P. Vicari; (06/03/2019); <https://laricerca.loescher.it/l-inclusione-degli-alunni-disabili/> ; last visit: 6/11/2020
- INTEGRATED SPORT: KEYWORDS OF AN INCLUSIVE MODEL, November 2018, Conference: 3rd International Eurasian Conference on Sport, Education and Society, https://www.researchgate.net/publication/329775201_INTEGRATED_SPORT_KEYWORDS_OF_AN_INCLUSIVE_MODEL

Recommendations for future trainers multiplying this session:

- It's best to have 2 or 3 trainers / youth workers to implement the activity especially if there are more participants with disabilities.
- Facilitator needs to take care that the group is not rejecting individual(s) because their inferior skills in field of sport.
- Another example of an adapted sport that is played by mixed ability groups is "Goalball". For further details, please find below the link to an in-depth explanation of this activity: [link](#) and to a video of a Goalball match: [link](#)





1.6 Accessible dance and movement

Session Title: Accessible dance and movement

Duration: 120 minutes

Background: Movement is a basic part of everyday life. It is in human nature to move. Regular physical activity is key to maintaining health and well-being. Dancing has proven positive effects. It helps with reducing stress, has cognitive benefits, positive impact on social interaction, physical fitness, self-confidence, creativity and it is a fun way to spend free time.

Dance activities are a real-life exercise in social skills: youth with disabilities learn to find their place in the group, interact and communicate with others and make friends outside their families. By participating in dance activities, everyone gets the opportunity to interact with other people of their age and build up social relations in a more pleasant, amusing and effective way. In dance, the roles are distributed in a balanced and appropriate way that favours everyone's participation to the highest possible degree. Moreover, in this type of activities, youth with disabilities can get easier involved and have fewer external barriers compared to other more structured physical activities.

Aim of the session: To empower participating youth workers to prepare and organise quality dance and movement activities with young people with disabilities.

Objectives:

- To enable participants to encourage young people with disabilities to get involved in dance and movement activities;
- To understand the challenges in engaging in such activities and think about innovative approaches to remove different barriers that youngsters with disabilities may encounter;
- Understanding dance and movement as factors of social inclusion, and as a part of the health care.

Competences addressed:

- Creativity;
- Effective communication;
- Physical coordination;
- Emotional expression;
- Social skills.

Methodology and methods:

- Group work;
- Work in pairs;
- Discussion.

I. Introduction to the session (10 minutes)

The trainer introduces an overview of the session objectives. This session will try to create a relaxed atmosphere where youth workers can explore dance and movement. Through different techniques and choreography, participants will discover their abilities, express their creativity and build confidence in using dance as methodology in their youth work.

II. Ice breaker – Pantomime (15 minutes)





Every participant gets a piece of paper with certain clue (for example celebrity from your country, different feelings, animals, objects, etc.). It should be explained without using words, just by gestures, facial expressions, movement. Other participants need to guess, which clue is being shown to them.

III. Preparing the space (15 minutes)

According to Adam Benjamin (2002)¹⁹, there are few rules that should be set in order to practice safe dance and movement. These rules add more freedom to dance experience: “The ground rules are designed to encourage cooperation, safety and respect within an unpredictable environment, without denying the possibility of individual freedom and creativity (...)”. These rules can be summarised as follows:

- take responsibility for your own body;
- whenever possible, avoid the use of force;
- avoid injury to yourself and others.

He further explains how should space for dancing be prepared:

- easily accessible, warm and light with suitable floor;
- floor mats provided if possible;
- wheelchair users should be encouraged to check tyres if they are full and clean;
- carpeted spaces are not recommended;
- for visually impaired dancers is easier to locate others with bright and colourful clothes;
- for hearing impaired dancers is better, if space has good acoustics.

Trainer and participants check the space and try to adjust it to fit or remove as many obstacles for inclusive dance as possible.

IV. Adaptive techniques (15 minutes)

In this part of the session, the trainer shows participants different clips with accessible dance and movement. Here are some suggestions (any other suitable clip can be used):

- Accessible dance class with Chelsie Hill:
<https://www.youtube.com/watch?v=EKD52dGYMT4>
- Plesna produkcija: https://www.youtube.com/watch?v=y_9VucD9y14
- Wheelchair dance – Feel it still: <https://www.youtube.com/watch?v=KwRzMLUglzY>
- Shake it off – dance choreography:
https://www.youtube.com/watch?v=jNiWwG9hFJI&list=PLI9-einGIUI5ydmgivW_M48Pc26lpxBNj

V. Practical part – warm up and choreography (35 minutes)

The trainer starts with gentle warm-up exercises to prepare participants for the practical part (5-10 minutes). Later, the participants are divided in pairs. Each pair draws a paper with “wheelchair”, “vision impairment” or “hearing impairment”. Those pairs with “wheelchair” will use one chair per pair and dance by sitting on it, pairs with “vision impairment” get scarf or eye bandage and get blindfolded, while pairs with “hearing impairment” get a set of earplugs.

Work in pairs: One participant in a pair will try to dance and move according to the “disability assigned” on the paper, and the other will provide support in doing so. After 10 minutes, participants change roles.

VI. Conclusion and reflection (30 minutes)

¹⁹ A. Benjamin (2002). Making an Entrance: Theory and Practice for Disabled and Non-Disabled Dancers. Pages 83-87.





Each participant is given a chance to present:

- How did it feel to dance with disabilities?
- What did I learn?
- How can I apply it when organising similar youth work activities with youngsters with disabilities?
- Evaluation (making suggestions, comments)

Materials needed: chairs, scarves or eye bandages for blindfolding, earplugs, pencils, flipchart papers, markers, laptop, projector, internet connection, music player and selection of music from different genres.

Background documents and further reading:

- J. Lowe, E. Sanchez, K. Stevens and B. Darnell: Considering Difference – Making Dance Accessible: An Introduction. <https://www.onedanceuk.org/media/iq1fjaou/considering-difference-40.pdf>
- A. Benjamin (2002). Making an Entrance: Theory and Practice for Disabled and Non-Disabled Dancers.

Recommendations for future trainers multiplying this session:

- Warn participants to pay attention on the safe execution of the practical part.
- To learn more about dance with people with disabilities, please find below the link to the story of the Infinity Dance Theater, a non-traditional dance company in New York City that features dancers with and without disabilities, including those in wheelchairs: [Link](#).
- For additional fun ice-breaker activities involving the use of the body and expressiveness, you can consult the YouTube page of Drama Menu: available [here](#).
- To learn more on how to deliver dance activities for people with complex disabilities, and to find useful tips for delivering a session, please find below the link to a dedicated section from the UK Charity “Sense” website: [Link](#)





1.7 Outdoor adventures for all

Session Title: Session Title: Outdoor adventures for all

Duration: 180 minutes

Background: It is important to understand why being a young person with disabilities should not prevent anyone from taking part in outdoor activities. Stanford researchers have found important mental and physical health benefits to spending time outdoors²⁰. According to Cerebral Palsy Guidance, “anyone can benefit from the mood boost and other health effects of being in the fresh air. Just five minutes spent being active outside causes significant improvements in self-esteem, mood and depression.” If we make sure that outdoor experiences are inclusive and accessible, we promote health and wellness, appreciation for the nature and encourage more people to participate in outdoor recreation.

Aim of the session: To empower and encourage youth workers for organising quality inclusive outdoor activities and experiences with youngsters with disabilities.

Objectives:

- To recognise the importance of outdoor activities and potential barriers that may occur when organising inclusive outdoor activities and experiences;
- To recognise the inherent value and importance of outdoor activities and experiences for youth development;
- To explore strategies and best practices for contributing to an inclusive outdoor community that is accessible and welcoming to all participants;
- To highlight the unique benefits and valuable learning opportunities that quality outdoor experiences can provide for young people with disabilities.

Competences addressed:

- Flexibility;
- Creativity;
- Teamwork;
- Ability to transfer knowledge;
- Affection to innovations.

Methodology and methods:

- Theoretical input;
- Brainstorming;
- Discussion;
- Group work.
- Case study.

Session flow:

I. Introduction and ice-breaker “Share your favourite outdoor memory” (20 minutes)

²⁰ <https://news.stanford.edu/2015/06/30/hiking-mental-health-063015/>





Participants are invited to share their favourite outdoor adventure memory and why is it important or meaningful to them. Trainer presents inclusive outdoor activities and their significance (for help: <https://insights.grcglobalgroup.com/diversity-and-inclusion-in-outdoor-sports/>, <https://drivingtoindependence.com/barrier-free-adventures-outdoor-activities-for-people-with-disabilities/>). Participants discuss the benefits of outdoor adventures for physical and mental well-being and share examples of inclusive outdoor initiatives and programmes from their local environment.

II. Potential barriers in outdoor activities (45 min)

The trainer divides participants into 4 small groups. Each group receives a flipchart with one of the following target groups:

- Youngsters in wheelchairs
- Blind and/or visually impaired youngsters
- Deaf and/or hard of hearing youngsters
- Youngsters with mental disabilities

Each group should brainstorm a list of potential barriers that might prevent those young people with disabilities from participating in outdoor activities. These could include physical limitations, cultural differences, social or economic factors, lack of awareness, feelings of intimidation, fear, etc. For each potential barrier that they identify, they should also propose respective solutions on how they as youth workers can prevent/mitigate those.

III. Presentations and discussion (40 minutes)

All groups join the plenary for a presentation of their work. The trainer gives an estimated time of 5 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session. After the presentations, the trainer encourages a plenary discussion on all the identified barriers and proposed solutions, with the aim of combining all the ideas into a master list on a flipchart.

IV. How should effective practice look like? (45 minutes)

At University of Minnesota Extension²¹ they have compiled eight key components of developing outdoor adventures and learning experiences. These components are essential for planning and implementation of activities. The trainer introduces those components:

- *A sense of safety and support* (to ensure that proper risk management policies are in place and upheld to ensure physical safety);
- *Challenge* (young people are empowered through activities that give them a sense of being pushed, both mentally and physically. The challenge of an experience takes participants out of their comfort zones, but within their chosen limits);
- *Intensity* (activities are often designed to create an emotional high by engaging emotional triggers. The programme should watch out for intensity and duration of the experience according to the development of the participants);
- *A guided experience in nature* (participants learn to live in nature through provided goals and reflection);
- *Ability to break away from normal life* (outdoor experiences provide participants a chance to get away from their normal routines and remove themselves from external influences such as family, work, social media and school, creating a sense of autonomy);
- *Activities that foster self-awareness* (intentional design of the outdoor experience offers young people the space to grow in social emotional skills, setting and achieving goals and acceptance of oneself and their environment);

²¹ <https://extension.umn.edu/youth-learning-and-skills/creating-inclusive-and-impactful-outdoor-learning-experiences>





- *Invitation to explore* (the outdoor learning environment is rich in opportunities for young people to have a new learning, discover new skills, play and connect with nature);
- *An environment for positive, social support* (young people receive feedback and acceptance from others and can learn and live in a community, creating a sense of social responsibility). (10 minutes)

Participants are divided in pairs or threes. Each small pair/group is assigned to one of those components. They discuss it and find concrete examples how they as youth workers could support the given component when preparing and implementing the outdoor activities with youngsters with disabilities. (15 minutes)

Presentation: All pairs/groups join the plenary for a presentation of their work. The trainer gives an estimated time of 2 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session. (20 minutes)

V. Example of good practice creating outdoor adventures for all (15 minutes)

As an example of good practice, the trainer presents Soča Outdoor festival, also Parafestival, which is held every year in Slovenia. To do so, please use [PARAFESTIVAL PROGRAM 2024 - Discover the beautiful Soča Valley! \(soca-outdoor.com\)](https://www.parafestival.com/). The idea of (para)festival is that everyone can be included in outdoor activities. It lasts for three days with several activities (hiking, canoeing, sup paddling, climbing, archery). Participants are invited to share their thoughts and comments.

VI. Conclusion and reflection (15 minutes)

Each participant is given a chance to present:

- What did I learn?
- What are the key highlights of the session?
- Evaluation (making suggestions, comments)

Materials needed: laptop, internet connection, flipchart papers, pencils, markers, A4 papers

Background documents and further reading:

- R. Jordan: Stanford Researchers Find Mental Health Prescription: Nature (2016) <https://www.cerebralpalsyguidance.com/cerebral-palsy/living/enjoying-outdoors/>
- Oivanki outdoor education centre: <https://www.europarc.org/wp-content/uploads/2019/12/ToolBox-Outdoor-Activities-for-Inclusion.pdf>
- <https://extension.umn.edu/youth-learning-and-skills/creating-inclusive-and-impactful-outdoor-learning-experiences>
- <https://soca-outdoor.com/en/parafestival-programme/>

Recommendations for future trainers multiplying this session:

- Ideally, this session should have a theoretical and a practical part. If time and space where the training is held allow, the trainer could organise an easy activity in an open environment such as hiking, swimming or camping. A practical example of hiking with mixed ability group is presented at the end of this Curriculum in Appendix 1.





1.8 Fostering positive attitudes and empathy of mainstream youngsters for inclusion of youngsters with disabilities

Session Title: Fostering positive attitudes and empathy of mainstream youngsters for inclusion of youngsters with disabilities

Duration: 150 minutes

Background:

When developing a sense of empathy and inclusion and accepting others as they are, one of the first and most important aspects is having/building the acceptance of ourselves and our own bodies as they are. Thus, this session focuses on developing understanding and acceptance of ourselves, as well as on exploring own physicality as a means to be able to understand and connect with others, and especially with youngsters with disabilities.

When planning this session, we were inspired by the Coccinella Gialla²² – a Residential Socio-Rehabilitation Centre. They are a member of the Italian organisation ANFFAS (National Association of Families of people with intellectual and/or relational disabilities). This session delves into body-centred approaches and their transformative potential. By engaging in mindful exercises, dance and contact improvisation techniques, participants will undertake a self-discovery journey that will further foster their empathy and understanding skills and their positive attitudes towards inclusion. By further developing these competences, our participating youth workers will get better equipped for fostering the development of the same respective competences among their beneficiaries of youngsters mainstream and with disabilities.

Aim of the Session: To provide participants with practical and theoretical tools on body-centred approaches (such as mindfulness, dance and contact improvisation) to foster self-acceptance, understanding, empathy and inclusion.

Objectives:

- To explore body-centred approaches that can enhance the acceptance of ourselves and our bodies;
- To experience contact improvisation activities as a tool for physical and emotional communication, to foster empathy and connection;
- To reflect on the transformative power of body-centred approaches in promoting positive attitudes towards inclusion.

Competences Addressed:

- Multilingual competence;
- Teamwork;
- Presentation skills;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence;
- Adaptability and flexibility;
- Creativity and innovation.

Methodology and Methods:

- Energiser;
- Mindfulness exercise;

²² <https://www.anffascento.it/coccinella-gialla-il-centro/>





- Group practical exercise;
- Discussion and Debriefing.

Session Flow:

I. Energiser: body language (20 minutes)

At the beginning of the session, the trainer introduces the topic of the physicality and the acceptance of own bodies as a prerequisite for quality inclusion and accepting others as they are. The first activity of the session is the energiser on body language which promotes body awareness and non-verbal communication among participants. It is facilitated in the way that the trainer divides the participants randomly into 2-3 smaller groups. The main task for the participants is to move randomly within the spaces designated for their small group. Then the trainer occasionally names a different body part and the participants' task is to touch everybody within their small group by using that named body part²³.

II. Mindfulness exercise: body image (30 minutes)

Introduction (5 minutes):

This exercise on guided imagery and mindfulness starts with an introduction from the trainer. He/she explains that listening and feeling our bodies with a high level of concentration – trying not to be distracted by daily thoughts (e.g., “what should I do next? what did I do today?”) – is a great training to improve self-awareness, acceptance, and appreciation of our body image. The trainer asks participants to find a comfortable position either sitting or lying down and explains to them that they should relax, focus only on their body and they should not move for some time.

Guided imagery (15 minutes):

The trainer guides participants through a relaxation process, encouraging them to focus on their breath. The trainer asks participants to mentally scan their bodies from head to toe, and if they notice some areas of their body that are tense, to bring their attention and try to relax them, by breathing into them.

Reflection on the body image (15 minutes):

After this first exercise, trainers encourage participants to reflect on their own body image. Participants are then asked to write down their thoughts, feelings, and attitudes towards their bodies, without judgment. The trainers ask questions such as:

- What did you notice about your body during the exercise? Were there some tense areas?
- Try to close your eyes and imagine your body: How do you see it? How do you think about it?
- Which parts of your body do you feel most comfortable with?
- Which ones do you feel least comfortable with?
- How does your negative judgment of your body reflect on your self-esteem?

For each question, participants are asked to note down their answers. After writing their reflections, participants are asked to share them with a partner if they feel comfortable doing so.

III. Group exercise: Contact improvisation (60 minutes)

Introduction and safety guidelines (10 minutes):

²³ https://www.salto-youth.net/downloads/toolbox_tool_download-file-1125/booklet_final.pdf





The group exercise of contact improvisation starts with an introduction from the trainer. He/she explains the main principles of the “contact improvisation”, which is a practice focused on physical and emotional listening, communication and movement. The main principles are:

- Participants should engage in mutual support and weight-sharing, allowing movements to flow organically;
- Participants should improvise and not follow a predetermined choreography - the movements should arise spontaneously from the interaction between partners;
- Participants should focus on the body and emotional language of their partners. They should harmonise their movements by responding genuinely to each other's cues and intentions.

Afterwards, the trainer explains to the participants the key safety guidelines of the contact improvisation, in the form of the following rules:

- Throughout the activity, the participants should communicate and respect each other's personal and physical space and boundaries. In case of any discomfort or concern arising from their involvement in the activity, participants should communicate about those with their partners, sincerely and constructively.
- Participants should be mindful of their movements and surroundings and they should perform only the movements in line with the level of their skills to prevent any potential injury during the activity.

Warm-up (10 minutes):

The exercise should start with a quality warm-up, so as to further work on prevention of any injuries. Thus, the trainers first lead some warm-up activities including stretching, breathing and mirroring exercises to prepare the body for the contact improvisation and to contribute to further building the physical and emotional connection between partners.

Contact improvisation (30 minutes):

Afterwards, the trainer puts on some music to begin the “contact improvisation” session. In the first phase, the trainer invites participants to pair up and to start moving and dancing with a partner. Participants should try to implement what they have learned about the contact improvisation (how to react to each other's cues, weight-sharing, listen to each other and respond with harmonic movements) while paying attention to adhering to safety guidelines

In the second phase, participants break up pairs and join in a collective exercise where they can explore larger movement patterns, group dynamics and spontaneous interactions. In this part, special attention is given to the experimentation and creativity while performing the activity, The trainer asks participants to be supportive and inclusive with each other to create an environment where everyone feels free to express themselves through the movement.

IV. Debriefing (20 minutes)

After the activity on the contact improvisation, the participants are asked to gather in the big circle in the plenary. Then, the trainers facilitate the debriefing with the use of the following questions:

- How did you feel during the activity?
- What was it like to interact with other participants through the movement and with your body alone?
- Were you able to understand and empathise with others?
- Do you think that these experiences may influence your attitudes towards inclusion and diversity?
- What did you learn about yourself and others during this exercise?
- What are the important points that you got from this exercise and that will be useful in your youth work with youngsters with disabilities?
- How can you apply those when organising similar youth work activities with youngsters with disabilities?





- What can you recommend to other youth workers to have in mind while organising such activities with their target groups of youngsters mainstream and with fewer opportunities?

Materials Needed: Comfortable clothing; open space for movement; yoga mats or cushions for relaxation (optional); speakers and selected music for the contact improvisation activity.

Background documents and further readings:

- Guided Imagery & Mindfulness Exercise: Body Image (Adapted from <http://www.innerhealthstudio.com> & The Body Image Workbook: An Eight Step Program for Learning to Like Your Looks, by Thomas F. Cash): <https://www.uhcl.edu/cmhc/resources/documents/visualization-files/txt-guided-img-body-image.pdf>
- Suggested Guidelines for Safety and Awareness at Contact Improvisation: https://contactimprovboston.com/image/safety_lf.pdf
- Fundamentals of Contact Improvisation: <https://www.bodyresearch.org/contact-improvisation/fundamentals-of-contact-improvisation/>
- 'Transcending Boundaries: Improvisation and Disability in Dance', in The Oxford Handbook of Improvisation in Dance, ed. By Vida Midgelow, pub 2019 (ISBN 9780199396986)

Recommendations for future trainers multiplying this session:

- It is strongly recommended that the trainers, prior to the session, take time to carefully study the principles and safety guidelines of the methodology of contact improvisation. This will enable trainers to more easily convey them to participants and be able to create a welcoming and safe environment for the activity.





1.9 Building lasting friendships: mainstream - disability collaboration

Session Title: Building lasting friendships: mainstream - disability collaboration

Duration: 180 minutes

Background: Physical and sporting activities, in addition to being beneficial to the health and well-being of individuals, help to create a sense of cooperation and friendship among the people who participate in them. When sports activities directly involve people with and without disabilities together, participants can get to know each other, understand each other, appreciate each other's contributions, and break down barriers that separate them, in an amusing and inclusive way.

Aim of the session: To equip participants with the skills and knowledge to facilitate meaningful interactions and foster lasting friendships between mainstream individuals and those with disabilities through inclusive physical activities.

Objectives:

- To understand the importance of inclusive sports activities to promote friendship and collaboration among youngsters mainstream and with disabilities.
- To have participating youth workers experience inclusive sports activities first-hand, so that they can feel better equipped for facilitation of similar activities in their youth work with youngsters with different abilities .
- To learn practical strategies for leading inclusive sports activities with youngsters mainstream and with disabilities.

Competences addressed:

- Motor skills and movement development;
- Communication and teamwork;
- Inclusion and acceptance;
- Positive competitiveness;
- Adaptability and flexibility;
- Creativity and innovation.

Methodology and methods:

- Ice-breaking activity with debriefing;
- Adapted and inclusive sport activity: Baskin;
- Group reflection and discussion.

Session Flow:

I. Ice-breaking activity: The magic forest (20 minutes)

The trainer introduces the activity by explaining to the participants that the focus of the activity is the teamwork and the inclusivity. Two participants are then selected to act as the main characters in the activity: a princess and a bandit. The rest of the participants become the magical forest. The forest participants create a maze with their bodies to prevent the bandit from catching the princess. If the princess is caught, she becomes part of the forest; the bandit becomes a princess and one of the magic forest participants becomes the bandit.





II. Debriefing (20 minutes)

As a short debriefing of the previous activity, the trainer asks participants to reflect on how they collaborated during the activity. He/she then continues asking questions on whether their collaboration during the magic forest activity reinforced in them a sense of cooperation and closeness. The trainer then leads this group reflection time by asking participants to share the relevant examples that they have experienced before in their lives, as well as during this activity. The emphasis is on the importance of the positive interdependence and sharing physical and sporting experiences with others.

III. Practical example of adapted and inclusive sport activity: Baskin (120 minutes)

1) Background (10 minutes)

First, the trainer introduces to participants the main features of Baskin as an example of good practice that can be used to foster friendship and collaboration between mainstream individuals and those with disabilities. Baskin is an original sport invented in Cremona (Italy) in 2003 whose objective is to create an activity literally everyone – girls, boys, the able and those with physical or mental challenges to overcome – can participate in and enjoy to the fullest extent of their abilities. Activity mainly aims at creating a team spirit, foster the inclusion of people with disabilities, as well as at eliminating the differences between people.

The youngster with and without physical and/or mental disabilities according to mixed teams can participate; the only requirement is that they know how to shoot for a basket or even just accompany a ball to the basket. People with blindness can also participate, they must be previously accustomed to their position and the distance in which they are from the basket. Baskin is not an activity that allows some to play and have fun while others “help out” from time to time; Baskin makes sure that everyone gets a chance to play a decisive role in the game, each of them making their own contribution and giving their all. In this sense, it is no mere game, but an authentic sport with no room for paternalism, where everyone can use their abilities to the maximum to win.

2) Warm-up and game preparation (45 minutes)

- **Dynamic stretching (15 minutes):** The trainer leads a series of dynamic stretching exercises (such as leg swings, arm circles and torso twists) to warm up the muscles and prevent injuries.
- **Division of roles (5 minutes):** The trainer explains the five different roles of Baskin. In Baskin, the roles are assigned based on individual abilities, to ensure that participants are placed in the role where they can contribute most effectively. A detailed description of each role is provided below:

	DESCRIPTION	EXAMPLE
ROLE 1	Participant who cannot move independently; participant having only the use of arms and / or hands.	People who only use their arms or hands, but who are unable to move the wheelchair; people with visual impairments.
ROLE 2	Participant who knows how to move but without using his legs.	People in wheelchairs who can move it independently; people with severe intellectual disability.
ROLE 3	Participant able to move independently and who can use hands and arms together, even if in an uncoordinated manner. He/she has a slow pace.	People with intellectual disability but able to understand the rules.





ROLE 4	Participant with slight motor difficulties; pace of medium level; presence of mild deficits.	People with disabling obesity compared to running.
ROLE 5	Able-bodied participant, without motor difficulties: able to run quickly, move hands, dribble. She/he knows how to coordinate running and dribbling.	Able-bodied people; people with mild intellectual disability not relevant for game purposes.

- **Game Preparation Exercises (20 minutes):** Participants engage in a series of game preparation exercises tailored to their assigned roles, for example:

For Role 1 (Shooter):

- The trainer places the participant in the shooting area of his/her basket, and the participant will have to do repetitions of 10-15 shots for each position (the trainer will move the participant in different positions)
- The participant will have to make 3 baskets in a row and then will be moved to another position
- Ball passing exercises, paired with a partner
- Trainer makes movements and participants must copy it

For Role 2 (Shooter with limited mobility):

- Participant will have to do repetitions of 10-15 shots, moving to different points when he finishes
- Participant will have to make 3 baskets in a row and then move to another position
- Exercise in pairs: passing the ball at different distances

For Role 3 (Runner and Shooter):

- Basket shooting exercises
- To dribble the ball from point A to point B while walking; then they can try it while taking a little run
- Ball passing exercises, paired with a partner
- To make some short dribble path
- Hand change exercises with dribble

For Roles 4 & 5 (Runners and Passers):

- To dribble the ball from point A to point B while running
- Ball passing exercises, paired with a partner
- To make some short dribble path
- Hand change exercises with dribble

- **Team Formation (5 minutes):** The trainer divides participants into teams, ensuring a balanced mix of roles within each team. Before the match starts, participants should discuss their game strategies.

3) The Game (65 minutes)

- **Introduction to Baskin Rules (10 Minutes):**

The Baskin follows the basic rules of basketball but with some changes; in this introduction of Baskin the game rules will be simplified, to allow easier understanding even for people with significant intellectual disability. The goal is to hit the basket assigned to both teams to earn points. There are 6





baskets in the field: 2 classics (X baskets), 2 where the classic baskets are but lower (Y baskets) and two in the centre of the field, at the height of a standard wheelchair (W baskets). An area surrounding each basket will be drawn with tape, which we will call the "shooting area". The height of the baskets and the shooting areas must be defined by the coaches, who must consider the participants with whom they will be dealing at that moment.

Roles 1 and 2 are the only ones free from markings.

Roles 1 remain stable in the side baskets area (W), placed at a plausible distance, chosen by the youth worker/trainers. They are shooters. When the ball reaches them, they have 10 seconds to throw it and attempt the basket; they have an attempt and if it succeeds the score is 5; if players 1 have a spasticity that prevents them from throwing, it is possible to place them at a distance that allows them to accompany the ball into the basket (always remaining within 10 seconds), otherwise they must throw it. 10 seconds start as soon as role 1 has caught the ball, if the ball slips they no longer have the right to shoot.

Roles 2 can only shoot into basket X, and have 10 seconds to shoot, which start only as soon as they receive the ball. Anyone can pass the ball to roles 2, but as soon as they receive the ball they cannot move and they must shoot for the basket exactly from where they receive it, so they must get inside the shooting area before receiving the ball. Their basket is worth 4 points.

Roles 3 can shoot in all baskets (X, Y and W) but outside the shooting area. They are subject to markings, they must run by bouncing the ball (even if the dribble can be non-continuous or irregular), the important thing is that the ball has touched the ground at least once from when it arrives to them until they attempt the shot. Their basket is worth 3 points.

Roles 4 can shoot in X and Y baskets, outside the shooting area, they are subject to markings. They should dribble the ball while running on a regular basis (they cannot stop it; when they stop it, they should shoot or pass); their shoot is worth 2 points if they hit the basket X, 1 if they hit the basket Y.

Roles 5 can only shoot in the X basket and outside the shooting area. They have to dribble the ball while running on a regular basis (they cannot stop it; when they stop it, they have to shoot or pass). Their basket is worth 2 points.

RULES:

- The game starts in the centre of the field, a role 5 is chosen for each team, the two face each other and the trainer/youth worker throws the ball in the middle, upwards;
- All players must have the number attached to the shirt to distinguish the roles;
- There can only be one role 1 per team, max two roles 2 and 3 per team, max three roles 4 and 5 per team;
- 7 players in field, if the team is made up of several players, it is necessary to alternate; EVERYONE must have played by the end of the game;
- Before the end of the match everyone must have touched the ball at least once (including the failed attempt to catch the ball);
- Whenever there is a foul, or a missed shot, the ball must return to the field from the centre (as at the start of the game).
- **Gameplay (40 minutes:** 3 games of 10 minutes each + 5 minutes' break between every game):

Participants engage in 3 Baskin matches. The trainer oversees the games, providing guidance and encouragement as needed. Each match lasts approximately 10 minutes, and participants rotate roles and positions between matches to ensure that everyone can participate fully.





IV. Discussion and Conclusion (15 minutes)

After the activity finishes, the trainer should lead a debriefing discussion with participants by using the following questions as guiding ones:

- *Did You enjoy the game?*
- *What were the most difficult things?*
- *Did you feel part of a cohesive group?*

Following an initial reflection in the Group, the trainer will ask the participants to divide into the two teams and think about the strategy they used and reflect about what they would change before the next match. Furthermore, the trainer will ask participants to reflect on whether all players were involved or if they could do better to promote inclusion, teamwork and collaboration.

Materials Needed: Basketball balls (both large and smaller, depending on the needs of the participants), 6 baskets, 2 classics and 4 smaller (a bit higher of a regular Wheelchair); Chalk or tape to draw the areas.

Background documents and further reading:

- Cecilian A., (2018). *Corpo, movimento e sport come cornici per l'inclusione della persona*. In *Diritti. Cittadinanza e Inclusione* - ISBN:978-88-6760-588-0
- Baskin official website: <https://www.baskin.it/> and video description: <https://www.youtube.com/watch?v=MfwE4-xrIPc&t=63s>

Recommendations for future trainers multiplying this session:

- This game can be considered a codified sport and for this reason it has complexities. Youth workers and coaches must have a clear understanding of the rules of the activity.
- This session was specifically designed to give youth workers an opportunity to experience first-hand an integrated sport for people with and without disabilities. If this session is replicated by a group of people without disabilities, it is important to note that roles should be assigned respecting the specific characteristics and abilities of each participant.





1.10 Building inclusive communities in leisure, dance and outdoor activities

Session Title: Building inclusive communities in leisure, dance and outdoor activities

Duration: 120 minutes

Background: Building inclusive communities in leisure, dance and outdoor activities is important for ensuring that everyone feels valued, respected and empowered to participate. By recognising and addressing barriers to inclusion, connecting and advocating for change, we can create spaces where everyone can enjoy new experiences.

Aim of the session: To equip participants with the necessary skills and knowledge to promote diversity, equity and inclusion in their local communities through leisure, dancing and outdoor activities.

Objectives:

- Understanding the importance of inclusive leisure, dance and outdoor activities;
- Identifying barriers that prevent people from participating in those activities;
- Exploring strategies to create inclusive environments for all abilities;
- Developing different ways of implementing inclusive practices in their own communities.

Competences addressed:

- Problem solving and innovation;
- Empathy and understanding;
- Communication skills;
- Allyship and advocacy;
- Awareness of the importance of an inclusive environment.

Methodology and methods:

- Theoretical input;
- Discussion;
- Presentation;
- Work in small groups.

Session flow:

I. Introduction to the session and the topic (30 minutes)

Trainer gives a theoretical insight about what should inclusive community look like. According to an article Building Inclusive Communities (2019)²⁴ an inclusive community does everything that it can to respect all its citizens, giving them full access to resources and promoting equal treatment and opportunity, actively works to eliminate all forms of discrimination, engages all its citizens in decision-making processes that affect their lives and values diversity.

Participants are welcomed to join in group discussion about how the above is recognised in their own environments.

II. Benefits of inclusive communities (30 minutes)

²⁴ J. Schmidt, K. Gaither, M. Glencross, M. Borkin and P. Isenberg: Building Inclusive Communities (2019)





Participants are forming small groups of 3-4 and discuss about the social, physical and mental health benefits of participating in leisure, dance and outdoor activities and how inclusion expands these benefits to a bigger number of individuals, fostering a stronger sense of community (15 minutes).

Afterwards, groups join plenary for presentation of their work. The trainer gives an estimated time of 3 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this part of the session (15 minutes).

III. Strategies for creating inclusive communities (40 minutes)

The trainer provides theoretical insight about various aspects of strategies for creating inclusive environment, such as:

- *Communication* (using clear language, offering different communication methods, providing information in different formats)
- *Accessibility* (ensuring safe physical space, equipment for different needs)
- *Activities* (choosing and adapting activities to fit disabilities, offering various options that suit different interests)
- *Leadership* (training of sensitivity to individual needs, encouraging a welcoming atmosphere)
- *Advocacy and allyship* (being active supporter for the rights of young people with disabilities without being one)

Participants are welcomed to brainstorm how they could implement those aspects in their own communities.

IV. Conclusion and reflection (20 minutes)

Each participant is given a chance to present:

- What did I learn?
- What are the key highlights of the session?
- How will I use the learning points from this session within my youth work with beneficiaries?
- Evaluation (making suggestions, comments)

Materials needed: Whiteboard or flipchart paper, markers, post-it notes, pencils, A4 paper.

Background documents and further reading:

- E. Wilson: Defining and measuring the outcomes of inclusive community for people with disability, their families and the communities with whom they engage (2006)
- J. Schmidt, K. Gaither, M. Glencross, M. Borkin and P. Isenberg: Building Inclusive Communities (2019)





1.11 Celebrating diversity and achievements in leisure, dance and outdoor activities

Session Title: Celebrating diversity and achievements in leisure, dance and outdoor activities

Duration: 150 minutes

Background:

As already mentioned before, for youngsters with disabilities it is very beneficial to be involved in leisure, dance and outdoor activities in the mixed groups with youngsters mainstream and with different abilities. This is because the quality organised youth work / leisure activities contribute significantly to the social cohesion and accepting others as they are while celebrating and utilising different talents of involved individuals.

There are many types and modes of leisure activities. This session focuses on music as a catalyst for social cohesion, interaction with youngsters of different abilities and the acceptance of diversity in our communities. In our session, we will use the case study of an inclusive music project “Banda Rulli Frulli”. It will motivate participants to explore how leisure activities can contribute to the personal and collective growth of our beneficiaries, while at the same time also recognising and embracing their individual abilities and differences.

Aim of the session: To inspire participants to recognise and celebrate diversity within leisure activities, particularly in the context of music and voice and to explore methodologies for inclusive engagement of youngsters with disabilities in leisure activities.

Objectives:

- To understand the role of music and voice in promoting inclusion and celebrating diversity within leisure activities through youth work.
- To explore practical methodologies, inspired by successful inclusive practices, for engaging individuals of diverse abilities in youth work leisure activities.
- To foster collaboration, teamwork and reflection on overcoming barriers to inclusivity within our youth work leisure, dance and outdoor activities.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Presentation;
- Personal, social and learning to learn competences;
- Cultural awareness and expression competence;
- Adaptability and flexibility;
- Creativity and innovation.

Methodology and methods:

- Theoretical input;
- Team-building activities;
- Small group work on musical explorations;
- Presentation;
- Discussion.





Session Flow:

I. Team-building energiser (20 minutes)

Each participant writes on a paper a list of real things he/she cannot do because of fear or lack of skills (e.g. a backflip; sing; dance; etc.). The list of things is put on the visible spot on the flipchart/wall. The aim of the activity is to have every person actually performing the thing they wrote, with the assistance of the others. All participants, after reading the list of the things, decide where they can be helpful and assist the respective player in achieving what he/she wrote that they could not do it for different reasons.

II. Theoretical input on the role of music and voice (30 minutes)

After the energiser, the trainer introduces the concepts and the basic ideas of the transformative role of music and voice for inclusion and acceptance of diversity within leisure activities of youngsters mainstream and with disabilities. By using the case study of an inclusive music project “Banda Rulli Frulli”, the trainers further introduce the participants into the potential and benefits of using music and voice when organising leisure activities for the personal and collective growth of our beneficiaries, while at the same time also recognising and embracing their individual abilities and differences. When preparing this theoretical input / the introduction, the trainers should mention also the following:

- **Banda Rulli Frulli** was born in Finale Emilia (MO) in September 2010 within the Fondazione Scuola di Musica Carlo e Guglielmo Andreoli, a school affiliated with the child neuropsychiatry service of the USL company of Mirandola and attentive to social and inclusive issues. The idea came from **Federico Alberghini**, who was a drum teacher at the school at the time. Federico begins to involve his students in an ambitious experimental project. His aim was to create a band that played self-built percussion instruments by recycling waste materials, which was made up of boys and girls of different ages and which included the inclusion of students with disabilities. Since 2010, they organised more than 280 concerts and they produced and published six albums. The way this inclusion project is envisioned and by using such unconventional percussion instruments, the band welcomes all individuals, they ensure accessibility to those of all diverse abilities and foster their growth.
- **Music therapy** represents a methodology that uses music to help people with their feelings and personal growth. Singing helps people express themselves sincerely and helps them grow their self-confidence while doing that. Group music therapy sessions let people be creative and feel like they belong, making them feel happy and connected to their peers in the group during those leisure activities.

III. Small group work on musical explorations (60 minutes)

The trainer divides the participants into 4 groups with different specific methods of music and voice. The small groups’ task is to explore these methods and their benefits for using them when organising youth work leisure activities for our beneficiaries. The 4 groups are:

- 1) Body music is a method of using one’s body to make music and rhythms. It helps one feel more confident about their body, more coordinated and improves one’s non-verbal communication.
- 2) Circle singing is a method that involves singing together with movements and with eye contact, while interacting within the whole group of players. This contributes to making it fun for all participating, as well as helps in developing empathy through increasing participants’ listening skills.
- 3) Drum circle is a method in which the participants play drums together to share life energy through percussion and rhythm. This methodology allows participants to practice and further develop their teamwork skills. It also further builds their competences and especially positive attitudes of collaboration, communication and mutual respect.





- 4) Body percussion is a method for making sounds and rhythms with one's body, which helps show participants' feelings, further develops their cognitive skills and contributes to further integration within a group, as participants practice thinking better as a group.

Each group gets 60 minutes to practice their method and then they will share what they did. Here are some questions to think about while preparing: How did I feel during the activity? Was I able to express myself without worrying about what others think? What did I feel in terms of connection with the others? What was the importance of our teamwork and communication (verbal and non-verbal) for the success of the activity?

IV. Presentations and discussion (40 minutes)

After all small groups have finished their discussions and prepared short presentations, now they meet in the plenary for the sharing of what they have discussed, concluded and learned. The trainers give every group 10 minute in total, 5 minutes for the presentations and 5 minutes for the questions from the others and for the respective answers and discussions raised by those questions. The trainers should be ready to ask additional questions and direct discussions into the practical application of how each method discussed in the small groups can help in our youth work leisure activities to include everyone and accept all different beneficiaries with various disabilities.

Materials needed: Paper and pens; Percussion instruments (optional) or everyday objects (e.g., jars, pens, books, etc.); Music playback equipment; Open space for movement activities.

Background documents and further reading:

- Banda Rulli Frulli official website: <https://www.bandarullifrulli.com/>
- Background information on Body Music, Circle Singing, Drum Circles: <https://www.stefanobaroni.org/en/about-me-music-roff-body-music-percussion-drum-circle-facilitator-teacher-team-building-corporate-training-community-musictherapy/>

Recommendations for future trainers multiplying this session:

- During the first team-building energiser activity, the trainers should encourage everyone to join enthusiastically and to think how working together helps overcome challenges.
- For the small groups on different music methods, if the organisers have not provided the trainers with the real drums, we recommend that the trainers use creative approach when preparing the session and use simple and available objects like jars, pens, books, etc. for participants to make rhythms. The trainers should make sure that these are ready before the start of the session.
- During the small groups, different groups might need different time for exploring the assigned method and being creative with it. The trainers should check regularly with all the groups and make sure that everyone has adequate time for the task.





1.12 Evaluating impact: measuring inclusivity success

Session Title: Evaluating impact: measuring inclusivity success

Duration: 120 minutes

Background:

For quality involvement and inclusion of youngsters with disabilities in our youth work activities and programmes, we need to regularly evaluate their impact. According to the outcomes of the monitoring and evaluation, we can adapt our programmes/activities and make sure that everyone feels included and is contributing equally to the process.

When evaluating the activities and programmes with youngsters with disabilities, it is needed to adapt the evaluation methods used to the realities of the beneficiaries and their different disabilities. Thus, the youth workers should be equipped to use different evaluation methods like for instance: audio questions for blind and/or visually impaired participants; simple pictures for the participants with cognitive disabilities; etc.

This session focuses on increasing skills of youth workers to do good evaluations, helping participants with disabilities feel more included and respected in their evaluations, through quality adaptation of the assessment methods towards the respective beneficiaries.

Aim of the session: To empower participants with the knowledge, skills and tools necessary to effectively evaluate the impact of initiatives and measure inclusivity success within their youth work with youngsters with disabilities.

Objectives:

- Understand the importance of impact evaluation and inclusivity measurement;
- Identify relevant indicators for assessing inclusivity in different contexts;
- Learn methods and approaches for collecting information related to impact and inclusivity;
- Develop an evaluation framework tailored to inclusivity goals (such as physical and mental health, social interaction, breaking down stereotypes, boosting self-esteem);
- To use evaluation findings for recommendations and create an action plan for integrating inclusivity measures into their activities, organisations or projects.

Competences addressed:

- Analytical thinking;
- Problem solving;
- Communication skills;
- Planning;
- Team work.

Methodology and methods:

- Theoretical input;
- Brainstorming;
- Discussion.

Session flow:

I. Introduction to the session and discussion (30 minutes)





The trainers introduce the focus of the session shortly. They then invite all the participants to join the plenary groups discussion why it is important to evaluate and measure the success of our youth work when it comes to the inclusivity of youngsters with disabilities. During this discussion, the trainers also ask questions to guide the discussion into identifying the challenges when measuring the inclusivity of our youth work activities and into sharing solutions they used so far for addressing those challenges. The trainer can lead the discussion by encouraging participants to think about the possibility of adapting assessment methods according to the person's type of disability (i.e. audio questionnaires for visually impaired persons and simplified imagery - such as Picture Communication Symbols (PCS) and Augmentative and Alternative Communication (AAC) - for those with cognitive disabilities). The trainer may also suggest that during the assessment process, it may be useful to have a reference figure to support the person with disability, while being careful not to influence them. The conclusions of the discussion are written on the whiteboard or the flipchart paper.

II. Developing questionnaire (30 minutes)

The main goal of this part of the session is to develop a questionnaire on how young people with disabilities experience leisure, sport and outdoor activities and how included do they feel. Participants are divided in small groups of 4. Each group can first discuss some orientational questions to help them with formulating questionnaire such as:

- Do you encounter any barriers when accessing leisure, dance and outdoor activities? How would you rate the accessibility of infrastructure in your community for young people with disabilities?
- Do you feel included in social activities and events with your peers? Have you ever experienced discrimination or exclusion based on your disability? How comfortable do you feel interacting with others in your community?
- Are activities suitable for you? Do you enjoy them? Are they too long, or too short?

Participants are invited to develop an evaluation framework with concrete questions.

III. Finalising questionnaire (60 minutes)

The trainer invites all the participants to the plenary for a presentation of their work. The trainer then gives an estimated time of 5 minutes for presenting to each group. After all presentations are done, participants and the trainer draw up a joint questionnaire covering the best examples of questions. One questionnaire is attached in the appendix 2 just as an example. Please feel free to develop a completely new one.

Materials needed: whiteboard or flipchart paper, markers, pencils, A4 papers.

Background documents and further reading:

- Easy read: <https://abilitynet.org.uk/factsheets/what-easy-read>
- United Nations Children's Fund (UNICEF), Division of Data, Analytics, Planning and Monitoring (2020). Producing disability-inclusive data. Why it matters and what it takes
- Beukelman, D. & Mirenda, P. (2013). *Augmentative and Alternative Communication: Supporting Children & Adults with Complex Communication Needs 4th Edition*. Baltimore: Paul H. Brookes Publishing.

Recommendations for future trainers multiplying this session:

- The trainers should have in mind that the questionnaire should be developed by considering the disabilities of the participants in leisure, dance or outdoor activities, ideally in easy read.





1.13 Creating a more inclusive society: beyond this training course - action plans

Session Title: Creating a more inclusive society: beyond this training course - action plans

Duration: 170 minutes

Background:

Youth workers should make sure to always create inclusive opportunities when developing / facilitating the leisure, dance and outdoor activities. It is especially important when working with youngsters with disabilities to feel included and accepted in their diversity. Youth workers are the key actors to making these activities work for everyone and all their beneficiaries, as they are responsible for the adaptation of different methods and methodologies when organising those activities to make sure that everyone can participate fully.

This session focuses on helpful tools and action plans to support the social inclusion of young people with disabilities in leisure and outdoor activities at the local level.

Aim of the Session: To develop action plans and fact sheets for empowering youth workers in supporting the social inclusion of young people with disabilities in leisure and outdoor activities at the local level.

Objectives:

- To equip youth workers with practical strategies for adapting activities to meet the needs of young people with disabilities;
- To develop action plans and fact sheets for empowering youth workers to promote social inclusion of youngsters with disabilities in their local communities.

Competences Addressed:

- Social competences;
- Literacy competence;
- Citizenship competence;
- Cooperation and inclusion.

Methodology and Methods:

- Input;
- Individual work;
- Group discussion.

Session Flow:

I. Introduction (10 minutes)

At the beginning of the session the trainers facilitate a short and amusing energiser. Then, the trainers share with the group that the focus of this session is to explore and develop practical tools like action plans and fact sheets to organise the relevant follow-up activities in our organisations and communities upon the return home from this training course. The follow-up activities envisioned should focus on the inclusion of youngsters with disabilities in leisure, dance and outdoor activities through our youth work programmes of the sending organisations and with the involvement of other stakeholders in our local communities.





II. Individual work - developing action plans (40 minutes)

During this training course, the participants have explored many different activities (such as dance, contact improvisation, integrated sports, music, etc.) that could be easily multiplied and organised in their own local communities with their beneficiaries youngsters with disabilities. They should now imagine, envision and plan at least one inclusive leisure and/or outdoor activity for organising in their local community as a follow-up of this training course. The trainers ask participants to focus on specific details when developing the action plan of the activity, like: the activity types; accessibility features; participants' engagement; etc. The trainers are available to assist participants in exploring options and choosing practical steps and action plan items for organising such inclusion youth work leisure and outdoor activities, based on the agreed aims and objectives for the follow-up activities.

III. Presentations and discussion (20 minutes):

Participants have 3-4 minutes to present their work so far and receive feedback and comments from the rest of the group. This will allow them to further develop their action plans and enrich them with the ideas and suggestions of the others.

IV. Small groups' work on the development of the fact sheets (60 minutes)

In this part of the session, the participants will be divided into 4 small groups. Each small group will get one of the following 4 important topics of this training course / curriculum:

1. Principles of quality adaptation of the activities towards the different needs of youngsters with disabilities. How important the adaptation is? And how can youth workers effectively implement those principles into their own youth work with youngsters with disabilities?
2. Integrated sports, dance and outdoor activities. What are their benefits and specifics for youth work with youngsters with disabilities?
3. Body-centred approaches and methodologies (i.e. dance, mindfulness and contact improvisation) in youth work with youngsters with disabilities. What is their potential to promote connection, empathy and positive attitudes towards inclusion of youngsters with different abilities?
4. Music and voice in youth work with youngsters with disabilities. What are the suggestions for using different methodologies in exploring music's role for respecting individual abilities of our beneficiaries and unifying all our different selves into one team?

Each small group should prepare one fact sheet for the topic that they got assigned. The fact sheets should consist of important information for other youth workers when organising inclusive leisure and outdoor activities: practical guidance and recommendations; best practices tailored for youth workers to enhance their capacity in organising similar activities for promotion of social inclusion and acceptance of youngsters with disabilities.

V. Presentations and discussion (40 minutes)

After all small groups have finished their fact sheets and prepared short presentations, now they meet in the plenary for the sharing of the results of their small groups' work. The trainers give every group ten minute in total, 5 minutes for the presentations and 5 minutes for the questions from the others and for the respective answers and discussions raised by those questions. The trainers should be ready to ask additional questions and direct discussions into the practical application of how each fact sheet and presented methodologies can help in promoting the inclusion and the acceptance of diversity within leisure activities in our communities.

Materials Needed: Papers; Pens; Flipchart and flipchart papers; Fact sheet templates.

Recommendations for future trainers multiplying this session:





- The trainers should foster a supportive environment where the participating youth workers can share their experiences, challenges and success stories related to the promotion of the social inclusion of youngsters with disabilities.





1.14 Evaluation and closure of the training course

Session Title: Evaluation and closure of the training course

Duration: 90 minutes

Background:

Evaluation of the training course is the final session of the programme. In this session participants have the opportunity to reflect on the whole programme and evaluate it, including the expectations, fears and contributions set in the first working day. Furthermore, in this session they have different activities that ensure the overall evaluation of trainers' performance, methods and methodologies used, group energy, the support from the organisers, etc. This session is highly important for organisers and trainers as well, since it provides them with feedback and suggestions on how to improve their work in future projects.

Aim of the session: To create space for reflection and evaluation of the training course and the learning experience of participating youth workers.

Objectives:

- To reflect on the expectations, fears and contributions set in the first working day;
- To evaluate the training course programme and learning gained;
- To evaluate methods used and trainers' performance;
- To reflect and share the impressions on the overall organisation of the training course and the experiences gained.

Competences addressed:

- Communication and collaboration;
- Literacy competence;
- Citizenship competence;
- Digital competence;
- Analysing and reflecting;
- Creative expression.

Methodology and methods:

- Self-reflection on expectations, fears and contributions;
- Group evaluation;
- Written evaluation form;
- Verbal evaluation.

Session flow:

I. Self-reflection on expectations, fears and contributions (15 minutes)

At the start of this evaluation session, the trainers facilitate a self-reflection activity of the participants on their expectations, fears and contributions shared during the first working day of the training course. Each participant should find their own papers from the three flipcharts from the first day (expectations, fears, contributions) When they find it, they have to remove the paper from the flipchart in case their expectations are met, their fears were not relevant to the overall experience,





and their contributions are filled. In case these aspects still stand, they leave the paper on the flipchart paper. Further discussions take place in case participants want to share.

II. Group reflection on learning and next steps (25 minutes)

The next evaluation activity is about the overall learning process. There are 4 flipchart papers with drawings or improvised objects designed in the form of a fridge, oven, washing machine and a bin. The trainer invites participants to use sticky notes to write their evaluation and place in each object/flipchart paper by using the following questions for instructions:

- What belongs in the fridge (Tools, thoughts, ideas that will not be used in the nearby future, but are useful for later stages?)
- What belongs in the oven? (Tools, thoughts, ideas that will be used soon after arriving at home?)
- What belongs in the washing machine? (Tools, thoughts, ideas that need to change a bit to fit to my working style and needs?)
- What belongs in trash? (Tools, thoughts, ideas that are not valuable and relevant for me and my work?)

They use 15 minutes to do this, and then the trainer shortly goes through each flipchart/object to read some of the evaluations by ensuring anonymity.

III. Written evaluation (20 minutes)

The written evaluation is one of the most important activities in this session as it allows participants to give a thorough evaluation on the following aspects: learning objectives, evaluation of trainers' performance and methods used, evaluation of the organisation's team, logistics and accommodation, as well as the group energy. The trainers have prepared an evaluation form by using digital tools and share it via email or social media groups. They give participants 20 minutes to conduct this evaluation.

IV. Final round with verbal evaluation and the closure words (30 minutes)

The final activity for evaluation is the verbal evaluation with the closure round. The trainer invites everyone in the plenary to briefly share their impressions on the programme and general experience during the training course, and to say anything they wish as a personal closure within this group, as this is probably the last opportunity for the whole group to be together and listen to everyone individually. After everyone shares their impressions, the trainers are the last ones to add on this and then officially close the training course.

Materials needed: flipchart papers, post-it notes, pencils and pens, markers, digital devices for written evaluation (in case some of the participants cannot use their phones), internet connection.

Recommendations for future trainers multiplying this session:

- The organisers should prepare the written digital evaluation form in advance and test if it works or not. They should be able to assist/provide participants with a digital device in case someone needs it.





Appendix 1

Example of a practical outdoor activity: Hiking with mixed ability group

Preparation/hiking planning: The hiking team leader makes a detailed report of the trip (driving directions to and from the embarkation point; hiking directions from and to the debarkation point; weather forecast; duration and trail condition) and gives the report to all participants, also a list of mandatory gears (appropriate clothing/shoes, food and drinks, first aid kit, emergency numbers, small backpacks, etc.).

Before the hike: Look at everyone's gear, particularly those with disability and with less experience. Get an assessment from the members of the group as to their experience and fitness level, and then establish the buddy system. Pair the youngsters off by mixing one of the more experienced hikers with one less so and with disability ensuring that everyone is accounted for. Make "Buddy check!" asking for everyone to look for their buddy. Choose terrain that won't require a boost or assist of any kind (if a trail is too wet and muddy, the group must turn back and save the hike for another day). Follow the written and unwritten rules of the trail. Take a picture of each member of the hike in case anyone gets lost.

The hiking group: must disturb wildlife (the members let nature do all the talking, keeping the noise from electronic device) and be aware of their surroundings.

Hiking uphill: find a rhythm between their breathing and stride. Maintain a steady pace and take fewer breaks, rather than walking faster and having to stop more regular. Focus on positive thoughts rather than how exhausted they feel. Decrease the gradient on very steep ascents, considering zigzagging rather than going straight up.

General tips: the hiking pair should finish the day walking the same speed at which they started. Make small adjustments to their pack's harness, hip belt, shoulder and stabiliser straps. Alternate the weight of the load between their shoulders and hips. Mix up shorter strides, longer strides, up on their toes, back on their heels, whatever it takes to minimise muscle tension areas. Keep their muscles supple by doing some light stretching during breaks. Keep the breaks short and regular rather than long and occasional. Camp at least twenty feet apart. Be very diligent about poop, pee, food waste and general hygiene.

During the hike: Everyone gets one person of the group to take care of – making sure that your assigned "buddy" feels mentally and physically comfortable. They check in with each other before, during and after the hike, using the questions of the buddy sheet (see below).

THE BUDDY SHEET:

Me and my buddy before the hike

1. Do you have any preferences or special needs, which relate to outdoor activities?
2. What are your fears – what are you afraid of in this hike?
3. What are you mostly looking forward to in this hike?

Me and my buddy during the hike

1. Talk about your best outdoor adventure.
2. What are your hobbies?





3. What is your biggest fear when it comes to being outdoors?
4. What was your worst outdoor experience and what was your best outdoor experience?
5. When it comes to outdoor activities, which of your skills do you feel confident about?
6. Which skills do you not feel confident about at all?
7. Have you ever felt discriminated based on your disability in sport or outdoor activity?
8. Who were your role models growing up?
9. Did you ever skip physical education at school? If so, why?
10. Have you ever played any sports in a mixed team (disabled and not disabled young people)
11. What kind of sports do you enjoy more: collaborative or competitive activities?
12. Are you part of any local sports teams or outdoor groups? If not, why?
13. Have you ever implemented any outdoor activities? If so, what made you do it?
14. What is a country you want to visit because of its nature? Do you prefer to play mixed-abilities or same-abilities team sports?
15. What was the first sport you tried and why?

Me and my buddy after the hike:

1. How do you feel after this hike?
2. Did you enjoy the experience?
3. What was the most enjoyable aspect of the hike?
4. What was less enjoyable aspect of the hike?
5. How could we improve the hike for the next time?





Appendix 2

QUESTIONNAIRE ABOUT ACTIVITY




Name of activity:

Date:

Who organized/performed it?

Where did it take place?

Place an »X« mark in the box of your answer:

QUESTION	 YES	 NEUTRAL	 NO
Did you like the activity?			
Was the activity right for you?			
Did the activity last just the right time?			
Did you meet new people?			
Did you learn something new?			
Did you feel good during the activity?			
Would you join such activity again?			

Did you face any challenges during activity? What challenges were that?

Do you have any comments or suggestions?





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